

**INTENT-**

- To develop knowledge and understanding of Superpower Relations and the Cold War
- Students to apply this knowledge and explain cause and effect and importance

**The bigger picture:**

This is a unit which builds on the knowledge and skills from Year 8, adding more specific detail and focusing more on the cause/effect relationship between events.

**Bilton School Planning for Progress over Time Programme of Study**

- Knowledge and understanding of key events
- Explanation of cause and consequence. Analytical narratives
- Making inferences from primary sources and assessing them for utility
- Analysis of differing historian's interpretations

**IMPLEMENTATION**

|  | Term 1<br>Cold War KT1  | Term 2<br>Cold War KT2  | Term 3<br>Cold War KT3  | Term 4<br>Final Exam Preparation  | Term 5   | Term 6   |                             |
|--|---|---|---|---|--|--|-----------------------------|
| <b>KS4</b>   |   |   |   |   |  |  |                             |
| <b>Year 11</b>   | Cold War KT1 L1 What was the Cold War?<br>L2 Why did tensions grow? L3 Consequences of the atomic bomb.<br>L4 influence of Truman and Marshall L5 Cominform & Comsecan<br>L5.5 DIRT Review Reteach L6 Berlin Crisis<br>L7 NATO/Warsaw Pact/Arms Race L8 Hungary<br>End of Key Topic Summary and prep for PPE1<br>PPE Preparation<br>PPE Preparation | PPE Preparation<br>PPE<br>PPE<br>KT2 L1 Berlin L2 Cuba<br>L3 Prague Spring L4 End of Topic Review<br>L5 End of topic assessment L6 review and reteach<br>KT3 L1 Detente L2a Reagan  | L2b Gorbachev L3 Exam Technique Lesson<br>L4 Afghanistan L5 Carter/Olympics<br>L6 Reagan/SDI L7 Collapse of Soviet Union<br>L8 End of topic review L9 Knowledge assessment review and reteach<br>PPE prep/revision<br>PPE           | PPE<br>Revision and exam prep based on outcomes of PPE 2  | HOLIDAY: 1 WEEK<br>HOLIDAY: 2 WEEKS<br>HOLIDAY: 1 WEEK | REVISION<br>Focus and activities to be informed by PPE 2 performance | REVISION<br>HOLIDAY: 1 WEEK |
| <b>Progress and assessment</b>                           | Focus on AO3 and AO4. KT2 focus is inferences and comparing interpretations.<br>FAR KT1 L5 Analysis of importance<br>W/B 14.10.24 an exam question to be completed, FAR marked and fed back to students, this will inform the next two weeks of PPE preparation.  | PPE assessment will cover all 3 papers. Feedback via student reflection sheets, which will be shared with parents. Introduce new exam questions linked to Cold War. Key skills assessed is understanding cause/consequence.<br><br>FAR KT2 L3 Narrative Question<br>FAR KT2 End of topic assessment | Focus on AO1/AO2. Cause/consequence/importance.<br><br>Far L4 Explain consequence of Soviet invasion of Afghanistan   | PPE assessment will cover all 3 papers. Feedback via student reflection sheets. Lesson assessment focus is on AO1/AO2. Cause/consequence/importance.<br>FAR – teachers to mark and feedback exam questions to students at least 3 this term. The exact questions will be specific to classes/students |  |  |                             |
| <b>Homework</b>  | Minimum of 3 homework tasks set using either GCSE Pod or Educake to reinforce and test factual knowledge '  | Minimum of 3 homework tasks set using either GCSE Pod or Educake to reinforce and test factual knowledge '  | Minimum of 3 homework tasks set using either GCSE Pod or Educake to reinforce and test factual knowledge.   | Minimum of 3 homework tasks set using either GCSE Pod or Educake to reinforce and test factual knowledge '  | Range of revision strategies                           |  |                             |
| <b>Literacy including Reading</b>                        | Key Vocab embedded in PPT and includes general analysis terms as well as topic specific Conflict (link to Y8 study)<br>Comprehension activities to check understanding of reading, particularly key terms.  | Comprehension activities to check understanding of reading, particularly key terms.   | Comprehension activities to check understanding of reading, particularly key terms.   | Comprehension activities to check understanding of reading, particularly key terms.   |  |  |                             |
| <b>Connected Learning</b>                                | Links to Y8 learning on Cold War, developing further analysis around cause, consequence and significance. Explores the differences between communism and capitalism   | Links to Y8 learning on Cold War, developing further analysis around cause, consequence and significance. Explores the differences between communism and capitalism   | Links to Y8 learning on Cold War, developing further analysis around cause, consequence and significance. Explores the differences between communism and capitalism   |   |  |  |                             |
| <b>Cultural Capital</b>                                  | Understanding of society under communism  | Understanding of society under communism  | Changing society as communism collapses   |   |  |  |                             |
| <b>Social, moral, spiritual and cultural development</b> | Understanding of how political tensions develop. Morality behind the use of atomic weapons and the effect that rivalry created  | Recognising the moral implications of decisions made during the three main crises   |   |   |  |  |                             |
| <b>Fundamental British Values</b>                        | Democracy   | Democracy   | Democracy   |   |  |  |                             |
| <b>End Points</b>  | By the end of the term, students will have a secure knowledge of the causes of the Cold War and the cause/consequence of the early events. They will have developed skills regarding writing a narrative answer   | By the end of the term, students will have a secure knowledge of the crisis and end of the Cold War and the cause/consequence of events. They will be confident in writing narrative answers and in explaining importance.  | By the end of the term, students will have a secure knowledge of the end of the Cold War and the cause/consequence of events that led up to this. They will be confident in writing narrative answers and in explaining importance. |   |  |  |                             |

**IMPACT:**  
As all assessments will use generic criteria, will be moderated through dept meetings it will be possible to measure progress over time within and across year groups. PPE wrapper documents will be completed after both PPEs, shared with parents/carers to enable clearer tracking of progress. Department spreadsheet used to analysis attainment across all PPEs, linking to Y10 end of year exams to measure progress as a final grade and across individual papers/topics.