

Curriculum Plan

Department/subject: History

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a ‘web of knowledge’
- Gaps in knowledge and skills are identified and addressed quickly

| Year                            | Spring 1  | Spring 2  | Signpost/notes   |
|---------------------------------|---|---|--|
| <b>Knowledge to be taught</b>   | <p><b>Cold War (Paper 1B) – Topic 1: 1945-49</b></p> <ul style="list-style-type: none"> <li>• Communism and Capitalism</li> <li>• Yalta Conference</li> <li>• Potsdam Conference</li> <li>• Soviet Expansion</li> <li>• US reaction</li> <li>• Berlin Blockade</li> </ul> <p><b>Cold War (Paper 1B) – Topic 2: 1950-60</b></p> <ul style="list-style-type: none"> <li>• Cold War events in Asia</li> <li>• Military alliances</li> <li>• Space &amp; arms race</li> <li>• Hungarian Uprising</li> <li>• U-2 crisis</li> </ul> | <p><b>Cold War (Paper 1B) continued</b></p> <p><b>Cold War (Paper 1B) – Topic 3: 1960-72</b></p> <ul style="list-style-type: none"> <li>• Causes, events &amp; impact of the Berlin Wall</li> <li>• Causes, events &amp; impact of the Cuban Missile Crisis</li> <li>• Causes, events &amp; impact of the Prague Spring</li> <li>• Détente</li> </ul> | <p><b>Strategies to embed concepts in long term memory</b></p> <ul style="list-style-type: none"> <li>- Recaps start/end lesson</li> <li>- Verbal questioning and feedback sessions</li> <li>- Revision homework</li> <li>- Timeline/fact/definition tests</li> <li>- Revision homework – based around 3 part revision method:               <ol style="list-style-type: none"> <li>1. Make revision notes</li> <li>2. Learn revision notes</li> <li>3. Apply revision notes</li> </ol> </li> </ul> <p><b>Careers</b></p> <ul style="list-style-type: none"> <li>- Data analysis</li> <li>- Research</li> <li>- Debate (politics/law)</li> <li>- Writing (publishing/journalism)</li> </ul> <p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>- How did the Cold War impact political decisions of different superpowers?</li> </ul> |
| <b>Key Words</b>                | Communism, Capitalism, Cold War, Hot War, Conference, Zone, Bloc, Coalition, Alliances, Puppet State, Superpower, Arms Race, Intervention, Blockade.  | Defectors, Missile, Armaments, Détente, International relations, Boycott, Deter, Satellite State.   |  |
| <b>Links to prior knowledge</b> | <ul style="list-style-type: none"> <li>• We taught students about Communism &amp; Capitalism in Year 9 when we covered the Russian Revolution. We have also covered empire &amp; imperialism, international relations in the 20<sup>th</sup> century, and different types of wars, which is part of this unit.</li> </ul>   | <ul style="list-style-type: none"> <li>• We are building on the work from the previous half term on the Cold War, as well as students’ understanding of Germany at the end of World War Two.</li> </ul>   |  |

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| <p><b>Assessment</b></p>                 | <p><b>Informal assessments:</b> students are introduced to exam questions several times before they complete them formally, having a chance to practise the skills and use peer/self-assessment to review their work. Students are also given fact/definition/timeline quizzes.</p> <p><b>Formal assessments:</b> x1 in this half term, assessing students on 2 of the exam questions that come up in this paper: source analysis &amp; explain the impact.</p>   | <p><b>Informal assessments:</b> students are introduced to exam questions several times before they complete them formally, having a chance to practise the skills and use peer/self-assessment to review their work. Students are also given fact/definition/timeline quizzes.</p> <p><b>Formal assessments:</b> x2 in this half term, assessing students on all 4 of the exam questions that come up in this paper: source analysis, source usefulness, explain the impact and judgement. The final assessment is a full mock of the whole of Paper 1B (Cold War).</p> | <ul style="list-style-type: none"> <li>- What is the difference between Communism &amp; Capitalism, and how does each political system work?</li> <li>- What is a satellite state, and how do countries control other countries using their economies or force?</li> </ul> <p><b>Mental/physical development</b></p> <ul style="list-style-type: none"> <li>- Analysing sources (their messages &amp; usefulness)</li> <li>- Coming to a judgement about extent of blame (i.e. which superpower was to blame for the Cold War) or extent of tension</li> </ul> <p><b>Literacy</b></p> <p><b>Students develop the ability to write:</b></p> <p>Analysis of sources<br/>Judgement essays – longer written answers which come to an evaluated judgement</p> <p><b>Numeracy</b></p> <p>Timelines &amp; the missile gap</p> |
| <p><b>How gaps will be addressed</b></p> | <ul style="list-style-type: none"> <li>- Differentiated reading/work and support sheets are available for each lesson</li> <li>- Hands down questioning used to assess students’ understanding and address misconceptions</li> <li>- Verbal feedback and support given by teachers throughout lessons</li> <li>- Paired work allows students to work together to develop their understanding</li> <li>- Medal and mission used to highlight and address misconceptions</li> <li>- Teach checks students’ work throughout lesson and addresses misconceptions if needed</li> <li>- Conceptual lessons allow for recapping and consolidating knowledge</li> <li>- Revision homework &amp; lessons take place before each assessment</li> <li>- Assessment feedback (both whole class &amp; personal) allows for teachers to identify particular mistakes with exam questions</li> </ul> |  |  |
| <p><b>Cultural capital lessons</b></p>   | <ul style="list-style-type: none"> <li>● How do different political ideologies run a country?</li> <li>● What was the Berlin Blockade, and how does the memory of it continue to impact Germany today?</li> <li>● What is NATO? What is the UN?</li> <li>● What is NASA? When and why was it set up?</li> </ul>   | <ul style="list-style-type: none"> <li>● How was the Berlin Wall created? Why is the memory of it still important today?</li> <li>● What is the nuclear clock? How does it relate to the Cuban Missile Crisis?</li> <li>● What is ‘Ping Pong Diplomacy’? What does détente mean and why is it significant to international relations?</li> </ul>   |  |