The Warriner School Subject Curriculum Map

Subject: History	Year Group: 10	Unit: AQA 8145 BA Conflict and Tension 1945-1972 Paper 1, 25% 1hour

Unit objectives: (NC Statements)
Unit objectives: **Assessment objectives**
AO1- Students need to 'demonstrate knowledge and understanding of key features and characteristics of the periods of history they have studied'.
AO2- Students need to 'explain and analyse historical events and periods using **second-order** concepts'.
AO3- analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.
AO4- analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.

Context for study: end of Paper 1 and the Cold War in 1970-1972- Vietnamisation and detente.

Sequence of learning: *Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in **bold**)*

Easing of tension: sources of tension, including the Soviets' record on human rights;
The reasons for Détente and for SALT 1
The part played by key individuals Brezhnev and Nixon.

Possible Misconceptions and adaptive responses to these: *identified through formative assessment/retrieval practice/diagnostic questioning.*	Literacy and Oracy development opportunities: *Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.*
Regular formative assessment through low-stakes questioning, recap starters, inclusive sharing of responses.	Glossary of new terms. Match the definition

Ensure knowledge is sound before moving on during the lesson or in the next lesson.	Sentence starters for correct PEEL paragraphing PACC for source analysis- Provenance, Audience, Content, Context. Text printed into booklets for the whole unit. Resources also scanned in department share to be available on Go or Teams
Assessment/Final outcomes: *How will students apply their deep learning in a meaningful way that respects the subject's discipline?* *In class homework, timed questions, End of unit assessments, in class and as a cohort, winter and spring mocks*	