

## The Warriner School Subject Curriculum Map

Subject: History	Year Group: 12	Unit: OCR y223 Cold War in Europe 1941-1995
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: Y223 15% of final grade, 1hour exam, knowledge recall focus only 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 origins of the Cold War to 1945

The situation in 1941

Capitalism and Communism and general attitudes in East and West

wartime tensions in the Grand Alliance

Conflicting aims of the Big Three

Inter allied negotiations 1943-44

conferences: tensions and difficulties at Tehran, Yalta and Potsdam

the 'liberation of Europe in the East and West' - its impact

Events of Yalta and Potsdam and their consequences

Relations between Stalin, Churchill and Roosevelt (and later Truman and Attlee).

All summary diagrams copied and annotated with specific examples

**Communism, capitalism, Stalin, Roosevelt, Truman, Churchill, Attlee, Atomic Bombs, Tehran, Yalta, Potsdam, Grand Alliance, Second Front, D-Day, coalition, ACC Allied Command Coalition, Liberation, self-determination, 'free' elections, soviet 'friendly'.**

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<p>Possible Misconceptions and adaptive responses to these: <i>identified through formative assessment/retrieval practice/diagnostic questioning.</i></p> <p>Difference between the 3 conferences, confusion over chronological order of events</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>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, spring, end of unit mocks</i></p>	<p>Reading list provided by exam board</p> <p>Reading books available to borrow in school</p> <p>Keywords lists provided</p> <p>Hi5 reading strategy adapted</p> <p>Past exam paper responses compared, marked, analysed</p> <p>Resources also scanned in department share to be available on Go or Teams</p>