



### Subject: History

### Term 3

Overarching Topic: Why did conflict and tension continue after WWII?			
<p>Why is this topic being studied at this time?</p> <p>How does it fit into the wider subject curriculum?</p>	<p>As Europe rose from the ashes of destruction, a new challenge faced the former Allies of WWII – what should happen now that Hitler and his Nazi empire had been defeated? Very quickly disagreements about practical matters descended into outright tension and confrontation between East and West – a dangerous proposition given the growing nuclear arsenal of each side.</p> <p>We will look at how Stalin seized control of Eastern Europe, the shift in American foreign policy to stopping communism spreading and the challenges to the new Soviet empire that citizens themselves created.</p>		
	Critical	Core	Pinnacle
<p><b>The Big Questions</b> (What questions will students be able to answer upon mastery of the topic?)</p>	<p>When did Germany surrender and why?</p> <p>Why did Churchill and Stalin dislike each other?</p> <p>Why are nuclear weapons so destructive?</p> <p>Where is Berlin and why did dividing it matter?</p> <p>What were the GDR and FRG?</p> <p>Where are Korea, Hungary and Vietnam?</p>	<p>What were the areas of agreement and disagreement at Yalta and Potsdam?</p> <p>What happened at Hiroshima and Nagasaki and what were its effects?</p> <p>Why did tensions escalate over Berlin?</p> <p>Why were two German states created?</p> <p>What happened in Eastern Europe after WWII?</p> <p>What caused the Korean War?</p> <p>How was the Korean War different from WWII?</p> <p>What happened in Hungary in 1956?</p> <p>Why did US Presidents get involved in Vietnam?</p>	<p>How significant were long term tensions between antithetical ideologies in escalating possible conflict after WWII?</p> <p>What was the international legal situation of Berlin and Germany after WWII?</p> <p>Why was it significant that Maoism became established in Asian communism?</p> <p>Was ‘containment’ the worst US foreign policy for the context of the 1950s?</p>
<p><b>The Key Skills/ Techniques</b></p>	<p><b>The sophistication and application of skills will become more advanced as students’ progress through the critical, core and pinnacle knowledge.</b></p>		
	<p><b>Skill/Technique</b></p>	<p><b>How will this skill be developed?</b></p>	

	Interpretations analyses and evaluations Assessing the relative utility of sources and interpretations	Studying a range of historical interpretations and developing approaches to effective analysis and evaluation of their utility and reliability Practising comparative evaluations of the usefulness of different sources and cross-referencing these evaluations with interpretations
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