



Scheme of work

Conflict and tension between East and West, 1945–1972

This resource provides guidance for teaching Conflict and tension between East and West, 1945–1972 depth studies topic from our GCSE History specification (8145). We hope the suggested activities will support your teaching of this topic. It is intended as a guide only and not as a prescriptive approach.

This scheme of work enables students to understand the complex and diverse interests of different states and individuals and the ideologies they represented. It focuses on the causes and events of the Cold War and seeks to show how and why conflict occurred and why it proved difficult to resolve the tensions that arose during the Cold War.

Assumed coverage

This teaching and learning plan is intended for 30 classroom lessons, each of one hour. It doesn't include homework learning time, but it covers three revision and assessment lessons.

Assessment

Assessment points in the learning activity column indicate possible assessment opportunities. These could be short tests of about ten minutes (exam-style questions, short factual tests, source evaluation) or longer assessments (exam-style questions).

Resources

Research exercises assume students have access to a textbook(s) and/or internet. You can supplement textbook(s) by other sources. When considering primary and secondary evidence, remember that the exam paper tests students' ability to analyse and evaluate contemporary sources (AO3). A range of contemporary sources might include: cartoons, photographs, film, newspaper accounts, eye-witness descriptions and official documents. Interpretations of these events, will not be tested in the exam, but may be used in the classroom to support understanding of a topic.

Part one: The origins of the Cold War

The end of the Second World War

Lesson number	Specification content	Guidance	Learning activity	Resources
1	<ul style="list-style-type: none">the effect of dropping the atom bomb on post-war superpower relations	<p>The focus should be on post-war superpower relations and how tension increased and why rivalry emerged. What were the consequences of the USA having an advantage in terms of global power over USSR?</p> <p>You can use the study of the effects of dropping the bomb on post-war superpower relations to develop your students' understanding of why the allies became enemies.</p>	<p>Enquiry question: why did the allies become enemies?</p> <p>Students complete a fact file on the physical impact of the dropping of the atom bomb.</p> <p>Source exercise: give your students a range of sources and interpretations that give different views on the use and consequences of the bomb. They should analyse and evaluate each source in terms of how useful it is to understanding the impact of dropping the bomb on superpower relations.</p>	<p>Research material on the dropping of the Atom Bomb.</p> <p>Sources and interpretations on the justification for and consequences of dropping the bomb.</p>
2	<ul style="list-style-type: none">contrasting attitudes and ideologies of the USA and USSR, including the aims of Stalin, Churchill, Roosevelt, Atlee and Truman	<p>The focus should be on the contrast between the ideologies of the countries and why they believed their system of government was superior.</p> <p>You should also develop your students' understanding of the aims of the leaders and how these aims</p>	<p>In groups, using a range of GCSE level texts and/or ICT, students research the differences between the political, economic and social policies of USSR and USA. Students produce a poster of images/symbols to illustrate the ideologies.</p>	<p>Research material on the ideologies of the Cold War.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
		shaped the course of events after the Second World War.	Students investigate the different attitudes/interests of the leaders of the 'Big 3' and feedback with a prediction of how this will affect post war relations between the super powers.	Biographies on FDR, Truman, Stalin, Churchill and Attlee.
3 and 4	<ul style="list-style-type: none"> • Yalta and Potsdam Conferences • The division of Germany 	The focus should on what was agreed and why the personal and diplomatic relationships between the Allies changed and grew hostile in 1945.	<p>Students complete a table detailing the decisions made at both conferences.</p> <p>Role play: in groups students write a news broadcast from Potsdam which gives an explanation for the hostile atmosphere between the Allies at the conference.</p> <p>Students annotate a map of Germany and also Berlin to show the areas of division post war.</p>	<p>Textbook accounts of the post war conferences.</p> <p>Map of Germany and Berlin.</p>

The Iron Curtain and the evolution of East-West rivalry

Lesson number	Specification content	Guidance	Learning activity	Resources
5	<ul style="list-style-type: none"> Soviet expansion in East Europe 	<p>The focus should be on the countries that became communist and way in which this was achieved.</p> <p>You could include countries such as:</p> <ul style="list-style-type: none"> Albania Czechoslovakia East Germany Hungary Poland Yugoslavia 	<p>Students complete a table based on who, what, where, when and why (5Ws) to record the specific details on how the individual countries became communist.</p> <p>Source exercise: ask your students to study cartoon sources about Iron Curtain /Soviet Expansion and annotate why they might be useful to an historian studying this period. Students should consider the content of the sources, the provenance and apply their own knowledge.</p>	<p>Textbook accounts of Soviet Expansion 1945–1949</p> <p>Cartoon sources about the Iron Curtain and Soviet expansion. You could use cartoons from the British Cartoon Archive, Punch and the Library of Congress.</p>
6 and 7	<ul style="list-style-type: none"> US policies The Truman Doctrine and Marshall Plan, their purpose and Stalin's reaction 	<p>The focus should be on understanding the reasons for a new priority in US foreign policy, for example, containment. Develop your students' understanding of policies such as The Truman Doctrine and Marshall Plan – what was their purpose? How did Stalin/USSR react?</p>	<p>Students write opposing interpretations of the Truman Doctrine and Marshall Plan. One should be from a US perspective and should present the policies in a positive light. The other should be from Stalin's perspective and critical of US 'dollar imperialism'.</p> <p>Students produce a flow diagram to show the 'cause and</p>	<p>Research materials relating to the US policies.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
			<p>effect' relationship between agreements made at Potsdam, the nature of Soviet Expansion in Europe and US policies.</p> <p>Class debate: was there any justification for US and USSR policies?</p>	
8	<ul style="list-style-type: none"> Stalin's reaction to the Truman Doctrine and the Marshall Plan Cominform Comecom Yugoslavia 	<p>Building on the activities in lessons 6 and 7, develop your students understanding of the USSR's (Stalin's reaction) to the Truman Doctrine and the Marshall Plan. Use Cominform, Comecon and the experience of Yugoslavia as examples of Stalin's reaction.</p>	<p>Enquiry question: how did Stalin react to US foreign policy?</p> <p>Students research Cominform, Comecon and what happened in Yugoslavia. They could then produce propaganda press releases on behalf of the USSR government justifying the USSR's actions.</p>	<p>A range of source material relating to Soviet policies.</p>
9 and 10	<ul style="list-style-type: none"> Berlin Blockade and Airlift 	<p>The focus should be on the causes and events of the blockade as well as the events and outcome of the Berlin Airlift. How did this crisis affect the propaganda war between the US and the USSR?</p>	<p>Students write an answer to the question 'Why did Stalin blockade Berlin?'</p> <p>Students produce a storyboard/cartoon strip of events in the Berlin Airlift. They should be encouraged to use the internet to find contemporary photos of people/events.</p> <p>Class debate: how did events in Berlin in 1949 affect the Cold War?</p>	<p>Textbook accounts of the Berlin Blockade and Airlift. Contemporary pictures.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
11	Review and assessment of Part one: The origins of the Cold War	This is an opportunity to assess your students' understanding of Part one and to develop their exam techniques.	<p>Give your students two contemporary sources relating to the origins of the Cold War and ask them to evaluate their usefulness in terms of the context, provenance and their contextual knowledge.</p> <p>Students could swap answers and identify ways of answering utility questions.</p>	A range of sources relating to the origins of the Cold War.

Part two: The development of the Cold War

The significance of events in Asia for superpower relations

Lesson number	Specification content	Guidance	Learning activity	Resources
12, 13 and 14	<ul style="list-style-type: none"> • USSR's support for Mao Tse-tung and Communist revolution in China • Military campaigns waged by North Korea against UN • Military campaigns by Vietcong against France and USA 	<p>Develop your students' understanding of the situation on the East and its significance for the superpowers. Students should understand how communism spread in Asia and how this affected relations between the superpowers. How did the spread of communism influence the actions/reactions of the superpowers? Students should have a broad understanding of the key developments and events.</p>	<p>Enquiry question: why did the Cold War get 'colder'?</p> <p>Give your students an overview of the geopolitical situation in Asia. Use maps of East Asia to underpin their understanding.</p> <p>Over the course of lessons 12, 13 and 14 students form 'Home and Expert groups' and prepare a 5Ws narrative of events/timeline for either: China, Korea or Vietnam. The 'home' groups then split up so that there are new groups with an 'expert' on each conflict. Students teach each other about their home topic. They use their research to produce a timeline of the key developments and events.</p> <p>Give your students a range of American contemporary sources and interpretations relating to Korea and Vietnam. What do they reveal about American</p>	<p>Research materials on China, Korea and Vietnam.</p> <p>Contemporary sources and interpretations relating to events in Korea and Vietnam.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
			<p>attitudes to events in the East and the fear of Communism? You could also use video clips from contemporary films made about the Korea and Vietnam.</p> <p>Class debate: students discuss how events in China, Korea and Vietnam affected relations between the superpowers. Did the Cold War get 'colder?'</p>	

Military rivalries

Lesson number	Specification content	Guidance	Learning activity	Resources
15 and 16	<ul style="list-style-type: none"> • The arms race • The Space Race including Sputnik • ICBMs, Polaris, Gagarin, Apollo 	<p>The focus should be on the ways in which nuclear weapons became more powerful. Also develop your students' understanding of how developments in space exploration affected the Cold War?</p>	<p>Enquiry question: how did the arms and space race contribute to the Cold War?</p> <p>In groups students analyse a range of contemporary written and visual sources related to the arms and space race. What do they reveal about the key developments? Using the sources, students produce an illustrated timeline of the key points in the arms and space race.</p> <p>You could also show your students clips of contemporary films, such as the early Bond movies to discuss attitudes/fears at the time.</p> <p>Class discussion: 'The US now sleeps under a Soviet moon' – what did Khrushchev mean by this? Students debate whether anyone won the arms and space race.</p>	<p>Textbooks to complete the timeline.</p> <p>A range of contemporary written and visual sources relating to the arms and space race.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
17	<ul style="list-style-type: none"> <li data-bbox="293 330 633 427">Membership and purpose of NATO and the Warsaw Pact 	<p data-bbox="689 330 1176 563">Develop your students' understanding of the reasons why NATO was formed. Students should understand its membership and purpose. Students should also understand that the Warsaw Pact was a response to NATO.</p>	<p data-bbox="1198 330 1628 528">Give your students an outline of the purpose of NATO and the nature of the Warsaw Pact. Students colour code and annotate a world map to show the countries in each alliance.</p>	<p data-bbox="1650 330 1962 355">Unlabelled world maps.</p>

The 'Thaw'

Lesson number	Specification content	Guidance	Learning activity	Resources
18	<ul style="list-style-type: none"> • Hungary, the protest movement and the reforms of Nagy • Soviet fears, how they reacted and the effects on the Cold War 	<p>Introduce your students to the concept of the 'Thaw' and 'peaceful co-existence'. Did relations between the superpowers actually improve?</p> <p>Students should understand the key developments and events in Hungary and how they showed the limits of 'peaceful co-existence'.</p> <p>Lesson 18 and 19 can be grouped under an enquiry question such as: how far was 'peaceful co-existence' peaceful?</p>	<p>Introduce your students to the concepts of the 'Thaw' and 'peaceful co-existence'.</p> <p>Students research the key developments and events in Hungary and use their research to produce a timeline.</p> <p>Students produce a spider-diagram which identifies the consequences events in Hungary. They should consider the impact Hungary had on superpower relations. What does Hungary suggest about Soviet fears? How did the Russians react?</p>	Textbooks, sources and interpretations relating to the uprising.
19	<ul style="list-style-type: none"> • The U2 Crisis and its effects on the Paris Peace Summit and the peace process 	Develop your students' understanding of the U2 Crisis and the impact the crisis had on the Paris Peace Summit and relations between the superpowers. You can link it back to the 'Thaw' and 'peaceful co-existence'.	<p>Enquiry question: why was the U2 Crisis important?</p> <p>Students research and write a first person account of events from the perspective of either: Gary Powers, Eisenhower or Khrushchev. They share their accounts by being in role in a 'hot seat' and take questions from the rest of the class.</p>	Research materials on the U2 Crisis and the Paris Peace Summit.

Lesson number	Specification content	Guidance	Learning activity	Resources
20	Review and assessment of Part two: The development of the Cold War	This is your opportunity to assess your students' understanding of Part two and discuss exam techniques with them.	<p>Give your students a 'write an account' style question. The question could focus on: events in Asia, the arms and space race, events in Hungary or the U2 Crisis.</p> <p>As a class discuss what your students need to consider when answering a 'write an account' style question.</p>	

Part three: Transformation of the Cold War

Berlin Wall

Lesson number	Specification content	Guidance	Learning activity	Resources
21 and 22	<ul style="list-style-type: none">Reasons for constructing the Berlin Wall and Kennedy's response	The focus should be on what motivated the Soviet government to build the wall and the way in which the USA used it for propaganda purposes.	<p>Enquiry question: how great was the risk of another world war?</p> <p>Students brainstorm reasons for building the wall.</p> <p>Students look at a range of sources and interpretations which relate to the building of the Berlin Wall and use them to assess how both superpowers were affected.</p> <p>Students select two sources from the previous exercise and evaluate how useful they are for understanding American or Russian attitudes towards the wall.</p> <p>Students compose a diary entry for two German citizens that live on opposing sides of the wall. This gives your students the opportunity to reflect on the differences between communist and capitalist societies.</p>	<p>Contemporary sources and interpretations relating to the Berlin Wall.</p> <p>Research materials relating to what life was like in East and West Germany.</p>

Tensions over Cuba

Lesson number	Specification content	Guidance	Learning activity	Resources
23, 24 and 25	<ul style="list-style-type: none"> • Castro's revolution, the Bay of Pigs and the missile crisis. • The roles of Castro, Khrushchev and Kennedy. • Fears of the USA and reaction to missiles on Cuba. • Dangers and results of the crisis. 	<p>The focus should be on why a crisis emerged, how it developed and the nature of the far reaching implications for the Cold War and world peace.</p>	<p>Provide your students with an overview of the political situation in Cuba. Use maps and photographs of key individuals to establish background.</p> <p>Over the course of lessons 23, 24 and 25 students can produce a timeline of the key events and developments of the Cuban Missile Crisis.</p> <p>Students research biographies of Castro, Khrushchev and Kennedy to produce written profiles of each key individual.</p> <p>Students look at a range of contemporary sources about Castro. What do they reveal about American and Soviet attitudes towards him?</p> <p>Students research the Bay of Pigs and produce a 'write an account' style question.</p> <p>Students research the key events and developments of the Cuban Missile Crisis and add</p>	<p>Short biographies, photographs, film footage of the key individuals.</p> <p>A range of sources relating to Castro.</p> <p>Research material relating to the Bay of Pigs.</p> <p>Research materials relating to the Cuban Missile Crisis.</p>

Lesson number	Specification content	Guidance	Learning activity	Resources
			<p>them to their timeline.</p> <p>Students look at a range of sources and interpretations relating to the Crisis – what do they reveal about American and Soviet attitudes and fears? You could show them films such as 'Thirteen Days'.</p> <p>Students produce a spider diagram which identifies to results and potential dangers of the crisis.</p> <p>Ask your students consider how the crisis affected relations between the superpowers.</p>	<p>A range of sources and interpretations relating to the Cuban Missile Crisis.</p>

Czechoslovakia

Lesson number	Specification content	Guidance	Learning activity	Resources
26 and 27	<ul style="list-style-type: none"> • Dubcek and the Prague Spring movement • USSR's response to the reforms • The effects the Prague Spring had on East-West relations, including the Warsaw Pact • The Brezhnev Doctrine 	<p>Develop your students' understanding of the key events and developments of the Prague Spring and the USSR's response.</p> <p>Students should understand the impact the Prague Spring had on relations between the superpowers and why the Brezhnev Doctrine was a cause for international concern.</p>	<p>Enquiry question: how did the Prague Spring affect relations between the superpowers?</p> <p>Quiz your students about what they remember about Czechoslovakia from Lesson 5.</p> <p>Give your students an overview of the political situation in Czechoslovakia in 1968.</p> <p>Students produce a timeline of the events and developments of the Prague Spring.</p> <p>Students research the effects of the Prague Spring on relations between the superpowers.</p> <p>They can use either their timeline or research on the effects to write a news broadcast.</p> <p>Students study the Brezhnev Doctrine. What does it suggest about Soviet attitudes? Why was it a cause for international concern?</p>	<p>Research materials relating to the Prague Spring and its consequences.</p> <p>Textbook accounts and extracts from the Brezhnev Doctrine.</p>

Easing of tension

Lesson number	Specification content	Guidance	Learning activity	Resources
28	<ul style="list-style-type: none"> Sources of tension, including the Soviets' record on human rights The reasons for Détente and SALT 1. The part played by key individuals Brezhnev and Nixon. 	<p>This is an opportunity for review the reasons for tensions between the superpowers, such as ideological differences and the Soviets' record on human rights.</p> <p>The focus should be on the changed circumstances of the 1970s which created a motive for Détente. Students should also understand the part played by key individuals.</p>	<p>Enquiry question: why did tension ease between the superpowers in the early 1970s?</p> <p>Students brainstorm sources of tension.</p> <p>Students research Détente and SALT 1 and use their research to explain the reasons for Détente and SALT 1.</p> <p>Students analyse the roles played Brezhnev and Nixon – what was their contribution to the easing of tension between the superpowers?</p>	<p>Research material on Détente and SALT 1.</p> <p>Research material on Brezhnev and Nixon.</p>
29 and 30	Review and Assessment of Parts one, two and three.	<p>This is your opportunity to review and assess your students' understanding of Parts one, two and three of the specified content.</p> <p>Lesson 29 provides an opportunity to recap the events and developments of the Cold War.</p> <p>Lesson 30 is an opportunity to use either the specimen papers or your teacher-devised mock exam.</p>	<p>Students draw a graph. The 'x' axis should be labelled with the events in chronological order and the 'y' axis should be labelled with 'increased tension'.</p> <p>Each event should be plotted and the points joined to represent the fluctuations in international relations.</p> <p>Assessment point: give your students a specimen paper or a</p>	

Lesson number	Specification content	Guidance	Learning activity	Resources
			mock paper and ask them to complete under exam conditions.	