

The Warriner School Subject Curriculum Map

Subject: History	Year Group: 12	Unit: The end of the Cold War 1984-1995
Unit objectives: (NC Statements)		
AO1	Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.	
AO2	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.	
AO3	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.	
Context for study: AO1 only, 15% 1hour exam		



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)*

Economic and social problems in the USSR and Eastern Europe, the influence these problems have on policy
western influence; the pressure of the arms race on the end of the Cold War, impact, détente renegotiated
Gorbachev, glasnost and perestroika- definition, impact of policies on international relations, on Eastern European countries, collapse of Soviet Union
Afghanistan- soviet withdrawal, wider impact on Cold War relations
events of 1989 in Eastern Europe- how did each country break from Moscow control and local communist control, fall of the Wall, free elections, revolutions
the coup of 1991 and Russia under Yeltsin, what role did Yeltsin have, consequences of the coup, reforming of Russia
reunification of Germany- collapse of the GDR, how was reunification achieved?
Civil war and the break-up of Yugoslavia to 1995.- causes, events, impact
All summary diagrams copied and annotated with specific examples

Perestroika, Glasnost.

The Warriner School Subject Curriculum Map

<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i> Difference between perestroika and glasnost.</p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></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>Timed essays, set homework, introduction, essay plans, end of year exam</p>	