



Scheme of work

The Cold War, c1945–1991, 2R

Introduction

To help teachers in planning a course of study for the A-level History qualification, a possible scheme of work is provided below. This is purely illustrative of one way in which this course might be delivered and it is not intended to be in any way prescriptive. Teachers will need to develop schemes which suit the arrangements and time allocations of their own schools and colleges.

Teaching arrangements and approaches are likely to differ between institutions. Provided the content as given in the Specification is covered, any sensible approach is legitimate.

Assumed coverage

The scheme of work which follows is based on two teaching years of 30 weeks per year. It assumes students will receive 2–2.5 hours per week for each of their A-level components and that 6 weeks in each year will be devoted to the NEA.

The Cold War, c1945–1991

Component 2 Depth Study (Teacher 2)

Teach alongside: Component 1 Breadth Study (Teacher 1) and Component 3 NEA (Teacher 1 and/or 2) (Note that whole course may be delivered by a single teacher)

General Introduction

(Component 2) Learning Objectives AO1 and AO2

Week	Component-specific skills	Specific guidance	Learning activities	Differentiation and extension	Resources
30 weeks for Part One. The remaining 6 weeks of the school /college year to be spent on NEA Component 3.	<p>1. Students are expected to develop an understanding of the process of change and continuity through the study of the interrelationship of a variety of perspectives.</p> <p>2. Students will need to be able to evaluate, with reference to provenance</p>	<p>Students should be aware that each depth study has an introductory commentary setting out the focus of the study and the key concepts that apply to it. There is a close interrelationship between the commentary and the content that follows.</p> <p>Part One of this SOW is suitable for both AS and A-level</p>	<p>Students will need to appreciate the complexity of the historical process through a detailed focus on the period of this depth study.</p> <p>To demonstrate depth of historical knowledge and understanding, students should be able to make links and comparisons between the aspects of the period studied. It is therefore important that the content should be studied both in its own right and holistically so that links and contrasts are rooted in secure knowledge and understanding.</p>	<p>Students should be encouraged to study the course content in relation to the key concepts and issues, as set out in the introductory commentary, using, as appropriate, a variety of primary source material as well as academic reference books.</p> <p>Students' understanding of concepts and perspectives should</p>	<p>Students should have the opportunity to consult primary sources and academic books whenever possible. Class textbooks, guided reading and worksheets, access to suitable internet sites, on-line journals, podcasts, stimulating lectures, power point presentations and other sources of information will all be valuable.</p> <p>Note that students will need to</p>

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Week	Component-specific skills	Specific guidance	Learning activities	Differentiation and extension	Resources
	<p>and content, how primary sources contribute to historical understanding.</p> <p>Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p>	<p>students. Please refer to the Specification for the different types of AS and A-level questions.</p>	<p>The suggested learning activities below are intended to develop the required skills but are neither exhaustive nor exclusive. They are intended as <i>suggestions only</i> from which teachers might select. It is not expected that teachers would have time to cover <i>all</i> of these activities.</p>	<p>be regularly assessed.</p>	<p>practise exam-style questions throughout the course.</p> <p>Both AS and A-level practice questions can be found on the AQA website and it is recommended that either a source evaluation or essay question is set every 2 weeks throughout the 30 weeks of each part of the course.</p>

Part One: To the brink of nuclear war: International relations, c1945 – 1963

Section One: The Origins of the War, c1945 – 1949

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 1	US, British and USSR relations in 1945.	Conflicting ideologies; tensions at Yalta; relations between Stalin, Roosevelt and Churchill.	<p>Use YouTube or other video sources to outline the situation in 1945 and why the end of the Second World War in Europe led to tensions between the US, Britain and USSR.</p> <p>Examine the outcome of the Yalta Conference, listing the agreements made. Sort them in terms of potential problems and suggest the most significant term/ potential problem (card sort).</p> <p>Create biographies of key personalities to help understand why there were potential issues:</p> <ul style="list-style-type: none"> • Stalin • Roosevelt • Churchill. 	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Atlantic Charter • Four Freedoms • free elections • Communism • Lublin Regime. <p>Outlines for the biographies could scaffold tasks.</p> <p>Consider: were tensions at the end of the war inevitable?</p>	<p>Contemporary accounts with conflicting views and interpretations.</p> <p>YouTube documentaries outlining the European post-war situation.</p> <p>Primary written and visual sources as an introduction to source material (for example political cartoons and textbook materials).</p> <p>Guided worksheets and reference material for wider</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 2		The breakdown of the Grand Alliance at Potsdam; relations between Stalin, Truman and Attlee.	<p>Create biographies of key personalities to help understand why there were potential issues:</p> <ul style="list-style-type: none"> • Truman • Attlee. <p>Highlight the differences between Truman and Roosevelt and why this led to further tensions.</p> <p>Create a timeline of events from the end of the European war to the dropping of the atomic bomb in Hiroshima.</p> <p>Annotate the timeline to show which events would have caused further tensions.</p> <p>Discuss these reasons as a class.</p>	<p>Use key terms to develop contextual understanding – Oder-Western Neisse line.</p> <p>Templates could scaffold tasks.</p> <p>Consider: Why did the dropping of the atomic bomb cause problems between the US and USSR?</p>	<p>Primary written and visual sources on the Potsdam Conference and leadership changes as a further introduction to source material.</p> <p>Guided worksheets and reference material for wider reading.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 3	Developing tensions.	The Soviet Union occupation/control of eastern and southern Europe; Cominform.	<p>Colour a map of Europe to show the areas of Soviet occupation/control in Europe.</p> <p>In groups, examine the establishment of Pro-communist governments in:</p> <ul style="list-style-type: none"> • Poland • Hungary • Romania • Bulgaria • Albania. <p>Share findings with the class.</p> <p>Examine the creation of the Cominform; suggest why the group was established and its purpose.</p> <p>Suggest why this expanding sphere of influence would cause tensions with the US.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • coalition government • sphere of influence • Eastern Bloc • <i>Comecon</i>. <p>Templates could scaffold tasks.</p>	<p>Maps of Europe to show zones of Soviet occupation, 1945 and beyond.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 4		Kennan's Long Telegram; the Iron Curtain speech.	<p>In separate groups examine excerpts from Kennan's Long Telegram and the Iron Curtain speech in terms of:</p> <ul style="list-style-type: none"> • provenance • content and argument • tone and emphasis • potential impact. <p>Ask groups to share their information.</p> <p>Compare the sources, which would have the greater impact?</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • <i>Iron Fist</i> • warmonger. <p>Consider; who was more to blame for the increased tensions, the US, Britain or USSR?</p>	<p>Excerpts from Kennan's Long Telegram and the Iron Curtain Speech.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 5		The Greek Civil War and the Truman Doctrine on Containment.	<p>Using sources and textbooks, explore the Greek Civil War and suggest:</p> <ul style="list-style-type: none"> • why there were problems in Greece? • why Britain could no longer protect Greece? • why Greece became a turning point? <p>Examine the Truman Doctrine in terms of:</p> <ul style="list-style-type: none"> • provenance • content and argument • tone and emphasis • potential impact. <p>Consider whether the Truman Doctrine was the 'start' of the Cold War. Students could suggest other starting points.</p>	<p>Students could use a card sort task for the Greek Civil War.</p> <p>Compare Kennan's Long Telegram, the Iron Curtain Speech and the Truman Doctrine: which was more significant? Why?</p>	<p>Primary written and visual sources on the Greek Civil War.</p> <p>Excerpts from the Truman Doctrine.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 6	The USA's involvement in Europe.	Policy towards Britain and Europe; the launch of the Marshall Plan.	<p>Consider the nature of US policy towards Britain and Europe.</p> <p>In groups, discuss and define the Marshall Plan. Use textbooks/sources to create information posters answering the following:</p> <ul style="list-style-type: none"> • what did George Marshall discover as he travelled through Western Europe? • what were the humanitarian motives for the Marshall Plan? • what were the economic motives for the Marshall Plan? • what were the ideological motives for the Marshall Plan? • how were Communist countries excluded from the Marshall Plan? • how did the Soviet Union view the Marshall Plan? 	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • George Marshall • Dollar Imperialism. <p>Templates could scaffold tasks.</p> <p>Consider: Was Marshall Aid purely an attempt to stop the spread of communism?</p>	<p>Primary written and visual sources on the Marshall Plan, including Western European and Soviet responses.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Academic opinion on the motives behind the Marshall Plan.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 7	Conflict over Germany.	US attitudes to Germany and Berlin; developments within the sectors, including Bizonia and currency reform.	<p>Colour code a map of post-war Germany to show who was responsible for each region, including a divided Berlin.</p> <p>Examine the running of the western and eastern zones and suggest:</p> <ul style="list-style-type: none"> • why the US and Britain invested in the West? • why the Soviets plundered the East? <p>Explain why Bizonia was formed and the reasons for a new currency in the West.</p>	<p>Use key terms to develop contextual understanding – Deutsche Mark.</p> <p>Templates could scaffold tasks.</p> <p>Consider: why was Germany so key to the Cold War?</p>	<p>A map of post-war Germany showing Western and Eastern zones.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 8		The Berlin blockade; the creation of East and West Germany.	<p>Using the map from Week 7 explain how the Soviets could blockade Berlin.</p> <p>Examine why Stalin broke all road, rail and canal links with West Berlin and how the West brought the blockade to an end through the airlift.</p> <p>Label the map to show the creation of the Federal Republic of Germany and the German Democratic Republic.</p> <p>Define the terms 'Federal Republic' and 'Democratic Republic'.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Berlin Airlift • <i>Trizonia</i> • federal. <p>Consider: Was the division of Germany inevitable?</p>	<p>Map from Week 7.</p> <p>Primary written and visual sources on the Berlin Blockade.</p> <p>Guided worksheets and reference material for wider reading.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 9		Formation of NATO.	<p>In groups, explore NATO and explain:</p> <ul style="list-style-type: none"> • why NATO was created • the terms/purpose of NATO • its member nations • the Soviet view of NATO and reaction. <p>Label NATO nations on a map.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Brussels Treaty • Isolationism. 	<p>Maps.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Extracts from NATO papers.</p>
Week 10	Revision.	The origins of the Cold War.	<p>Using all the information from this section, create a large timeline to show how the post-war environment developed into the Cold War.</p> <p>Colour code to show actions by the US, Britain and USSR.</p> <p>Suggest what the key turning points on the timeline were.</p> <p>Use the information to complete a practice essay on the cause of tensions by 1949.</p>	<p>Groups could create sections of a timeline to make a wall display.</p> <p>Different levels of scaffolding for the essay question could offer differentiation.</p>	<p>Guided worksheets and reference material for wider reading.</p> <p>Detailed essay writing guidance and practice exam question.</p> <p>Notes from Weeks 1 to 9.</p>

Part One: To the brink of nuclear war: International relations, c1945 – 1963

Section Two: The Widening of the Cold War, 1949 – 1955

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 11	US containment in action in Asia	The reconstruction of Japan and US- Japanese relations.	<p>In groups, research and create short presentations on the three phases of occupation in Japan:</p> <ul style="list-style-type: none"> • initial effort to punish and reform Japan • the work to revive the Japanese economy • conclusion of a formal peace treaty. <p>Present to the group and as a class discuss the reasons why Japan went from US enemy to a US ally.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • MacArthur • SCAP • occupation • rehabilitation • Zaibatsu • reverse course. 	<p>Primary written and visual sources on US- Japanese relations.</p> <p>Guided worksheets and reference material for wider reading.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 12		Support for Jiang Jieshi and policy towards China and Taiwan.	<p>In groups, create definitions/biographies of the following:</p> <ul style="list-style-type: none"> • Jiang Jieshi • Guomindang • Chinese Communist Party • Chinese Civil War. <p>Use these to explain why the Chinese people turned to communism.</p> <p>Suggest which side the US may have supported in the Chinese Civil War and why.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • KMT • CCP • corruption • Chinese Civil War. <p>Templates could scaffold tasks.</p>	<p>Primary written and visual sources on Sino-US relations.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 13		The defensive perimeter strategy; support for South Korea; NSC-68.	<p>Students could discuss and define the defensive perimeter strategy.</p> <p>In separate groups examine excerpts from Dean Acheson’s speech on the defensive perimeter strategy and the NSC-68 document in terms of:</p> <ul style="list-style-type: none"> • provenance • content and argument • tone and emphasis • potential impact. <p>Create/highlight a map to show the defensive perimeter in Asia and suggest why it highlighted Cold War tensions.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • containment • Roll Back. <p>Why did Stalin think that intervention in South Korea would be unopposed?</p>	<p>Excerpts from the defensive perimeter strategy and the NSC-68 document.</p> <p>Map of the Far East.</p> <p>Guided worksheets and reference material for wider reading.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 14	The Korean War.	Causes, position and aims of Kim Il Sung and Syngman Rhee.	<p>Create a brief timeline of events surrounding North and South Korea from 1910 to 1950.</p> <p>In groups, research and create biographies on the position and aims of:</p> <ul style="list-style-type: none"> • Kim Il Sung • Syngman Rhee. <p>Discuss and draw up a list of the causes of the war. Rank these in order of importance.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • UNTCOK • 38th Parallel • People’s Committees. 	<p>Primary sources on Kim Il Sung and Syngman Rhee.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 15		Attitudes and actions of the UN, USA, USSR and China; military involvement and settlement.	<p>In groups, create presentations on the attitudes and actions (including military) of the following in the Korean War:</p> <ul style="list-style-type: none"> • UN • USA • USSR • China. <p>Examine the terms of the settlement that brought an end to the conflict; who benefited and who lost out?</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • UN Security Council • Phase I and II. 	<p>Primary written and visual sources on the Korean War.</p> <p>Guided worksheets and reference material.</p> <p>Relevant YouTube clips or documentary footage.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 16	Increasing Cold War tensions.	McCarthyism in the USA and its influence in Britain and Europe.	<p>Define McCarthyism and in groups answer the following questions:</p> <ul style="list-style-type: none"> • why did McCarthyism develop • how did the Red Scare gain momentum • why did McCarthyism come to an end? <p>Consider the extent to which McCarthyism influenced US policy towards Europe.</p> <p>Examine sources on McCarthyism and use these to make newspaper headlines for the US, Britain and Europe in the spirit of McCarthyism.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Loyalty Review Board • HUAC • Alger Hiss • Julius and Ethel Rosenberg. <p>Students could research the prevalence of a 'Red Scare' in Britain and Europe.</p>	<p>Primary written and visual sources on McCarthyism in the US.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 17		US dominance in the UN and role as 'world policeman'; the isolation of China.	<p>Explore how military contributions and the role in the Security council led the US to dominate the UN.</p> <p>Explain how the abandonment of isolationism had brought about the role of 'world policeman'.</p> <p>Suggest why the US tried to prevent the People's Republic of China from taking its seat in the UN and placed an embargo on trading with the PRC.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Isolationism • Interventionism • PRC / ROC. 	<p>Primary written and visual sources on the US role in the UN and the isolation of PRC.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>
Week 18	Alliances and shifts.	FRG and NATO; the Warsaw Pact; SEATO.	<p>Write definitions for each of these organisations and treaties.</p> <p>In groups, research, to create and present posters on the members, relationships and/or purposes of:</p> <ul style="list-style-type: none"> • West Germany and NATO • the Warsaw Pact • SEATO. 	<p>Differentiation through level of research required.</p> <p>Consider: who benefitted most from these alliances?</p>	<p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 19		Eisenhower, Dulles and 'brinkmanship'; the domino theory.	<p>Create biographies of key personalities to help understand why there were potential issues:</p> <ul style="list-style-type: none"> • Eisenhower (compare to Truman) • John Foster Dulles. <p>Discuss and define 'brinkmanship' and the 'domino theory'.</p> <p>Suggest why these policies developed and discuss the issues of nuclear deterrents in reality.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • nuclear deterrent • hydrogen bomb • massive retaliation • New Look. 	<p>Primary sources on Eisenhower/ Dulles and their attitudes to US foreign policy.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 20		Attitude to the French struggle in Indo-China; the Geneva Conference.	<p>On a map of South-East Asia, highlight the communist nations (China and South Korea) and suggest why the US would be concerned about the actions of the Vietminh and Ho Chi Minh in Vietnam.</p> <p>Link this to the domino theory.</p> <p>Create a timeline of events for Indo-China from the Japanese invasion before and during the war, to the Geneva Conference of 1954.</p> <p>Complete a table to show the outcome of the Geneva conference in terms of what was wanted by the US, French and Chinese in Indo- China and what was actually agreed.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • nationalism • imperialism • Bao Dai • Dien Bien Phu. <p>Templates could scaffold tasks.</p> <p>Consider: Was conflict in Vietnam inevitable?</p>	<p>Maps.</p> <p>Primary sources on the French struggle in Indo-China and the Geneva Conference.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

Part One: To the brink of nuclear war: International relations, c1945 – 1963

Section Three: The Global War, 1955 – 1963

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 21	Khrushchev and East-West relations.	Impact of the risings in Poland and Hungary and Soviet intervention.	<p>Students might create a profile of Khrushchev.</p> <p>In groups, research and present the uprisings in Poland and Hungary (1956) addressing the following areas:</p> <ul style="list-style-type: none"> • why did trouble breakout in Eastern Europe? • what happened during the uprising? • who were the key personalities? • how was the uprising brought to an end? <p>As a group, discuss the Soviet position in Eastern Europe: had Stalin's death weakened the USSR's grip on the East?</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Destalinisation • Khrushchev's Secret Speech • Władysław Gomułka • Imre Nagy • New Course • János Kádár. 	<p>YouTube clips on the uprisings.</p> <p>Primary and secondary sources on the Polish and Hungarian risings.</p> <p>Guided worksheets and reference material for wider reading.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 22		The degree of 'peaceful coexistence', including exchange of visits and Paris summit.	<p>Define the concept of 'peaceful coexistence' and suggest why the USSR and China sought diplomacy in the 1950s.</p> <p>In groups, examine key events between 1955 and 1963, and suggest if they are examples of 'peaceful coexistence'. For instance:</p> <ul style="list-style-type: none"> • the Geneva Summit • Khrushchev's visit to Camp David in 1959 • Four Power Paris Summit • arms race. <p>This could be in the form of a card sort and could be categorised in terms of if the situation was intended to be peaceful, or interpreted otherwise.</p>	<p>Use key terms to develop contextual understanding – Geneva Summit (1955).</p> <p>Khrushchev and Kennan's interpretation of 'peaceful coexistence' could be explored and primary sources compared.</p>	<p>Primary written and visual sources on key events.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Writing from Khrushchev and Kennan.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 23	Cold War rivalries.	The extension of the arms race including ICBMs.	<p>Research and create information sheets on the different types of arms available by 1963 and how many were held by the US and USSR (including cost and investment):</p> <ul style="list-style-type: none"> • atomic bombs • hydrogen bombs • ICBM: R-7. <p>Suggest why there were differences between the two nations.</p> <p>Debate the significance of the arms race: did weapons prevent a full scale conflict?</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • bomber gap • missile gap • Minuteman/Polaris • U2 spy plane. <p>Differentiation through level of research required.</p>	<p>Statistics and details on the arms available to the US and USSR.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 24		The space race; sputnik and space flight.	Research and create newspaper front pages and/or reports on: <ul style="list-style-type: none"> • Sputnik I • Sputnik II • Vostok I. Students could aim their work at different audiences, eg: <ul style="list-style-type: none"> • Soviet public • US public • US government. Discuss how the target audience affected the content of the material.	Use key terms to develop contextual understanding: <ul style="list-style-type: none"> • Laika • Yuri Gagarin. 	YouTube clips on Sputnik and Vostok I. Primary written and verbal sources on Sputnik and space flight.

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 25		The U2 affair.	<p>In groups, research and present on the separate areas of the U2 affair, covering:</p> <ul style="list-style-type: none"> • the background to the affair • the events • the US cover-up and exposure • the reaction and impact. 	<p>Differentiation through level of research required.</p> <p>Consider: To what extent was the U2 affair a turning point?</p>	<p>Primary written and verbal sources on the affair.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p> <p>YouTube clips.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 26		The Berlin Crisis; the significance and impact of the Berlin Wall.	<p>Define the Berlin Crisis of 1958 to 1961 (the mass emigration to the West). Students could write, as Soviet officials, suggesting how the USSR could tackle the Crisis.</p> <p>Create a flowchart to illustrate the development of the crisis and make links to the U2 affair.</p> <p>On maps of Berlin, plot the wall and suggest the impact this would have on both East German and West German citizens, as well as wider relations between the USSR and others.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • refugee • Walter Ulbricht • Erich Honecker • 'Wall of Shame'. 	<p>Maps of Berlin and the wall.</p> <p>Primary sources on the Berlin Crisis/Wall.</p> <p>Guided worksheets and material for wider reading.</p>
Week 27	Conflict in Asia.	Indo-China under Ho Chi Minh in the North and Diem in the South; formation of the NLF.	<p>Create biographies of key personalities to help understand why there were potential issues:</p> <ul style="list-style-type: none"> • Ho Chi Minh • Ngo Dinh Diem. <p>Create a timeline of events from the Geneva Accords to the creation of the NLF/PLAF.</p> <p>Discuss whether confrontation was caused by the North or South?</p>	<p>Use key terms to develop context:</p> <ul style="list-style-type: none"> • NLF • PLAF/Vietcong • Law 10/59. <p>Templates could scaffold tasks.</p>	<p>Primary sources on life in North and South Vietnam.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and</p>

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					interpretations.
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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 28		Kennedy's policies towards Indo-China and Diem's assassination.	<p>Examine the build-up to US involvement in Vietnam and suggest which was more influential:</p> <ul style="list-style-type: none"> • Bay of Pigs • Neutralisation of Laos • Weakness of ARVN • Strategic Hamlets • Diem's corruption • religious attacks. <p>Add the events of Diem's death to the Week 27 timeline: was US intervention now inevitable?</p>	<p>The events would make a good card sort task.</p> <p>Students could research the different areas for homework and bring to the lesson.</p>	<p>Primary written and visual sources on Kennedy's policy and Diem's assassination.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Relevant film footage and YouTube clips.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 29	Confrontation between the superpowers	US attitudes to Cuba and developments leading to the missile crisis; the 13 days; the significance of the crisis.	<p>Examine the events leading to the crisis. Look at a map showing the proximity of Cuba to the US: Why was Cuba of such strategic interest?</p> <p>Create newspaper stories on the missile crisis from the points of view of the US and USSR.</p> <p>List the consequences of the crisis for:</p> <ul style="list-style-type: none"> • Cuba • Kennedy • Khrushchev • international relations. <p>Consider: Was this the start of Détente?</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Cuban Revolution • Batista/Castro • Bay of Pigs • Test Ban Treaty. <p>Templates could scaffold tasks.</p>	<p>Map of Cuba.</p> <p>YouTube clips on relations and Crisis.</p> <p>Primary written and visual sources on the Crisis.</p> <p>Guided worksheets and reference material for wider reading.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 30	Overview and revision.	Holistic appraisal of content.	<p>Look back at material in this part and create:</p> <ul style="list-style-type: none"> • a timeline and glossary for each of the three sections of content • some could create a summative wall poster or glossary posters for display. <p>Consider the themes of communism and anti-communism. Reflect on the power of modern technology and what hastens confrontation.</p> <p>Collect sources to show how each area developed and changed.</p> <p>Reflect on the possible differing points of view on offer in primary sources, linking to essay questions.</p> <p>Consider events and developments from different perspectives, eg political or social and economic. Look at the introductory paragraph for this option and reflect on the key issues and concepts of this study.</p> <p>As a class, reflect, 'What have we learnt?'</p>	<p>Debate: What were the key turning points in the escalation of the Cold War?</p> <p>Opportunities for differentiation by task and in students' reflection and selection of information.</p> <p>Further opportunities for evaluation of primary source material.</p>	<p>Notes and materials from Part One of this course.</p> <p>Could be presented in the form of a revision guide</p> <p>Further source material which could be assembled by students.</p> <p>Practice exam-style questions.</p>

Part Two: From Détente to the End of the Cold War, c1963 – 1991

Section One: Confrontation and Cooperation, c1963 – 1972 (A-level only)

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 1	Review of Part One.	International Relations from c1945 to 1963.	<p>In small groups, create short presentations summarising content covered in Part One:</p> <ul style="list-style-type: none"> • rising tensions • the widening war: Asia • the widening war: Europe • the widening war: US policy • global war: arms/space race • global war: Eastern Europe • global war: Vietnam • global war: Cuba. <p>As a class, decide which were the most important turning points between 1945 and 1963.</p>	<p>Templates could scaffold tasks.</p> <p>Debate: By 1963 did the Cold War seem to be heightening or coming to a close?</p> <p>Human timelines could be used to organise by date, importance, etc.</p>	<p>Materials from Part One of the course.</p> <p>Any relevant primary sources from Part One.</p> <p>Guided worksheets and reference material for wider reading.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 2	Confrontation in the Vietnam War.	Johnson's policy in Vietnam; the Gulf of Tonkin Resolution.	<p>List Johnson's policies in Vietnam from becoming president up to the Gulf of Tonkin incident.</p> <p>Consider the roles of the following in shaping policy:</p> <ul style="list-style-type: none"> • Kennedy's legacy • congress and advisors • the American public. <p>Who was more important? Why? (Could be a card sort)</p> <p>Research the events surrounding the Gulf of Tonkin Resolution.</p> <p>Create news headlines for the American public on the incident and resolution: what would the tone of this report be?</p> <p>Why was the election in November 1964 significant?</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • USS Maddox • USS Turner Joy • 'blank cheque'. <p>Templates could scaffold tasks.</p> <p>Consider: what was the significance of the fact that the resolution had existed months before the incident?</p>	<p>Primary written and visual sources on the Gulf of Tonkin Incident and Resolution.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 3		Escalation; tactics and relative strengths of the two sides.	<p>In groups, research and create information sheets with images/diagrams on the following:</p> <ul style="list-style-type: none"> • Operation Rolling Thunder • search and destroy • Operation Ranch Hand/chemical warfare • Ho Chi Minh Trail • ‘grabbing the enemy by the belt’ • tunnels and booby traps • weaponry (including helicopters) • troop types/numbers. <p>Use the information to create a table showing the strengths and weaknesses of the two sides.</p> <p>Which was the strongest side? Why?</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • guerrilla warfare • hearts and minds • napalm • close combat. <p>Sheets could be used for a wall display.</p> <p>Debate: should Vietnam have been an easy victory for the US?</p>	<p>Primary written and visual sources on the tactics of both sides.</p> <p>Images of the effects of bombing and chemical warfare.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Relevant YouTube clips and film footage.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 4		The Tet Offensive.	<p>Examine the build-up, events and outcomes of the Tet Offensive (including maps of the offensive).</p> <p>In groups explain why the offensive was:</p> <ul style="list-style-type: none"> • a military victory for the US • a psychological defeat for the US. <p>Research the candidates for the 1968 Presidential election and create propaganda posters for the Republicans, Democrats or Independent candidates.</p> <p>Discuss: Why did Nixon win?</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • demoralising • Walter Cronkite • ‘unwinnable war’ • McNamara • Robert Kennedy • Humphrey • Nixon • ‘silent majority’. 	<p>YouTube clips on the Tet Offensive and maps of the offensive.</p> <p>Primary sources on the offensive and the 1968 election.</p> <p>Guided worksheets and reference material for wider reading.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 5	Nixon's policies in Vietnam.	Vietnamisation; extension into Cambodia and Laos.	<p>Students might create a profile of Nixon.</p> <p>Examine and define 'Vietnamisation':</p> <ul style="list-style-type: none"> • Why was it necessary? • What did it involve? • What problems did a weak ARVN pose? • What evidence is there that Vietnamisation was a success by 1973? <p>In groups explore the extension of the war into Cambodia and Laos, create tables for each nation to explain:</p> <ul style="list-style-type: none"> • Why did the US attack? • What happened in the attack? • What was the aftermath of the attack? 	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Nixon Doctrine • Madman Theory • Peace with Honor • COSVN • Lam Son 719 • Kent State. <p>Templates could scaffold tasks.</p>	<p>Primary written and visual sources on Vietnamisation and the extension of the war.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 6		Relations with China; the beginning of the Paris peace talks.	<p>Using knowledge of events so far, suggest why the Chinese would be an essential part of the peace process in Vietnam.</p> <p>Examine the following events and suggest if they were a sign of improving or worsening Sino-American relations:</p> <ul style="list-style-type: none"> • Sino-Soviet Conflict from 1969 • Kissinger’s secret visit to China • Nixon visits China • Easter Offensive. <p>Explore the initial peace talks in Paris: what was on offer from the US and what were the stumbling blocks to peace?</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Linkage • Zhou • Le Duc Tho • Thieu • concessions. <p>Consider: How important were worsening Sino-Soviet relations to the conflict in Vietnam?</p>	<p>Primary written and visual sources on relations with China and the Paris peace talks.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 7	Cooperation	Attitudes of Khrushchev and Kennedy; Hot-line.	<p>Examine the attitudes of Khrushchev and Kennedy.</p> <p>Create a chart to contrast their attitudes towards cooperation.</p> <p>Define the 'Hot-Line' and the role it played in the war.</p> <p>Students could role-play and enact a conversation between US and USSR at a time of tension: Why would the Hot-line help prevent further conflict?</p>	<p>Use key terms to develop contextual understanding – 'red telephone'.</p> <p>Templates could scaffold tasks.</p>	<p>Primary written and visual sources on the Hot-line.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>
Week 8		Moscow Test Ban Treaty; nuclear non-proliferation treaty; cut back in materials for nuclear weapons.	<p>Research and create information posters on the Test Ban Treaty and Nuclear Non-proliferation Treaty:</p> <ul style="list-style-type: none"> • what led to the treaties? • what were the terms of the treaties? • why did some nations refuse to sign up? <p>Consider the rise of pressure groups in the move to the treaties (such as CND): was public pressure more responsible than policy change?</p>	<p>Consider: were the nuclear treaties and cut backs in materials for nuclear weapons a symbol of Détente or a simple realisation that nuclear deterrents were too dangerous?</p> <p>Templates could scaffold tasks.</p>	<p>Primary written and visual sources on the treaties and reactions to the treaties.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 9	Pressures on the USSR.	The crisis in Czechoslovakia and the Brezhnev Doctrine.	<p>Create a timeline of events surrounding the troubles in Czechoslovakia from 1957 to 1969.</p> <p>Compare the risings in Czechoslovakia with those in Hungary and Poland in 1956 and chart the similarities and differences.</p> <p>Why was there a limited response to the invasion of Czechoslovakia?</p> <p>Examine the speech which outlined the terms of the Brezhnev Doctrine; consider the context, tone and emphasis.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Novotny • Dubček • Prague Spring • normalisation • martial law. <p>Templates could scaffold tasks.</p>	<p>Primary written and visual sources on the crisis in Czechoslovakia and the Brezhnev Doctrine.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Extracts from Brezhnev's speech.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 10		Relations with China.	<p>Explore the Sino-Soviet split from the death of Stalin and during Khrushchev's leadership.</p> <p>Create a table/diagram defining the following and assessing their role in the deteriorating relations:</p> <ul style="list-style-type: none"> • Destalinisation • the Great Leap Forward • Sino-Indian War • Cuban Missile Crisis • nuclear treaties. <p>Leave space to extend this in Week 15.</p>	<p>Differentiation through level of research required.</p> <p>Consider: why would the USSR be willing to sacrifice relations with the Chinese for less tension with the US?</p> <p>Could be a card sort.</p>	<p>Primary written and visual sources on Sino-Soviet relations.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

Part Two: From Détente to the End of the Cold War, c1963 – 1991

Section Two: The Brezhnev era, 1972 – 1985 (A-level only)

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 11	The USA and SE Asia	Paris peace talks; Northern victory.	<p>Explain why the Paris Peace Settlement took so long, using the following points:</p> <ul style="list-style-type: none"> • Easter Offensive and Linebacker I • Linebacker II (Christmas Bombings) • the 1972 Presidential Election • Peace with Honor • President Thieu. <p>Plot a timeline of events from Linebacker I through to North Vietnamese victory in April 1975.</p> <p>Use this timeline and the terms of the Paris settlement to explain why was it so easy for the North to take South Vietnam.</p>	<p>Use key terms to develop contextual understanding – War Powers Act.</p> <p>Human timelines could be used to order events by date, importance, etc.</p> <p>Consider: was this America's only Cold War defeat?</p>	<p>Primary written and visual sources on the Paris Peace Accords and North Vietnam's victory in 1975.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Relevant YouTube clips or film footage.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 12		Continuing problems in Cambodia; costs of war.	<p>Examine developments in Cambodia following the end of the Vietnam War:</p> <ul style="list-style-type: none"> • how Nixon’s bombing of Cambodia helped the Khmer Rouge • why the fighting continued in Cambodia despite the Paris Peace Accords for Vietnam • the impact of the Khmer Rouge’s leadership from 1975 to 1979. <p>Students could create information posters or short presentations on the war and its impact in Cambodia.</p> <p>Students might use primary sources to support conclusions on the costs of war.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Lon Nol • Khmer Rouge • Pol Pot • killing fields. <p>Templates could scaffold tasks.</p>	<p>Primary written and visual sources on the war in Cambodia and the genocide experienced in the country.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p> <p>Economic statistics.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 13	The extent of Détente up to 1979.	The SALT talks; arms race.	<p>In groups, research and present on SALT I and SALT II explaining:</p> <ul style="list-style-type: none"> the reasons for the agreements the terms of the agreements issues with the agreements. <p>Review the arms race to this point and the effects of SALT.</p> <p>How significant were the SALT agreements? Did they mark the beginning of real Détente?</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> SLBM MIRVs ABM 'safeguard'. 	<p>Primary written and visual sources on SALT and the arms race.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>
Week 14		Ostpolitik and Helsinki accords.	<p>Define the concepts of the Hallstein Doctrine and Ostpolitik.</p> <p>Consider the evidence that Ostpolitik was put into action:</p> <ul style="list-style-type: none"> Treaty of Moscow Treaty of Warsaw Basic Treaty. <p>Consider the terms of the Helsinki Accords: was the attempt to improve relations between the Communist Bloc and the West success?</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> Bahr Brandt Rapprochement CSCE. 	<p>Primary written and visual sources on the boycott.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 15		Relations with China.	<p>Building on the work from Week 10, add the following to the table:</p> <ul style="list-style-type: none"> • Sino-Soviet split • Ping Pong Diplomacy • Mao’s death • Easter Offensive in Vietnam • Nixon’s visit to China. <p>Consider the role played in affecting relations between the US and China.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Xiaoping • USLO. <p>Templates could scaffold tasks.</p>	<p>Tables/diagrams and any other relevant materials from Week 10.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 16	The Second Cold War.	The reasons for renewed hostilities and developments, including the Soviet invasion of Afghanistan.	<p>Create a biography of US President Jimmy Carter to help understand why there were potential issues at the end of Détente.</p> <p>Research and create information posters on the Soviet invasion of Afghanistan explaining:</p> <ul style="list-style-type: none"> • why the Soviets invaded (Iranian Revolution) • what happened in Afghanistan • the Western response to the invasion. 	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • PDPA • Hafizullah Amin • Moscow Olympics • Presidential Directive 59. 	<p>Maps of the Afghan region and primary sources on the invasion.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 17		New personalities, including Reagan, Thatcher and Pope John Paul II.	<p>Create biographies of key personalities to help understand why there were potential issues:</p> <ul style="list-style-type: none"> • Ronald Reagan • Margaret Thatcher • Pope John Paul II • Leonid Brezhnev. 	Consider: Why might a renewed Special Relationship and a Polish Pope help bring an end to the Cold War?	<p>Videos and primary sources on the new personalities.</p> <p>Guided worksheets and reference material for wider reading.</p>
Week 18		The crushing of Solidarity in Poland; the shooting down of KAL007.	<p>Students could discuss and define Solidarity.</p> <p>Describe the growth of Solidarity; compare it to the risings of 1956 and suggest why this rising appeared to be easily crushed.</p> <p>Define the idea of a Gerontocracy in the USSR.</p> <p>Examine the shooting down of KAL007 and suggest why the reaction to the downing of the plane was an example of Gerontocracy.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Lech Wałęsa • Jaruzelski • Gromyko. 	<p>Primary sources on both the crushing of Solidarity and KAL007.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 19	Developments in Africa and the Americas.	The impact of Cuban intervention in Angola and Ethiopia.	<p>In groups, using information on Cuban intervention in both Angola and Ethiopia create tables or diagrams to explain:</p> <ul style="list-style-type: none"> • why Cuba became involved • the events of the intervention • reaction from the West • the outcome of the intervention for: <ul style="list-style-type: none"> ○ Cuba ○ Angola/Ethiopia. <p>Review the evidence and decide whether or not Cuban intervention was successful.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • MPLA • FNLA • UNITA • EPLF • Ogaden War. <p>Templates could scaffold tasks.</p>	<p>Primary written and visual sources, maps and diagrams of the areas involved.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 20		The impact of US intervention in Latin America and the Caribbean including Chile, Grenada and Nicaragua.	<p>In groups, research US intervention in Chile, Grenada and Nicaragua and create presentations explaining:</p> <ul style="list-style-type: none"> • why the US was involved • the events of the intervention • communist reaction to the intervention • the outcome of the intervention. <p>Decide which was the most significant for the US.</p>	<p>Differentiation through levels of research.</p> <p>Consider: How comparable is the Cuban intervention in Africa to the US intervention in Latin American and the Caribbean?</p>	<p>Primary written and visual sources, maps and diagrams of the areas involved.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

Part Two: From Détente to the End of the Cold War, c1963 – 1991

Section Three: The end of the Cold War, 1985 – 1991 (A-level only)

Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 21	Gorbachev and the ending of the Cold War.	Pressures on and significance of Gorbachev as Soviet leader; new thinking and practicalities.	<p>Create a profile for Mikhail Gorbachev to help understand why he brought change to the Soviet Union.</p> <p>How did he compare to Brezhnev, Andropov and Chernenko?</p> <p>Create a table which lists Gorbachev's aims and the methods in which he planned to and/or actually achieved them.</p> <p>Suggest why Thatcher proclaimed that Gorbachev was 'a man with who I can do business'.</p> <p>Compare, Perestroika to the Truman Doctrine and the Iron Curtain.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Perestroika • Glasnost • Democratisation • Shevardnadze • Geneva Summit. <p>Templates could scaffold tasks.</p>	<p>Primary verbal and written sources on Gorbachev's new thinking.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Extracts from Gorbachev's speeches and writing.</p> <p>Relevant YouTube clips.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 22		The importance of Soviet economic problems.	<p>Examine various statistics, charts and graphs on the cost of the Cold War for the USSR.</p> <p>Suggest and identify the impact of this economic cost on the Soviet Union and its people.</p> <p>Study primary sources showing the effects.</p> <p>Linking back to the table from Week 21: did economic factors force Gorbachev's new thinking?</p> <p>Was the economic might of the West too much for communist forces?</p>	<p>Card sort activities could be used to identify the biggest economic drain.</p> <p>Students could write diary entries as various members of Soviet society, reflecting on life during the Cold War and why there was a desire for change.</p>	<p>Statistics on the cost of the Cold War.</p> <p>Primary sources on the economic conditions of the USSR by the 1980s.</p> <p>Guided worksheets and reference material for wider reading.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 23	The summits between the USA and USSR	Geneva, Reykjavik, Washington and Moscow.	<p>Chart the discussions and outcomes of each summit in a table:</p> <ul style="list-style-type: none"> • Geneva • Reykjavik • Washington • Moscow. <p>Suggest the successes and failures of each summit and the significance of each in progress towards the end of the Cold War.</p> <p>Discuss: Geneva saw little in terms of achievements but laid the foundation stone.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Cordiality • US SDI • INF (Intermediate Nuclear Forces). 	<p>Primary verbal and written sources on the summits and their outcomes.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 24		Reagan; Star Wars.	<p>Students could write a profile for Reagan and consider his attitude towards the USSR.</p> <p>Examine the debates surrounding Star Wars. In groups argue for one of the following:</p> <ul style="list-style-type: none"> • SDI would end MAD and act as a strategic initiative to neutralise the military component of Soviet nuclear defences • SDI was unrealistic, unscientific and threatened to destabilise MAD and re-ignite an offensive arms race. 	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Mutual Assured Destruction • Strategic Defense Initiative Organisation. 	<p>Primary verbal and written sources on SDI (Star Wars).</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>
Week 25		Bush and the US response.	<p>Create a profile for George Bush to help understand why progress in ending the Cold War continued to be made after his election.</p> <p>Suggest why American advisers were reluctant to go ahead with the Malta Summit in December 1991 despite encouragement from Thatcher.</p>	<p>Use key terms to develop contextual understanding – ‘A new breeze is blowing’.</p>	<p>Primary sources on Bush and his attitudes.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 26	The collapse of Communism in the Eastern European soviet satellite states.	The end of the Brezhnev Doctrine and significance of the events of 1989.	<p>Suggest why Perestroika, Glasnost and Democratisation meant an end to the Brezhnev Doctrine.</p> <p>In groups, research and create information sheets on the impact of the end the Brezhnev Doctrine on the following nations:</p> <ul style="list-style-type: none"> • Hungary • Poland • East Germany. <p>As a class, discuss whether or not the end of communism in these nations meant the inevitable end of the USSR.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • Honecker • Krenz. <p>Consider: how did the collapse of communism in Eastern Europe compare to the Chinese response to calls for reform? (Tiananmen Square).</p>	<p>Primary verbal and written sources on the collapse of communism in Eastern Europe.</p> <p>YouTube clips on the fall of the Berlin Wall.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 27	The ending of Cold War tensions in Asia, the Americas and Africa.	Afghanistan; Cuba, Nicaragua and El Salvador; Angola and Ethiopia.	<p>In groups, research and create presentations on the end of Cold War tensions in the following:</p> <ul style="list-style-type: none"> • Afghanistan • Cuba • Nicaragua • El Salvador • Angola • Ethiopia. <p>Summarise the information in a table and suggest which nation saw the smoothest/ most turbulent end to Cold War tensions.</p>	<p>Templates could scaffold tasks.</p> <p>Could alternatively be a card sort activity.</p> <p>Consider: what have been the long term consequences of Cold War tensions for these nations?</p>	<p>Primary verbal and written sources on the end of Cold War tensions in Asia, Africa and the Americas.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 28		The end of the Cold War: the Malta summit and its aftermath, including the reunification of Germany.	<p>Examine the Bush-Gorbachev summit in Malta and explain why Shevardnadze was able to announce that the US and USSR had now 'buried the Cold War at the bottom of the Mediterranean'.</p> <p>Create a flow diagram to show the chain of events that led to the reunification of Germany, including:</p> <ul style="list-style-type: none"> • the aftermath of Malta • elections • NATO membership. <p>Suggest why the Soviet military viewed Gorbachev's policy on Germany as 'capitulation'.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • SS Maxim Gorkiy • 'From Yalta to Malta' (and back) • Helmut Kohl. <p>Templates could scaffold tasks.</p>	<p>Primary written and visual sources on the Malta summit and reunification of Germany.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 29		The collapse of the USSR and the resignation of Gorbachev.	<p>Create a timeline examining and explaining the following events:</p> <ul style="list-style-type: none"> • the independence of Latvia, Lithuania and Estonia • Strategic Arms Reduction Talks • coup against Gorbachev • Dissolution of the Congress of People's Deputies • Ukrainian Referendum • the Belavezha Accords • the Alma-Ata Protocol. <p>Suggest whether or not these events show that the collapse of the USSR was Gorbachev's doing or down to circumstances beyond his control.</p>	<p>Use key terms to develop contextual understanding:</p> <ul style="list-style-type: none"> • August Putsch • Union of Sovereign States. <p>Templates could scaffold tasks.</p> <p>Debate: To what extent did the Cold War end because of the hard-line approach of the US from the early 1980s?</p>	<p>Maps to show the independence of satellite states.</p> <p>Primary written and visual sources on the collapse of the USSR and the resignation of Gorbachev.</p> <p>Guided worksheets and reference material for wider reading.</p> <p>Contemporary accounts with conflicting views and interpretations.</p>

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Week	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation/stretch and challenge opportunities	Resources
Week 30	Overview.	Revision.	<p>Look back at material in Parts One and Two and, taking the themes of communism and anti-communism; aggression and détente, reflect on the power of modern military technology.</p> <p>Consider:</p> <ul style="list-style-type: none"> • What hastens confrontation? • What forces promote peace in the modern world? <p>Create:</p> <ul style="list-style-type: none"> • a timeline and glossary for each section • a summative wall poster for each concept. <p>Collect or index sources for each concept and for the key individuals studied.</p> <p>Consider events and developments from different perspectives, eg political or social and economic. Look at the introductory paragraph for this option and reflect on the key issues and concepts of this study.</p> <p>As a class, reflect, 'What have we learnt?'</p>	<p>Opportunities for differentiation and stretch by task and in students' reflection on and selection of information.</p> <p>Human timelines can be used for chronology and then sorting by importance.</p> <p>Templates could scaffold tasks.</p>	<p>Notes and materials from Part One and Part Two of this course, could be presented in the form of a revision guide.</p> <p>Further reference and source material which could be assembled by students.</p> <p>Practice exam-style questions.</p>