

The Warriner School Subject Curriculum Map

Subject: History	Year Group: 12	Unit: The development of the Cold War 1946-1955
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		



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)*

'Iron Curtain' speech- content of speech and IMPACT on Cold War
Growing Soviet control of Eastern Europe: including Baltic States, Poland, Hungary, Czechoslovakia, Romania, Greece, Yugoslavia CONSEQUENCES on the Cold War
the Truman Doctrine and Marshall Aid- main points, reasons for development, aims of MP, soviet rejection of MP
Cominform and Comecon- how and why Europe was increasingly divided into 2 blocs, IMPACT of Cominform and Comecon
conflicts over Germany including the Berlin blockade and airlift- causes and reasons for failure
creation of West and East Germany- London Conference of Foreign Ministers, Brussels Pact and Western Union, distribution of MP
NATO; reasons for the treaty and NATO's aims
Warsaw Pact- changes in leadership and their impact on the Cold War, East German riots, Collapse of EDC, West Germany join NATO- significance of event on the Cold War
atomic weapons.- The Geneva Conference and its significance (p.90,92, 96-7)
All summary diagrams copied and annotated with specific examples

Iron Curtain, Sinews of Peace, Fulton Missouri, Truman Doctrine, Marshall Plan, Policy of Containment, Comecon, Cominform, NATO, blockade, Sphere of influence, Warsaw Pact.

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<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i> <i>Difference between Cominform and Comecon. East and west Germany, chronological order of events</i></p>	<p>Literacy and Oracy development opportunities: <i>Details of high-quality texts, explicit vocabulary teaching, modelled writing, structured talk.</i> <i>Motives behind Berlin Blockade</i> <i>WAGOLL writing</i> Reading list provided by exam board</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>Reading books available to borrow in school Keywords lists provided Hi5 reading strategy adapted Past exam paper responses compared, marked, analysed</p>