


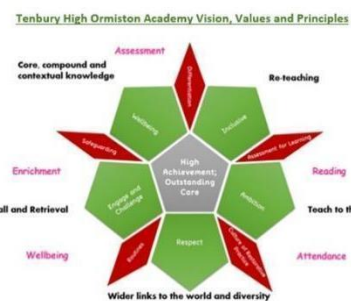







Curriculum Overview for History - Year 11 (Spring Term)



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| <p>Half Term 3: Paper 2: Section B - Superpower relations and the Cold War, 1941 - 91.</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> ● Knowledge of The Grand Alliance and the resolutions of the three conferences (Tehran, Yalta and Potsdam) ● Knowledge of the Long and Novikov Telegrams ● Knowledge of the creation of satellite states and the impact upon relations between America and Russia ● Knowledge of the Truman Doctrine and Marshall Plan ● Knowledge of the development of Nato and the Warsaw Pact ● Knowledge of Cominform and Comecon ● Knowledge of the Berlin Blockade and Airlift ● Knowledge of the 1956 Hungarian Uprising and Khrushchev's response |  | <ul style="list-style-type: none"> - Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class. - Syllabification of key words. - Pupils will analyse a variety of text sources, gaining inference from these. - Pupils will develop core skills in: description, explanation, analysis, evaluation and judgement making through historical context. - Pupils will be expected to practice exam skills and questions in preparation for GCSEs. |
| <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> - All lessons will pull upon one of the core skills of the subject: chronology, causation, change and continuity, source/interpretation analysis and judgement making. - These lessons will be formulated mainly around the concept of 'change and continuity'; and so pupils will examine a mixture of literary and archaeological evidence, as well as key events and people, to provide evidence on judgements about this. - This will also include the building of literacy and oracy skills to help pupils build greater confidence in developing answers both verbally and in writing. - Pupils will gain the knowledge and skills associated with the Edexcel GCSE History course |  | <p>The Grand Alliance, Theodore Roosevelt, Joseph Stalin, Winston Churchill, The Tehran Conference, The Yalta Conference, Harold Truman, Clement Atlee, The Potsdam Conference, Communism/Capitalism, Atomic Bomb, Long/Novikov Telegrams, satellite states, The Truman Doctrine, The Marshall Plan, Cominform, Comecon, Nato, The Berlin Blockade/Airlift, The Warsaw Pact, The Hungarian Uprising, Dwight Eisenhower, Nikita Khrushchev.</p> |
| |  | <p>Assessment at the end of the unit will be made up of a mock paper of Papers 1 and 3; to be built upon as the course progresses. This will include large written questions in which pupils are expected to: explain,</p> |



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| | | <p>analyse, evaluate and make judgements upon historical statements/sources and interpretations.</p> |
| <p>Half Term 4: Paper 2: Section B - Superpower relations and the Cold War, 1941 - 91.</p> <p>Substantive Knowledge:</p> <ul style="list-style-type: none"> ● Knowledge of the increase in international tensions in the late 1950's, including Krushchev's Ultimatum and the summit meetings ● Knowledge of the importance of the Cuban Revolution and the Prague Spring ● Knowledge of the Cuban Missile Crisis and the formation of the Berlin Wall ● Knowledge of the Brezhnev Doctrine and soviet control on Czechoslovakia ● Knowledge of the treaties of the 1960's and their impact, including the Limited Test Ban Treaty and the Nuclear non-Proliferation Treaty ● Knowledge of attempts to reduce Cold War tensions, including SALT 1/2 and the Helsinki Accords ● Knowledge of the 'Second Cold War', including: The Soviet-Afghan War, the Carter Doctrine, the Strategic Defence Initiative and the role of Reagan and Gorbachev ● Knowledge of the fall of Soviet influence and the role of Gorbachev, including the fall of the Berlin Wall. <p>Disciplinary Knowledge:</p> <ul style="list-style-type: none"> - All lessons will pull upon one of the core skills of the subject: chronology, causation, change and continuity, source/interpretation analysis and judgement making. |   | <p>Homework will be issued weekly for 30-40 minutes and will reinforce learning from the substantive knowledge; whilst also practising key GCSE style questions to assist pupils in preparing for their GCSEs.</p> <ul style="list-style-type: none"> - Teachers lead by example. Teachers read from the board but will also encourage pupils to read aloud to the class. - Syllabification of key words. - Pupils will analyse a variety of text sources, gaining inference from these. - Pupils will develop core skills in: description, explanation, analysis, evaluation and judgement making through historical context. - Pupils will be expected to practice exam skills and questions in preparation for GCSEs. |
| |  | <p>Nikita Krushchev, The Cuban Revolution, Fidel Castro, John Kennedy, The Prague Spring, The Berlin Wall, Bay of Pigs, Cuban Missile Crisis, Leonid Brezhnev, The Brezhnev Doctrine, Limited Test Ban Treaty, Outer Space Treaty, Nuclear non-proliferation Treaty, Detente, SALT ½, Helsinki Accords, Soviet-Afghan War, The Carter Doctrine, Strategic Defence Initiative, President Reagan, Mikhail Gorbachev.</p> |

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| <ul style="list-style-type: none"> - These lessons will be formulated mainly around the concept of 'change and continuity'; and so pupils will examine a mixture of literary and archaeological evidence, as well as key events and people, to provide evidence on judgements about this. - This will also include the building of literacy and oracy skills to help pupils build greater confidence in developing answers both verbally and in writing. - Pupils will gain the knowledge and skills associated with the Edexcel GCSE History course |  | <p>Assessment at the end of the unit will be made up of a mock paper of Papers 1 and 3; to be built upon as the course progresses. This will include large written questions in which pupils are expected to: explain, analyse, evaluate and make judgements upon historical statements/sources and interpretations.</p> |
| |  | <p>Homework will be issued weekly for 30-40 minutes and will reinforce learning from the substantive knowledge; whilst also practising key GCSE style questions to assist pupils in preparing for their GCSEs.</p> |