

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 origins of the Cold War to the development of the Cold War in Asia and through the Arms Race from 1949. How the conflict and tension escalated during the 1950s with the growth in Communist influence across the globe.

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**)*

PART TWO: THE DEVELOPMENT OF THE COLD WAR
Explain the significance of events in Asia for superpower relations
USSR's support for Mao Tse-Tung and Communist revolution in China
Civil war background – communists vs nationalists
Founding of People's Republic of China
Mao's relationships with Stalin/Khrushchev
Domino Theory
Military campaign waged by North Korea against the UN, 1950-
Reactions to creation of 38 th parallel
American/UN/Chinese involvement in war – why? Wider impact on Cold War.
Impact of war – loss of life, peace talks, Chinese influence, US determination over containment, UN influence
Arms Race membership and purpose of NATO and Warsaw Pact, A-Bomb, H-Bomb, ICBMs, 'bomber gap'
Space Race: Sputnik, Explorer, NASA, Polaris, Gagarin, Apollo- what is each one?
The 'Thaw', De-Stalinisation in USSR, 1953- 1972
Hungary, protest movement and reforms of Nagy, Soviet fears, how they reacted and the effects on the Cold War

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<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i> 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> Glossary of new terms. Match the definition 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</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i> <i>In class homework, timed questions, End of unit assessments, in class and as a cohort, winter and spring mocks</i></p>	