

The Warriner School Subject Curriculum Map

Subject: History	Year Group: 10	Unit: AQA 8145 BA Conflict and Tension 1945-1972 Paper 1, 25% 1hour
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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: From the expansion of Soviet influence in Europe to Asia the impact of events in Cuba play out on the international scene. The impact of the Cuban Missile Crisis results in a time of Detente but this is only in Europe and not in Asia, the Domino theory in effect from the last unit looking at China and Korean war, moving to US involvement in Vietnam, another proxy war. The Brezhnev Doctrine and events in Czechoslovakia sit separate to Detente, students make comparison between the uprising of 1956 and this one in 1968.

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**)*

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Military campaign waged by Vietcong against France and the USA. 1940s-1973
Why America got involved in Vietnam
Who were the Viet Minh, the Vietcong, Ho Chi Minh?
US tactics- Tonkin incident, operation rolling thunder, air strikes, hueys, search and destroy missions, strategic villages, napalm, agent orange and impact on civilians/ war/ people at home why not effective?
VC tactics- ambush, sabotage, booby traps, no uniform, Ho Chi Minh trails, underground tunnels, attack at night- guerrilla tactics why, impact, why effective?

Why did the US withdraw from Vietnam? Impact of the media, economic cost, human cost- average age 19 and conscription
My Lai- when, what happened, evidence of, Tet Offensive- when, what, impact on the war.
Anti-war movement in US- impact on US Government.
Nixon- Vietnamization- when, what it is, why didn't it work? 2 reasons

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U2 Crisis and its effects on the Paris Peace Summit and the peace process Fear of the bomb: Duck and Cover, MAD	
PART THREE: THE TRANSFORMATION OF THE COLD WAR	
Berlin Wall: situation before the wall was built, reasons for construction and Kennedy's response, August 1961	
Tensions over Cuba US connection with Cuba since 1898 describe 1959 Fidel Castro- who was he, what did he do to US influence in Cuba? Revolution Bay of Pigs incident- when, where, what happened, how did this make Kennedy look, consequences Why did Khrushchev put missiles on Cuba? Test JFK, win CW, 'first strike' capability Why was JFK concerned about missiles on Cuba? CMC - events, U2 photos etc What options were available to JFK? Which did he pick and why? Why the blockade/quarantine of Cuba? How did the CMC end? Who won at the time and in the future? First and second letter, back channel negotiations, removal of missiles in Turkey 6 months later IN SECRET Consequences of the crisis- Hot line, Nuclear Test Ban Treaty	
Czechoslovakia: Why was there opposition to Soviet influence? 1968 Dubcek and the Prague Spring movement USSR's response to the reforms, no sanctions, force The effects the Prague Spring had on East-West relations, including the Warsaw Pact The Brezhnev Doctrine - define	

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<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Regular formative assessment through low-stakes questioning, recap starters, inclusive sharing of responses.</p> <p>Ensure knowledge is sound before moving on during the lesson or in the next lesson.</p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Glossary of new terms.</p> <p>Match the definition</p> <p>Sentence starters for correct PEEL paragraphing</p> <p>PACC for source analysis- Provenance, Audience, Content, Context.</p> <p>Text printed into booklets for the whole unit.</p> <p>Resources also scanned in department share to be available on Go or Teams</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i></p> <p><i>In class homework, timed questions, End of unit assessments, in class and as a cohort, winter and spring mocks</i></p>	