

Year 11 History Department Autumn and Spring term -Superpower relations and the Cold War 1941-1991

Rationale and Context of Unit:	Core curriculum content:	Tier 2 & Tier 3 vocabulary explicitly taught:
<ul style="list-style-type: none"> Build on many of the concepts learnt throughout KS3 and understand them e.g. change and continuity, significance, causation, importance of and narratives of key events Helps pupils develop a greater sense of a global world and enables them to understand more about places in the world they haven't learnt about previously- e.g. Hungary, Cuba, Afghanistan. Allows students to make links between some of the most significant events taught at KS3- international relations after WWI and connections between WWII and post war history. Build upon concepts introduced at KS3 in both history and CC- governance and political ideologies- communism and democracy. Free market economies and stat control. Helps pupils gain a much more complete picture of the current geo-political position of the 21st century world and how countries form alliances. Allows pupils to understand post Cold War diplomacy as it's happening now- e.g. NATO developments, Afghanistan and Russian/American tension- e.g. American presidential election (Russian interference claims). Helps pupils understand the significance of diplomacy and the power of words and rhetoric in shaping the modern world. Very clear and contextual links can be made to the 21st century. 	<p>Introduction. Background to and overview of The Cold War, 1941–91</p> <p>Key topic 1.1 Early tension between East and West 1.1a) The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences. 1.1B) The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill. 1.1c)The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe.</p> <p>Key topic 1.2 The development of the Cold War 1.2a) The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947. 1.2b) The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949). 1.2c)Berlin: its division into zones. The Berlin Crisis (blockade and airlift) and its impact. The formation of the Federal Republic of Germany and German Democratic Republic.</p> <p>Key topic 1.3 The Cold War intensifies 1.3a) The significance of the arms race and the formation of the Warsaw Pact. 1.3b) Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response. 1.3c) The international reaction to the Soviet invasion of Hungary.</p> <p>Key topics 2.1-2.3 Cold War crises, 1958–70 (Berlin, Cuba, Czechoslovakia)</p> <p>2.1aBerlin)The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61. 2.1b)The construction of the Berlin Wall, 1961. 2.1c) Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to Berlin in 1963. 2.2a)Cuba Soviet relations with Cuba, the Cuban Revolution and the refusal of the USA to recognise Castro's government. The significance of the Bay of Pigs incident. 2.2b) The events of the Cuban Missile Crisis. 2.2c) The consequences of the Cuban Missile Crisis</p> <p>2.3a)Prague Spring: Opposition in Czechoslovakia to Soviet control: the Prague Spring. 2.3b) The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia. 2.3c) International reaction to Soviet measures in Czechoslovakia.</p>	<p><i>Arsenal, ultimatum modern Latin meaning come to an end, Bolshevik, Doctrine, communist, capitalist, democratic ideology veto, isolationism, deterrent, ultimatum, brinkmanship, socialism, interim, ratification, abdicate, censorship, containment, conventional, coup, détente, disarmament, dissident, guerrilla, summit, accord, fundamentalism, Marxism, non-proliferation, purge, reparations, satellite states, superpower, alliance</i></p>

	<p><u>Key topic 3.1 Attempts to reduce tension between East and West</u> 3.1a) Détente in the 1970s, SALT 1, Helsinki, SALT 2. 3.1b) The significance of Reagan and Gorbachev’s changing attitudes. 3.1c) Gorbachev’s ‘new thinking’ and the Intermediate-Range Nuclear Force (INF) Treaty 1987.</p> <p><u>Key topic 3. 2 Flashpoints</u> 3.2a) The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts. 3.2b) Reagan and the ‘Second Cold War’, the Strategic Defence Initiative.</p> <p><u>Key topic 3.3 The collapse of Soviet control of Eastern Europe</u> 3.3a) The impact of Gorbachev’s ‘new thinking’ in Eastern Europe: the loosening Soviet grip on Eastern Europe. 3.3b) The significance of the fall of the Berlin Wall. 3.3c) The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact</p>	
<p>Challenge and Support:</p>	<p>Worldwide learning/ links to 21st century:</p>	<p>Cultural capital/ Industry/ Enrichment:</p>
<ul style="list-style-type: none"> • <i>Understanding consequences and the impact of these upon development of Cold War</i> • <i>Learning and using, both verbally and in writing, new vocabulary –Russian or French terms e.g. détente, Glasnost, Perestroika and clearly understanding their meanings as well as many new terms connected to diplomacy and politics.</i> • <i>Recognising the impact of key events on the bigger picture of the development of the Cold War/superpower relations- importance Qs</i> • <i>Writing frames; success criteria and mark schemes</i> • <i>VIP strategy for disadvantaged students</i> • <i>Recommended reading non-fiction:: The Cold War, John Lewis Gaddis, Cold War: 45 years the world held its breath- Jeremy Isacs. Fiction: 1984, George Orwell. Tinker, Tailor, Soldier, Spy or The Spy Who Came in From the Cold- John le Carre</i> 	<ul style="list-style-type: none"> • <i>Geopolitical links to current worldwide situations regarding diplomacy and alliances- e.g. NATO</i> • <i>Greater understanding of events across the globe and the aftermath of the Cold War- e.g. understanding more about the history of countries affected by Cold War- e.g. Hungary, Cuba and Afghanistan</i> • <i>Better grasp of key political themes which resonate in modern culture and society- e.g. socialist, left-wing, nationalist and so on</i> • <i>Links to development of nuclear technology and weaponry across the globe- e.g. North Korea and Iran in 21st century- links to diplomacy during Cold War.</i> 	<ul style="list-style-type: none"> • <i>Widening cultural understanding of politics and international relations and the impact this has on the modern world- allows pupils to explore this subject in more depth and is a potential future career path and university course.</i> • <i>Allowing students to widen their historical knowledge beyond the usual Anglo-centric focus and ensures they have a broad understanding of 20th century world history.</i> • <i>Understanding of key vocabulary will enhance pupils’ global knowledge of 21st century world and will allow them to broaden then political knowledge base and will enable them to link current events to their historical past.</i>

Historical, Social, Moral, Spiritual, Cultural context:	Cross curricular links/ literacy/numeracy:	Common misconceptions:
<ul style="list-style-type: none"> <i>Spiritual – understand some nations objections and religious opposition to Soviet doctrine- e.g. Hungary and Poland (Catholicism)</i> <i>Moral questions regarding use of nuclear weapons and suppression of human rights and democratic rights.</i> <i>Social and moral – oppression and control and the impact of this on the general population and how this leads to popular protest- e.g. Hungary, Czechoslovakia and collapse of USSR.</i> <i>Cultural- impact of US and Soviet influence on differing parts of the world and the assimilation of their cultural ideas within different parts of the globe. E.g. McDonald’s in Moscow (consumer goods on end of Cold War)</i> 	<ul style="list-style-type: none"> <i>Cross curricular links with the languages department looking at key terms and expressions used during the Cold War- détente, JFK’s Ich bin Ein Berliner speech and more</i> <i>Cross curricular with Character and Culture democracy and governance/ popular protest</i> <i>Cross curricular links with Geography- obvious links to extended global historical learning and countries which pupils haven’t studied before e.g. Hungary, Poland, Cuba but also countries that don’t exist Czechoslovakia, USSR, East/West Germany. Further links to economic development in countries across the world and links to Cold War- e.g. Cuba and other developments and links to Cold War in LEDCs</i> <i>Opportunities to promote reading aloud and for extended writing as well as additional reading beyond the classroom.</i> 	<ul style="list-style-type: none"> <i>That the Cold War is straightforward, and the USA were the ‘good guys’ and that the Soviets were the ‘bad guys’</i> <i>The Cold War took place in countries that weren’t hot...</i> <i>Misunderstanding concepts like proxy wars within the Cold War</i> <i>Soviet Union had full control over all Soviet Bloc countries and they weren’t their own countries- confusing which republics actually made up the USSR.</i> <i>People all hated living under communism</i> <i>Misunderstanding geography of Cold War and getting confused about which countries and which leaders apply to which crisis- e.g. confusing Hungary and Czechoslovakia and confusing Khrushchev and Brezhnev.</i>
Assessment timeline:		
<ul style="list-style-type: none"> <i>Knowledge and retrieval quizzes- accumulated learning quizzes conducted on a weekly basis. Reviews understanding and comprehension and retention of key knowledge.</i> <i>Exam questions for all 3 key question styles- consequences, importance of and narrative accounts (all 8 mark Qs) see example questions. Model answers, structure guides and scaffolding available for each question.</i> 		
Home learning		
<p><i>A variety of homework tasks are set on a weekly basis, to support current learning, revision and preparation for future learning:</i></p> <ul style="list-style-type: none"> <i>Revision for retrieval quizzes</i> <i>Retrieval quizzes</i> <i>Creation of revision resources</i> <i>GCSEpod assignments – videos with check and challenge questions</i> <i>Practice exam questions – 8m</i> 		
Feedback		
<ul style="list-style-type: none"> <i>Feedback 4 used for all assessed exam questions</i> 	<p><i>Live marking using iscan</i></p>	<p><i>Weekly knowledge quizzes- peer assessed and collated.</i></p>

Length of unit (duration indicated in lessons)

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