

Subject	Y13 Core Knowledge – Autumn/Spring/Summer term	How to support students' learning
History	<p>Autumn Term Cold War in Europe -</p> <ol style="list-style-type: none"> 1. Understand the situation in and between the USSR and USA prior to the Second World War. 2. Explain the differences between Communism and Capitalism. 3. Know the situation over the Second Front. 4. Understand the changes between the conferences. 5. Use the differences between the Grand Alliance over the conferences and Second Front to judge the reasons for disagreement. 6. Assess the reasons for, methods of and impact of the liberation of East and West. 7. Know the changes in leadership in the different members of the Grand Alliance. 8. Assess the reasons for and impact of the Iron Curtain Speech. 9. Compare the imposition of Communism across European states. 10. Evaluate the significance of Truman Doctrine and Marshall Aid. 11. Analyse the key developments over Germany until 1953. 12. Explain the changes of approach taken by the USSR following the death of Stalin and the implications across Eastern Europe. 13. Assess the significance of the events of 1956. 14. Describe the way the arms race developed in an atomic age. 15. Recall the chronological phases of change in the early stages of the Cold War. 16. Compare two events or themes to form judgments on the development of tension. 17. Understand the reasons for development and reduction in tension. 18. Recall the chronological phases of change in the different stages of the Cold War. 19. Compare two events or themes to form judgments on the development of tension. 20. Understand the reasons for development and reduction in tension. 21. Explain the circumstances that led to the construction of the Berlin Wall. 22. Assess the significance of the construction of the Berlin Wall, including impact on German citizens and wider Cold War. 	<ul style="list-style-type: none"> • Encourage your son/daughter to review and revise content. • Ask them about their 'weekly reviews'. Ask about their targets from the learning conversations with students. • Ask about upcoming assessments and homework that has been set. • Ask them to show them how they are organising their work and if they are up to date with their notes. • Talk about History at home around topics being studied and more generally. • Encourage them to read. It could be non-fiction, historical works, newspapers, or online material, but then ask them to assess it as a source using their skills. • Suggest ways to discover wider reading online or through visits to the school library, the library and/or record offices. • Visit sites/museums/online displays when possible.

23. Evaluate the impact of the Cuban Missile Crisis on the relationships between East and West.
24. Define the principle of détente.
25. Explain why there was a détente.
26. Evidence examples of attempts to reduce the nuclear threat.

Spring/Summer Term

Cold War in Europe -

27. Assess the significance of the Prague Spring and Czech Crisis of 1968 on Cold War relations.
28. Describe the steps taken in Ostpolitik.
29. Explain the features of SALT.
30. Describe the key features of the Helsinki Accords.
31. Assess which of the events in détente had the most success in improving relations between the superpowers.
32. Know the reasons for the end of détente.
33. Assess whether the end of détente was inevitable.
34. Describe the events in Afghanistan in 1979.
35. Explain how the invasion of Afghanistan triggered a New Cold War.
36. Understand the issues involving leadership for both the USA and USSR in the late-1970s and early 1980s.
37. Assess the economic issues in the USSR and Eastern Europe.
38. Evaluate the political reasons for the breakdown of communism in Eastern Europe and the USSR.