

UNIT I - ORIGINS AND DEVELOPMENT OF THE COLD WAR 1941-50

Content

- Was the Cold War inevitable?
- Importance of personalities in shaping the Cold War?
- Importance of ideology, security and economic factors in creating Cold War tensions?
- Traditional; Revisionist; Post-Revisionist approaches
- Different perspectives on the Cold War contrasting Russian historians from those in the West?
- Reinterpretations of the Cold War with new archival sources
- Emergence of the 'New' Cold War history

Resources & ICT

- Edwards - The USA and the Cold War, 1945-63. Chapters 1-3
- Bell - The World Since 1945 An International History pages 1-104
- Primary documents
- Internet research and ICT presentations

Types of assessment

- Question and Answer
- Essay's
- Factual tests
- Posters
- Presentations
- Debate

Students to Know

- War aims of the superpowers
- The agreements and disagreements at Yalta and Potsdam
- Difference between Truman and Roosevelt's personality
- Main arguments of the schools of thought

Students to Understand

- Why the war aims were different
- How personalities led to different interpretations of agreements
- Who broke agreements is subject to intense debate
- Our perspectives are clouded by our history and propaganda

Students to be able to Do

- Explain the schools of thought with factual support
- Analyse the schools of thought
- Write coherent essays

Cross curricular links

- Geography of Eastern Europe
- English; Orwell 1984
- Physics; atomic bomb
- Economics; economic growth

Differentiation incl. EAL

- Use of different tasks using different texts
- Group work; independent and with teacher support
- Shorter written exercises with scaffolding

Learning styles activities

- Visual and verbal
- Aural
- Reading and writing
- Social
- Solitary
- <http://www.learning-styles-online.com/overview/>



Yalta summit, February 1945

U.S. Army / Public domain

Global citizenship, internationalism, local environment

- Different international perspectives. Using students experience of Cold War history e.g. Russian students cultural and educational experiences
- Devastation of war
- Political ideologies and systems
- The United Nations was developed; founding ideas and practical obstacles created by the Cold War
- Events are interpreted differently internationally; truth is constructed, relative and contestable



UNIT 2 - THE DEVELOPMENT OF THE COLD WAR 1950-60

Content

- How did the relations between the USA and USSR change and develop in the 1950's?
- How and why did the Cold War spread outside Europe after 1950?
- What impact did the nuclear arms race have on the conduct of the Cold War from 1950-60?

Resources & ICT

- Reading booklet with learning activities
- PowerPoint presentations
- Past essays for peer review
- Textbooks
- Internet research

Types of assessment

- Short factual tested and closed exercises to assess factual knowledge
- PowerPoint presentations
- Extended essays; formative with peer review and teacher feedback
- Summative essays in exam conditions

Students to Know

- What happened in Korea 1945-53
- What happened in Vietnam 1945-60
- The development in nuclear bombs and delivery systems
- Truman's policy of containment and limited war as well as Eisenhower's New Look
- The policies of Stalin and Khrushchev
- The impact of the Secret speech
- China and Eastern Europe (Hungary) in 1956

Students to Understand

- The consequences of Mao's victory in China on the USSR and USA
- Why the policies of the USA and USSR changed in 1950 in Korea and Vietnam
- How developments in the nuclear arms race led changed superpower relations
- Why Khrushchev changed policy in 1956

Students to be able to Do

- Write clear analytical essays explaining the globalisation of the Cold War
- Link developments in the arms race to globalisation

Cross curricular links

- Geography; Cold War becomes global: Africa, Asia, South America and Middle East
- Economics; opportunity cost, product possibility boundaries, efficiency, planned and market economies
- English; McCarthyism and Arthur Miller "The Crucible"

Differentiation incl. EAL

- Specifically assigned individual and group work tasks
- Discussion questions to address complex jargon

Learning styles activities

- Visual and verbal
- Aural
- Reading and writing
- Social
- Solitary
- <http://www.learning-styles-online.com/overview/>



Korean War refugees

Maj. R.V. Spencer / U.S. Army / Public domain

Global citizenship, internationalism, local environment

- Awareness of super power interference in LEDC's
- Consideration of the importance of oil and economic resources in foreign policy
- Understanding of the impact and destruction of nuclear weapons
- The power of nationalism and impact of foreign intervention



UNIT 3 - THE DEVELOPMENT OF THE COLD WAR 1960-75

Content

- How did the relations between the USA and USSR change and develop in the 1960's?
- How and why did the Cold War spread outside Europe in the 1960's?
- What impact did the nuclear arms race have on the conduct of the Cold War from 1960-70?
- Why was there a move towards détente in the 1970's?

Resources & ICT

- Reading booklet with learning activities
- PowerPoint presentations
- Past essays for peer review
- Textbooks
- Internet research

Types of assessment

- Short factual tested and closed exercises to assess factual knowledge
- PowerPoint presentations
- Extended essays; formative with peer review and teacher feedback
- Summative essays in exam conditions

Students to Know

- Events in the Congo in 1960
- Developments in Vietnam
- Brinkmanship; Cuban Missile Crisis and Berlin Wall
- Prague Spring and the Brezhnev Doctrine 1968
- Soviet investment in the arms race and strategic environment
- The development of nuclear weapons and delivery systems

Students to Understand

- Why Bell calls 1968 the year of crisis for the superpowers
- The symbolic importance of arms deals
- The causes and impact of the Sino-Soviet Split
- Deterrence theories of flexible response and MAD
- The impact of the arms race

Students to be able to Do

- Write clear analytical essays explaining the globalisation of the Cold War
- Link developments in the arms race to globalisation
- Assess the impact of the arms race

Cross curricular links

- Geography; Cold War becomes global: Africa, Asia, South America and Middle East
- Economics; opportunity cost, product possibility boundaries, efficiency, planned and market economies

Differentiation incl. EAL

- Specifically assigned individual and group work tasks
- Discussion questions to address complex jargon

Learning styles activities

- Visual and verbal
- Aural
- Reading and writing
- Social
- Solitary
- <http://www.learning-styles-online.com/overview/>



U.S. Air Force / Public domain

Global citizenship, internationalism, local environment

- Awareness of super power interference in LEDC's
- Consideration of the importance of oil and economic resources in foreign policy
- Understanding of the impact and destruction of nuclear weapons
- The power of nationalism and impact of foreign intervention

UNIT 4 - THE DEVELOPMENT OF THE COLD WAR 1975-91

Content

- How effective was détente in the 1970's?
- What were the causes of the Second Cold War?
- Why and with what effects did the USSR suffer a crisis of communism during the 1980's?
- Why did the Cold War come to an end?

Resources & ICT

- Reading booklet with learning activities
- PowerPoint presentations
- Past essays for peer review
- Textbooks
- Internet research

Types of assessment

- Short factual tested and closed exercises to assess factual knowledge
- PowerPoint presentations
- Extended essays; formative with peer review and teacher feedback
- Summative essays in exam conditions

Students to Know

- Brandt and Ostpolitik
- The SALT treaties and Helsinki Accords
- Brezhnev's expansionism and placement of MRBM's in Europe Nixon created triangular diplomacy in 1972
- Invasion of Afghanistan

Students to Understand

- The Reagan Doctrine and policy
- Glasnost and Perestroika
- Gorbachev's New Political Thinking
- The Sinatra Doctrine
- Impact of triangular diplomacy
- The schools of thought; Triumphant and moderate

Students to be able to Do

- Explain the failure of détente and causes of Cold War 2
- Analyse the debate on the reasons for the end of the Cold War
- Produce clear, coherent essays analysing détente, Reagan, Gorbachev and Triangular diplomacy
- Explain the impact of the arms race and globalisation on super power relations

Cross curricular links

- Geography; Cold War becomes global: Africa, Asia, South America and Middle East
- Economics; opportunity cost, product possibility boundaries, efficiency, planned and market economies

Differentiation incl. EAL

- Specifically assigned individual and group work tasks
- Discussion questions to address complex jargon

Learning styles activities

- Visual and verbal
- Aural
- Reading and writing
- Social
- Solitary
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Fall of the Berlin Wall, November 1989

SSgt. F. Lee Corkran, DoD / Public domain

Global citizenship, internationalism, local environment

- The potential power of peaceful protest movements
- Common Universal Values
- Understanding of the impact and destruction of nuclear weapons
- Understanding of current affairs in Eastern Europe and Russia



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