

The Warriner School Subject Curriculum Map

Subject: History	Year Group: 12	Unit: The Cold War 1956-1984						
<p>Unit objectives: (NC Statements)</p> <table border="1"> <tr> <td data-bbox="141 240 853 411">AO1</td> <td data-bbox="853 240 1574 411">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.</td> </tr> <tr> <td data-bbox="141 411 853 507">AO2</td> <td data-bbox="853 411 1574 507">Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.</td> </tr> <tr> <td data-bbox="141 507 853 603">AO3</td> <td data-bbox="853 507 1574 603">Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</td> </tr> </table>			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.
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Context for study: AO1 only								



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**)*

The impact of the Hungarian Rising 1956- Destalinisation in USSE. The legacy of the uprising. Short term and long term effects

The Suez crisis and its legacy

the Czech Crisis 1968- its legacy

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events in Poland 1956 and 1980–1981- crisis and the return of Gomulka
Berlin Crisis 1958-61. Why the Wall was built, developments in Germany including rearmament of the Federal Republic and its inclusion in NATO and the Berlin Wall; consequences of the Wall- did it lead to a reduction in tension?
the arms race- growth in arms and the consequences on international relations
Space Race- event and the consequences on international relations
Détente- What problems had to be overcome before Détente? What was Détente? how much progress was made towards Détente in Europe. Was there a genuine desire for Détente?
the SALT talks- when, what, impact
Ostpolitik- who, aims, how were they achieved? Moscow, Warsaw and Prague Treaties
Brezhnev Doctrine- aims, content, economic and political consequences, 4power negotiations over Berlin, The Basic Treaty, The Helsinki Accord
The impact of the 'new Cold War' (1979–1985). What happened, who's to blame, weakening of Détente, who was holding up Détente and then as a result of the 'new Cold War' who allowed it to slip
Solidarity crisis in Poland – international response, consequences
All summary diagrams copied and annotated with specific examples
Hungarian uprising, Suez Crisis, Ostpolitik, SALT, Brezhnev Doctrine, Prague Spring, Solidarity, Détente, Helsinki Accords

<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i> <i>Hungary 1956, Prague Spring 1968, political leaders with correct country, location of Berlin Wall, difference between Détente and Ostpolitik.</i></p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i></p> <p>Reading list provided by exam board Reading books available to borrow in school</p>
<p>Assessment/Final outcomes: <i>How will students apply their deep learning in a meaningful way that respects the subject's discipline?</i> Timed essays, set homework, introduction, essay plans, end of year exam</p>	<p>Keywords lists provided Hi5 reading strategy adapted Past exam paper responses compared, marked, analysed</p>