

## The Warriner School Subject Curriculum Map

Subject: History	Year Group: 10	Unit: AQA 8145 BA Conflict and Tension 1945-1972 Paper 1 <b>Origins of the Cold War</b>
<p>Unit objectives: (NC Statements)</p> <p>Unit objectives: <b>Assessment objectives</b></p> <p><b>AO1</b>- Students need to 'demonstrate knowledge and understanding of key features and characteristics of the periods of history they have studied'.</p> <p><b>AO2</b>- Students need to 'explain and analyse historical events and periods using <b>second-order</b> concepts'.</p> <p><b>AO3</b>- analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p><b>AO4</b>- analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p>		
<p>Context for study: This is the second unit for Paper 1, as part of the 20<sup>th</sup> Century studies – Unit 1 – Germany 1890-1945, now Conflict and Tension in Europe 1945-1972. Students look at the impact of WW2 on post 45 Europe, from the 'hot' war to a 'cold' war. 25% of final grade, 1 hour exam</p>		
<p>Sequence of learning: <i>Knowledge content - list of statements of what students should know by progressing through this unit (identify key tier 2/3 vocabulary in <b>bold</b>)</i></p>		



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<b>PAPER 1 CONFLICT AND TENSION BETWEEN EAST AND WEST 1945-72</b>	
<b>PART ONE: THE ORIGINS OF THE COLD WAR</b>	
<p>End of the Second World War</p> <p>Yalta conference – who what when where agreements disagreements</p> <p>Potsdam conference- who what when where agreements disagreements</p> <p>Division of Germany/ Berlin- how, why</p> <p>Role of Churchill, Roosevelt, Truman, Attlee in the origins of the Cold War</p> <p>Reasons for the breakdown of the alliance in 1945-46- death of Hitler, death of FDR, Truman, ideology clash, Stalin ‘buffer zone’, mutual fear and mistrust, A-bomb</p> <p>Soviet expansion into Eastern Europe- When, how, methods used, why.</p> <p>How did Stalin feel about the West and WHY?</p> <p>Churchill’s Iron Curtain speech- when, what did it mean, what impact did it have on the cold war and relations with USSR?</p> <p>How did the US react to Soviet expansion in Eastern Europe and why?</p> <p>Truman Doctrine - when what.</p> <p>Policy of containment - when what</p> <p>Marshall Plan- when what why- help/ kindness/recovery, contain communism, spread democracy, spread US influence to counter SU influence. E.g’s of how much to whom. ‘Dollar imperialism’.</p> <p>Yugoslavia- how was this country different? Communist but independent</p> <p>Berlin Blockade - when, causes - currency, Bizonia, Marshall Plan in West Berlin, motives of Stalin- make allies leave, reaction to new currency introduced in West zones, make Berlin all communist, expansion</p> <p>US reaction to blockade- WHY get involved? Airlift-WHY? First test of the Cold War, to follow new foreign policy of containment, to show strength, battle of superpowers/ideologies</p> <p>Consequences of Berlin Airlift - main facts, airports, goods? How often, ended?</p> <p>Comecon/Cominform- What are they? When?</p> <p>NATO, creation of West and East Germany- impact on wider world</p> <p>Warsaw Pact- what is it? When? Impact on the Cold War</p>	

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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>	