



	Theme	Overview of key learning to take place	How learning will be assessed
<b>Term 1</b>	Unit 1:  Who was to blame for the Cold War?	<p><b>Key Topic 1: Why did the USA–USSR alliance begin to break down in 1945?</b></p> <ul style="list-style-type: none"> <li>a) I can identify reasons why the USA-USSR alliance broke down after the Yalta and Potsdam conferences.</li> <li>b) I can describe changes that occurred in the USA and USSR between Yalta and Potsdam.</li> <li>c) I can assess the impact that the disagreements in Potsdam could have for the relationship between these two superpowers.</li> </ul> <p><b>Key Topic 2: How had the USSR gained control of Eastern Europe by 1948?</b></p> <ul style="list-style-type: none"> <li>a) I can list off the methods taken by Stalin to take control of Eastern European countries up to 1948.</li> <li>b) I can describe, by using specific examples – how Stalin managed to consolidate this control.</li> <li>c) I can assess the significance of the Soviets growth in control on the relationship between the USSR and the USA.</li> </ul> <p><b>Key Topic 3: How did the USA react to Soviet expansionism?</b></p> <ul style="list-style-type: none"> <li>a) I can list the reasons why the USA were concerned about the expansion of communism.</li> <li>b) I can describe in detail Marshall Aid and The Truman Doctrine.</li> <li>c) I can argue the extent to which the USA’s policies towards of the Truman Doctrine and Marshall Aid were successful.</li> </ul> <p><b>Key Topic 4: What were the consequences of the Berlin Blockade?</b></p> <ul style="list-style-type: none"> <li>a) I can provide reasons why the Soviets blockaded Berlin in 1948.</li> </ul>	<p><b>Formative assessment</b> to take place 2 times per term. Feedback will be given to help students to improve and progress in the topic area. Grades will not be given at this time.</p> <p><b>EXAMPLES OF FORMATIVE ASSESSMENT TASKS, WHICH WILL BE USED THIS TERM IN END OF UNIT TESTS:</b></p> <p style="padding-left: 40px;">MS Forms short type questions Quiz Presentation Produce a video Multiple choice activity (which requires challenge, not obvious answers) Matching exercise Reflection on Learning WWW/EBI Mind maps Interactive games/quizzes – kahoot, Bingo, quizizz etc</p> <p><b>Summative assessment</b> at end of units studied. Minimum of 2 summative end of unit assessments per term. Students will receive a percentage for this assessment. Exam type questions. Students will do marked past paper questions. Assessments will be written and based on the IGCSE exam format.</p> <p style="text-align: right;">End of unit assessment (4m) (6m) (10m) CIE style questions</p>

		<p>b) I can describe the western powers reaction to this and how they ensured supply lines to West Berlin were still met.</p> <p>c) I can analyse the successes and failures of the USSR's attempt to blockade Berlin.</p> <p><b>Key Topic 5: Who was the more to blame for starting the Cold War: the USA or the USSR?</b></p> <p>a) I can comment on the personal relationships between the two main leaders representing the superpowers.</p> <p>b) I can describe the reasons and implications for creating both NATO &amp; The Warsaw Pact.</p> <p>c) I can argue how significant both sides' actions were in adding to the creation of the Cold War.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Term 1</p>	<p>Unit 2:</p> <p>How effectively did the USA contain the spread of Communism?</p>	<p><b>Key Topic 1: America and events in Korea, 1950–53?</b></p> <p>a) I can provide reasons why a war sparked off in Korea.</p> <p>b) I can describe the key events in the Korean War and give reasons why key figures made important decisions.</p> <p>c) I can argue about the successes and failures of the USA in Korea.</p> <p><b>Key Topic 2: America and events in Cuba, 1959–62?</b></p> <p>a) I can explain the background to the events in Cuba and why the Soviets put missiles in Cuba.</p> <p>b) I can describe and assess the options available to JFK as he contemplated his decision on what to do.</p> <p>c) I can provide an argument to the USA's successes and failures in the Cuban Missile Crisis.</p> <p><b>Key Topic 3: American involvement in Vietnam?</b></p> <p>d) I can explain details about the origin of the conflict.</p> <p>e) I can describe why the USA became increasingly involved in Vietnam and I can discuss the impact that this had on social movements in the USA.</p> <p>f) I can assess the strengths and weaknesses of both the USA and The Vietcong's tactics as a consequences of the USA winning or losing the war.</p>	<p><b>Formative assessment</b> to take place 2 times per term. Feedback will be given to help students to improve and progress in the topic area. Grades will not be given at this time.</p> <p><b>EXAMPLES OF FORMATIVE ASSESSMENT TASKS, WHICH WILL BE USED THIS TERM IN END OF UNIT TESTS:</b></p> <p>MS Forms short type questions Quiz Presentation Produce a video Multiple choice activity (which requires challenge, not obvious answers) Matching exercise Reflection on Learning WWW/EBI Mind maps Interactive games/quizzes – kahoot, Bingo, quizz etc</p> <p><b>Summative assessment</b> at end of units studied. Minimum of 2 summative end of unit assessments per term. Students will receive a percentage for this assessment.</p>

			<p>Exam type questions. Students will do marked past paper questions. Assessments will be written and based on the IGCSE exam format.</p> <p>End of unit assessment (4m) (6m) (10m) CIE style questions</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Term 2</p>	<p>Unit 3: How secure was the USSR's control over Eastern Europe, 1948–c.1989?</p>	<p><b>Key Topic 1: Why was there opposition to Soviet control in Hungary in 1956 and Czechoslovakia in 1968, and how did the USSR react to this opposition?</b></p> <ul style="list-style-type: none"> <li>a) I can explain why there was opposition to Soviet control in Hungary and Czechoslovakia.</li> <li>b) I can describe how the Soviets responded to this opposition in different ways.</li> <li>c) I can assess the significance of the events in both Hungary and Czechoslovakia in the demise of Soviet control over Eastern Europe.</li> </ul> <p><b>Key Topic 2: How similar were events in Hungary in 1956 and in Czechoslovakia in 1968?</b></p> <ul style="list-style-type: none"> <li>a) I can identify the similarities of the two events.</li> <li>b) I can describe how different the Soviets responses were in these two events and provide reasons why their responses were different.</li> <li>c) I can argue the extent to which the events were similar and different.</li> </ul> <p><b>Key Topic 3: Why was the Berlin Wall built in 1961?</b></p> <ul style="list-style-type: none"> <li>a) I can list reasons why the Berlin Wall was built in 1961.</li> <li>b) I can describe the social, economic and political reasons why the wall was built.</li> <li>c) I can assess the significance of the construction of the wall to the demise of the Soviet Union.</li> </ul> <p><b>Key Topic 4: What was the significance of 'Solidarity' in Poland for the decline of Soviet influence in Eastern Europe?</b></p> <ul style="list-style-type: none"> <li>a) I can explain what the Solidarity movement was.</li> </ul>	<p><b>Formative assessment</b> to take place 2 times per term. Feedback will be given to help students to improve and progress in the topic area. Grades will not be given at this time.</p> <p><b>EXAMPLES OF FORMATIVE ASSESSMENT TASKS, WHICH WILL BE USED THIS TERM IN END OF UNIT TESTS:</b></p> <ul style="list-style-type: none"> <li>MS Forms short type questions Quiz</li> <li>Presentation</li> <li>Produce a video</li> <li>Multiple choice activity (which requires challenge, not obvious answers)</li> <li>Matching exercise</li> <li>Reflection on Learning</li> <li>WWW/EBI</li> <li>Mind maps</li> <li>Interactive games/quizzes – kahoot, Bingo, quizzz etc</li> </ul> <p><b>Summative assessment</b> at end of units studied. Minimum of 2 summative end of unit assessments per term. Students will receive a percentage for this assessment.</p> <p>Exam type questions. Students will do marked past paper questions. Assessments will be written and based on the IGCSE exam format.</p>

		<p>b) I can discuss why the Polish government agreed to the demands of the Solidarity movement in the 1980s.</p> <p>c) I can assess the significance of the Solidarity movement in connection to the demise of the Soviet Union.</p> <p><b>Key Topic 5: How far was Gorbachev personally responsible for the collapse of Soviet control over Eastern Europe?</b></p> <p>a) I can explain Gorbachev’s policies of Perestroika and Glasnost and the impact it had on the Soviet Union’s control.</p> <p>b) I can analyse primary and secondary sources to describe how Gorbachev changed Eastern Europe.</p> <p>c) I can argue the extent to which Gorbachev personally was responsible for the collapse of the Soviet Union.</p>	<p>End of unit assessment (4m) (6m) (10m) CIE style questions</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Term 2</p>	<p>Unit 4: Paper 2 – Exam Technique &amp; Source Analysis</p>	<p><b>Key Topic 1: Demonstrating interpretation and evaluation of sources?</b></p> <p>a) I can show that I can interpret a source. This means demonstrating that I understand the meaning of the source.</p> <p>b) I can show that I can evaluate a source. This means, for example, determining how useful it is, how reliable it is, what its limitations are, what type of source it is, the significance of the creator and so on.</p> <p>c) I can demonstrate that I can; make inferences – indicate what the content and details of the source suggest.</p> <p>d) I can demonstrate that I can; interpret the message of posters and cartoon sources – indicate what you think the creator of the source intended to try to tell or show the audience.</p> <p>e) I can demonstrate that I can, evaluate the usefulness and reliability of source evidence, for example by; – assessing the value of the content of the source against my own knowledge. – assessing the language and tone of the source content.</p>	<p><b>Formative assessment</b> to take place 2 times per term. Feedback will be given to help students to improve and progress in the topic area. Grades will not be given at this time.</p> <p><b>EXAMPLES OF FORMATIVE ASSESSMENT TASKS, WHICH WILL BE USED THIS TERM IN END OF UNIT TESTS:</b> MS Forms short type questions Quiz Presentation Produce a video Multiple choice activity (which requires challenge, not obvious answers) Matching exercise Reflection on Learning WWW/EBI Mind maps Interactive games/quizzes – kahoot, Bingo, quizizz etc</p> <p><b>Summative assessment</b> at end of units studied. Minimum of 2 summative end of unit assessments per term.</p>

		<p>– assessing the motive of the creator of the source by examining the provenance.</p> <p>f) I can demonstrate that I can; explain the purpose of the source – evaluate why a source was made or published by the creator.</p> <p>g) I can demonstrate that I can; compare similarities and differences between sources to identify different interpretations of the past.</p>	<p>Students will receive a percentage for this assessment. Exam type questions. Students will do marked past paper questions. Assessments will be written and based on the IGCSE exam format.</p> <p>End of unit assessment Paper 2 - Source Based CIE Exam Style Questions.</p>
Term 2	<p><b>Revision and Mock Examinations.</b></p>		
Term 3	<p><b>Revision, completion of Mock Examinations and commencement of CIE IGCSE Examinations.</b></p>		