

Subject	Year	Term
GCSE History	10	2
Topic		
Conflict and Tension Between East and West, 1945 – 1972		
Content (Intent)		
<p>Prior Learning (Topic)</p> <p>KS3 – ideologies</p> <p>GCSE – Germany and end of Second World War</p> <p>Core Content – we would expect majority of our students to be able to articulate 3 distinct points on the following which would be delivered through effective teaching and expert instruction that would be adapted to suit students : the core content is of course guided by the exam specs, however we have done whatever we can to go above and beyond the key texts for GCSE content:</p>		
<p><b>Part one: The origins of the Cold War</b></p> <ul style="list-style-type: none"><li>• The end of the Second World War: Yalta and Potsdam Conferences; the division of Germany; contrasting attitudes and ideologies of the USA and the USSR, including the aims of Stalin, Churchill, Roosevelt, Attlee and Truman; effect of the dropping of the atom bomb on post-war superpower relations.</li><li>• The Iron Curtain and the evolution of East-West rivalry: Soviet expansion in East Europe; US policies; the Truman Doctrine and Marshall Plan: their purpose and Stalin's reaction; Cominform; Comecon; Yugoslavia; the Berlin Blockade and Airlift.</li></ul> <p><b>Part two: The development of the Cold War</b></p> <ul style="list-style-type: none"><li>• The significance of events in Asia for superpower relations: USSR's support for Mao Tse-tung and Communist revolution in China, and the military campaigns waged by North Korea against the UN and by the Vietcong against France and the USA.</li><li>• Military rivalries: the arms race; membership and purposes of NATO and the Warsaw Pact; the space race, including Sputnik, ICBMs, Polaris, Gagarin, Apollo.</li><li>• The 'Thaw': Hungary, the protest movement and the reforms of Nagy; Soviet fears, how they reacted and the effects on the Cold War; the U2 Crisis and its effects on the Paris Peace Summit and the peace process.</li></ul> <p><b>Part three: Transformation of the Cold War</b></p> <ul style="list-style-type: none"><li>• Berlin Wall: reasons for its construction and Kennedy's response.</li><li>• Tensions over Cuba, including Castro's revolution, the Bay of Pigs and the missile crisis: the roles of Castro, Khrushchev, Kennedy; fears of the USA and reaction to missiles on Cuba; dangers and results of crisis.</li><li>• Czechoslovakia: 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.</li><li>• Easing of tension: sources of tension, including the Soviets' record on human rights; the reasons for Détente and for SALT 1; the part played by key individuals Brezhnev and Nixon.</li></ul>		
<p><b>Future Learning (Topic)</b></p> <p><b>KS4: Migration – 20<sup>th</sup> century world with context to Cold War, A Level US course foreign policy elements</b></p>		
How will knowledge and skills be taught?	How will your understanding be assessed & recorded (Impact)	
(Implementation)		
<p>Skills – Chronology, Knowledge &amp; Understanding, Causation and Consequence for essays (AO1)</p> <p>Different types of sources and their utility (AO2)</p> <p>Disciplinary Literacy</p> <p>Rich and varied lessons that will be adaptive in nature</p> <p>Skimming &amp; Scanning of varying articles</p> <p>Discussion and analysis of historical pieces</p> <p>Description, Explanation &amp; Evaluation throughout essays</p> <p>Skimming &amp; Scanning</p> <p>Sensible internet research</p> <p>Creativity</p>	<p>Seneca for consolidation and knowledge gap checks</p> <p>Regular consolidation of knowledge and application of skills via GCSE exam-style questions (in class or as homework tasks).</p> <p>An end of topic knowledge test will be set to help students consider how they can learn history.</p>	
<p><b>How can parents help at home?</b></p> <p>Check the Department VLE page for other stretch activities.</p> <p>Facilitate the watching of relevant documentaries as promoted by the department.</p> <p>Support the Berlin visit.</p>		
<p><b>Helpful further reading/discussion</b></p>		
<p><b>Reading:</b></p> <p>Various – see VLE</p>	<p><b>Vocabulary Lists:</b></p> <p>Communism</p> <p>Capitalism</p> <p>Mutually Assured Destruction</p> <p>Uprising</p> <p>Conflict</p> <p>– department will develop the teaching of disciplinary vocabulary in order to improve the fluency and rigour of historical understanding</p>	<p><b>Careers Links:</b></p> <p>Consideration of role of diplomats</p>

