

## History – Year 12 Cold War Curriculum

Content (Intent)	Links to prior learning	Skills and Assessment (Implementation)	Expected Learning Outcomes (Impact)
<p><b>Terms 1-2</b>  <b>The Origins of the Cold War, c1945-49:</b></p> <ul style="list-style-type: none"> <li>• US, British and USSR relations in 1945:</li> <li>• Conflicting ideologies: Communism and Capitalism are.</li> <li>• Breakdown of the Grand Alliance at Yalta and Potsdam. Relations between Stalin, Truman and Atlee.</li> <li>• Soviet occupation of Eastern Europe, Nuclear bombs, Kennan’s Long Telegram, Iron Curtain Speech and Stalin’s response, Cominform, Greek Civil War.</li> <li>• The Truman Doctrine and The Marshall Plan. Exploring the policy of Containment.</li> <li>• Conflict over Germany: creation and development of sectors, including Bizonia and currency reforms.</li> <li>• The Berlin Blockade, creation of East and West Germany and the formation of NATO and the Warsaw Pact.</li> </ul>	<p>Historical skills are developed from those taught at GCSE.</p> <p>Some Cold War content is taught in Term 4 of Y9.</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Knowledge of the chronology.</li> <li>• Using primary sources.</li> <li>• Forming arguments.</li> <li>• Usefulness</li> <li>• Understanding historical themes.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• A selection of 25 mark essay questions and 30 mark source questions.</li> </ul>	<p>To understand the chronology of the Cold War.</p> <p>To understand the political spectrum and different ideologies.</p> <p>To be able to analyse primary sources and consider their content, context, nature, origin &amp; purpose.</p> <p>To be able to effectively structure essays and understand the requirements of a mark scheme.</p>
<p><b>Terms 3-4</b>  <b>The Widening of the Cold War, 1949-55:</b></p>	<p>Follow’s on from Term’s 1 &amp; 2 which looked at the causes of the Cold War.</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Knowledge of the chronology.</li> <li>• Using primary sources.</li> </ul>	<p>To understand the way in which the Cold War expanded to Asia.</p>

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<ul style="list-style-type: none"> <li>• US containment in action in Asia</li> <li>• NSC-68, the defence perimeter.</li> <li>• The Korean War.</li> <li>• McCarthyism in the US.</li> <li>• Alliances and shifts: FGR (West Germany) and NATO, the Warsaw Pact, SEATO.</li> <li>• The Polish and Hungarian uprisings.</li> <li>• ‘Peaceful coexistence’.</li> <li>• Extension of the arms race including ICBMs, the space race, Sputnik and space flight.</li> <li>• The Berlin Crisis 1958 and the Berlin Wall 1961</li> <li>• The U2 affair.</li> <li>• Conflict in Asia</li> <li>• Attitude to French in Indo-China</li> <li>• The Geneva Conference.</li> <li>• ‘Indo-China under Ho Chi-Minh and Diem.</li> <li>• Formation of NLF, Kennedy’s policies in Indo-China.</li> <li>• Diem’s assassination.</li> <li>• Cuban Missile Crisis.</li> </ul>		<ul style="list-style-type: none"> <li>• Forming arguments.</li> <li>• Usefulness</li> <li>• Understanding historical themes.</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• A selection of 25 mark essay questions and 30 mark source questions.</li> </ul>	<p>To understand the importance of new technologies and their role in developing Cold War rivalries.</p> <p>To understand the lasting impact of the Berlin Wall.</p>
<p><b>Term 5</b> <b>Coursework research</b></p> <ul style="list-style-type: none"> <li>• Students to create an enquiry question, find current historical arguments about the topic and</li> </ul>		<p>Skills:</p> <ul style="list-style-type: none"> <li>• Knowledge accumulation</li> <li>• Change &amp; continuity</li> <li>• Cause &amp; effect</li> <li>• Independent research</li> </ul>	<p>To produce an appropriate research question.</p>

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<p>use primary sources to argue their points.</p>		<ul style="list-style-type: none"> <li>• Referencing</li> <li>• Historical interpretations</li> <li>• Essay writing skills</li> <li>• Value of sources</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• None</li> </ul>	<p>To consider the validity of current historical arguments: their strengths and limitations.</p> <p>To analyse historical sources and consider their context, the historical context in which they were produced, the nature, origin and purpose.</p>
<p><b>Terms 6</b> <b>Coursework research</b> Students to create an enquiry question, find current historical arguments about the topic and use primary sources to argue their points.</p> <p><b>Introduction to the Y13 course</b></p>	<p>Development of the Cold War themes taught during Terms 1-4.</p>	<p>Skills:</p> <ul style="list-style-type: none"> <li>• Knowledge accumulation</li> <li>• Change &amp; continuity</li> <li>• Cause &amp; effect</li> <li>• Independent research</li> <li>• Referencing</li> <li>• Historical interpretations</li> <li>• Essay writing skills</li> <li>• Value of sources</li> <li>• Chronology</li> </ul> <p>Assessment:</p> <ul style="list-style-type: none"> <li>• A selection of 25 mark essay questions and 30 mark source questions.</li> </ul>	<p>To consider the validity of current historical arguments: their strengths and limitations.</p> <p>To analyse historical sources and consider their context, the historical context in which they were produced, the nature, origin and purpose.</p>

**Resources and/or activities to support learning**

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### **Textbook used in lessons:**

Phillips, Steve. *The Cold War*. Heinemann, Oxford 2001.

Edwards, Oliver. *The USA and the Cold War, 1945-63*. Hodder, London 2009.

Hanhimaki, Jussi and Westad, Odd. *The Cold War. A History in Documents and Eyewitness Accounts*. Oxford University Press, Oxford 2003.

### **Websites:**

[The Cold War | JFK Library](#)

[Cold War facts and information \(nationalgeographic.com\)](#)

[Wilson Center Digital Archive](#)

### **Videos:**

[\(145\) The Cold War Explained In 15 Minutes | Best Cold War Documentary - YouTube](#)

[\(145\) The Cold War - OverSimplified \(Part 1\) - YouTube](#)