

Scheme of Work – Paper 3

Topic 3: The origins and development of the Cold War

Cambridge International AS & A Level History 9489

For examination from 2021



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Introduction

This scheme of work has been designed to support you in your teaching and lesson planning. Making full use of this scheme of work will help you to improve both your teaching and your learners' potential. It is important to have a scheme of work in place in order for you to guarantee that the syllabus is covered fully. You can choose what approach to take and you know the nature of your institution and the levels of ability of your learners. What follows is just one possible approach you could take and you should always check the syllabus for the content of your course.

Suggestions for independent study (**I**) and formative assessment (**F**) are also included. Opportunities for differentiation are indicated as **Extension activities**; there is the potential for differentiation by resource, grouping, expected level of outcome, and degree of support by teacher, throughout the scheme of work. Timings for activities and feedback are left to the judgement of the teacher, according to the level of the learners and size of the class. Length of time allocated to a task is another possible area for differentiation.

Key concepts

This scheme of work is underpinned by the assumption that History is an academic discipline and is underpinned by the study and interpretation of a range of different types of historical evidence. The key concepts are highlighted as a separate item in the new syllabus. Reference to the Key Concepts is made throughout the scheme of work using the key shown below:

Key Concept 1 (KC1) – Cause and consequence

The events, circumstances, actions and beliefs that have a direct causal connection to consequential events and developments, circumstances, actions or beliefs. Causes can be both human and non-human.

Key Concept 2 (KC2) – Change and continuity

The patterns, processes and interplay of change and continuity within a given time frame.

Key Concept 3 (KC3) – Similarity and difference

The patterns of similarity and difference that exist between people, lived experiences, events and situations in the past.

Key Concept 4 (KC4) – Significance

The importance attached to an event, individual or entity in the past, whether at the time or subsequent to it. Historical significance is a constructed label that is dependent upon the perspective (context, values, interests and concerns) of the person ascribing significance and is therefore changeable.

Key Concept 5 (KC5) – Interpretations

How the past has been subsequently reconstructed and presented by historians.

Guided learning hours

Guided learning hours give an indication of the amount of contact time teachers need to have with learners to deliver a particular course. Our syllabuses are designed around 180 hours for Cambridge International AS Level, and 360 hours for Cambridge International A Level. The number of hours may vary depending on local practice and your learners' previous experience of the subject. The table below give some guidance about how many hours are recommended for each topic.

| Topic | Suggested teaching time (hours / % of the course) |
|-----------------------------|--|
| Subject content | It is recommended that this unit should take about 36 hours/20% of the course. |
| Historians' interpretations | It is recommended that this unit should take about 36 hours/20% of the course. |

Resources

Textbooks endorsed by Cambridge International are listed at www.cambridgeinternational.org. Endorsed textbooks have been written to be closely aligned to the syllabus they support, and have been through a detailed quality assurance process. All textbooks endorsed by Cambridge International for this syllabus are the ideal resource to be used alongside this scheme of work as they cover each learning objective. In addition to reading the syllabus, teachers should refer to the specimen assessment materials.

School Support Hub

The School Support Hub www.cambridgeinternational.org/support is a secure online resource bank and community forum for Cambridge teachers, where you can download specimen and past question papers, mark schemes and other resources. We also offer online and face-to-face training. Details of forthcoming training opportunities are posted online. This scheme of work is available as PDF and an editable version in Microsoft Word format; both are available on the School Support Hub at www.cambridgeinternational.org/support. If you are unable to use Microsoft Word you can download Open Office free of charge from www.openoffice.org.

Websites

This scheme of work includes website links providing direct access to internet resources. Cambridge Assessment International Education is not responsible for the accuracy or content of information contained in these sites. The inclusion of a link to an external website should not be understood to be an endorsement of that website or the site's owners (or their products/services).

The website pages referenced in this scheme of work were selected when the scheme of work was produced. Other aspects of the sites were not checked and only the particular resources are recommended.

How to get the most out of this scheme of work – integrating syllabus content, skills and teaching strategies

We have written this scheme of work for the Cambridge International AS & A level History syllabus and it provides some ideas and suggestions of how to cover the content of the syllabus. We have designed the following features to help guide you through your course.

Learning objectives help your learners by making it clear the knowledge they are trying to build. Pass these on to your learners by expressing them as 'We are learning to / about...'

Suggested teaching activities give you lots of ideas about how you can present learners with new information without teacher talk or videos. Try more active methods which get your learners motivated and practising new skills.

| Syllabus ref. and Key Concepts (KC) | Learning objectives | Suggested teaching activities |
|-------------------------------------|--|--|
| The Revisionist approach | To understand the main features of, and be able to | <p>Learners read the extract here on William Appleman Williams https://alphahistory.com/coldwar/historian-william-appleman-williams/ and note the key elements of his argument and how his view differed from other historians.</p> <p>Research task Learners find out the key arguments of other revisionist historians and feed these back to the class. (I)</p> <p>In pairs, learners are given an extract which encompasses a Revisionist interpretation and prepare a draft answer for class discussion on how you can identify the interpretation and approach of the historian, using the guidance devised by the class in the previous lesson. (F)</p> <p>Feedback from pairs and discussion of similarities and differences in answers, to help learners understand how to identify the interpretation and approach of the historian.</p> <p>Extension activity Learners find out what is meant by a Post-Revisionist approach and find an example/extract to bring to the next lesson (I)</p> |

Extension activities provide your abler learners with further challenge beyond the basic content of the course. Innovation and independent learning are the basis of these activities.

Independent study (I) gives your learners the opportunity to develop their own ideas and understanding with direct input from you.

Past and specimen papers

Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support **(F)**

Past papers, specimen papers and mark schemes are available for you to download at: www.cambridgeinternational.org/support

Using these resources with your learners allows you to check their progress and give them confidence and understanding.

Formative assessment (F) is on-going assessment which informs you about the progress of your learners. Don't forget to leave time to review what your learners have learnt, you could try question and answer, tests, quizzes, 'mind maps', or 'concept maps'. These kinds of activities can be found in the scheme of work.

Part A: Subject content

| Syllabus ref. and Key Concepts (KC) | Learning objectives | Suggested teaching activities | | | | |
|--|---|--|--------------|--|----------------|--|
| Tensions in the wartime alliance against the Axis powers | Understand why tension developed between the Allies. | <p>Watch Part 1 of Isaacs' Cold War. https://www.youtube.com/watch?v=QFLqook-4C0</p> <p>Teacher-led introductions on the following topics:</p> <ul style="list-style-type: none"> • the ideological background: communism and capitalism • how war changed the relationship between USSR and the other Allies • the Tehran Conference • the price of war: impact of war on the Soviet Union • the problems created by the defeat of Germany: <ul style="list-style-type: none"> ○ What to do about Germany itself? ○ What to do about Poland? ○ The occupation of Eastern Europe? <p>Research task Learners work in small groups or individually to explore the areas of potential disagreement between USSR and the other Allies as the war came to an end, i.e. the future of Germany and what to do about Poland and USSR's expansion into Eastern Europe. (I)</p> <p>Class discussion How far had the wartime alliance come to an end by the time that Germany was defeated? Was anyone to blame for this?</p> | | | | |
| Peace-making at the end of the Second World War | Learn about the wartime conferences and how these highlighted the emerging differences between the Allied powers. | <p>Teacher-led introductions on the following topics:</p> <table border="1" data-bbox="743 1134 1487 1251"> <tr> <td style="background-color: #e91e63; color: white; padding: 5px;">Yalta</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • The issues • How they were resolved </td> </tr> <tr> <td style="background-color: #e91e63; color: white; padding: 5px;">Potsdam</td> <td style="padding: 5px;"> <ul style="list-style-type: none"> • The personalities of the peacemakers </td> </tr> </table> <p>Research task Learners work in small groups/individually to prepare presentations on one of the participants at Yalta/Potsdam (Roosevelt, Truman, Stalin, Churchill, Attlee). What was their role? What did they want? How successful were they?</p> | Yalta | <ul style="list-style-type: none"> • The issues • How they were resolved | Potsdam | <ul style="list-style-type: none"> • The personalities of the peacemakers |
| Yalta | <ul style="list-style-type: none"> • The issues • How they were resolved | | | | | |
| Potsdam | <ul style="list-style-type: none"> • The personalities of the peacemakers | | | | | |

| Syllabus ref. and Key Concepts (KC) | Learning objectives | Suggested teaching activities |
|---|---|--|
| | | <p>Watching 'The origins of the Cold War: Yalta and Potsdam' on YouTube would provide a basic introduction to the issues. (I) www.youtube.com/watch?v=SvCqi5dHQL0&t=4s</p> <p>Class discussion What were the outcomes of the peace-making process? What was solved and what remained unresolved? Learners research using textbooks and internet. (I)</p> |
| Increasing tensions in a divided Europe | Understand the reasons for increasing tension in Europe and the impact on relations. | <p>Watch Part 2 of Isaacs' Cold War. www.youtube.com/watch?v=yzcZBFImLoA&t=34s</p> <p>Teacher-led introductions on the following topics:</p> <ul style="list-style-type: none"> • the period of increasing tensions that followed the 1945 peace-making • nuclear tensions • the Iron Curtain • Soviet expansionism in Eastern Europe • 'Containment'. <p>Give learners two maps, one showing frontiers in Eastern Europe in 1939 and the other showing the same area in 1946 (with the Iron Curtain).</p> <p>Class discussion What the differences and the implications of these would be.</p> <p>Research task What was the Manhattan Project? How did it affect US-Soviet relations in the period to 1949? (I) Learners research using textbooks and internet. (I)</p> |
| The Truman Doctrine and the Marshall Plan | Understand the nature of the Truman Doctrine and Marshall Plan and their impact on East/West relations. | <p>Watch Part 3 of Isaacs' Cold War. www.youtube.com/watch?v=g0I6UVPkGWM&t=11s</p> <p>Teacher-led introductions on the following topics:</p> <ul style="list-style-type: none"> • Why was the Truman Doctrine introduced? • Why did the Marshall Plan cause tensions between East and West? <p>Class discussion Was the Soviet Union wrong to refuse Marshall Aid for itself and its allies? Learners research using textbooks and internet. (I)</p> |

| Syllabus ref. and Key Concepts (KC) | Learning objectives | Suggested teaching activities |
|---|---|---|
| The Berlin Blockade and Airlift | Understand the nature of Berlin Blockade and its impact on relations between East and West. | <p>Watch Part 4 of Isaacs' Cold War. www.youtube.com/watch?v=G-qu7Qs8410</p> <p>Teacher-led introductions on the following topics:</p> <ul style="list-style-type: none"> • the issue of Berlin • the Berlin Blockade and why it did not succeed • the creation of NATO. <p>Class discussion Who was more to blame for causing the crisis: Stalin or the Western allies?</p> <p>Research task Find out about the creation of NATO. Why does it still exist? (I) Learner research using textbooks and internet. (I)</p> |
| Past and specimen papers | | |
| Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F) | | |
| Relevant general books (non-endorsed) | | |
| <p>Arnold, JH. <i>History: A Very Short Introduction</i>, Oxford University Press, 2000</p> <p>Evans, RJ. <i>In Defence of History</i>, Granta Books, 1997</p> <p>Tosh, J. <i>The Pursuit of History</i>, (5th edition), Routledge, 2010</p> | | |

Part B: Historians' interpretations

| Syllabus ref. and Key Concepts (KC) | Learning objectives | Suggested teaching activities |
|--|--|--|
| <p>Introduction to interpretations on the Cold War KC2 KC5</p> | <p>Understand how far inherent tensions between East and West were bound to resurface in 1945.</p> <p>Understand how important the personalities of the leaders of the Great Powers were in shaping the Cold War.</p> <p>Understand how far ideology, security and economics were the factors which created Cold War tensions.</p> | <p>Learners are given two extracts from historians' writings about the same aspect of the Cold War, e.g.</p> <ul style="list-style-type: none"> • Yalta • Marshall Plan • Berlin Blockade. <p>It is vital that these two extracts should give sharply contrasting interpretations of the events.</p> <p>Homework task Learners are asked to identify the differences between the extracts.</p> <p>In class, these differences can be collated and classified:</p> <ul style="list-style-type: none"> • Which are points of detail? • Which are points of argument? (i.e. interpretative points, but not sufficient in themselves to identify the historian's overall interpretation), • Which is the essential difference in the interpretation as a whole? <p>The ability to distinguish the qualitative differences between these points is fundamental to the assessment of this component, and should be underlined by you at every opportunity.</p> <p>In groups, learners consider the question 'What reasons might there be for the differences in these two interpretations of the same aspect of the Cold War?', and prepare five-minute presentations of their conclusions.</p> <p>You will want to ensure that discussion of these presentations covers the following issues (as appropriate to the extracts chosen):</p> <ul style="list-style-type: none"> • the fragmentary nature of historical evidence • the selection and interpretation of evidence • the ways that the passage of time can change the focus of historians' views, with the emergence of new evidence or new interpretations of other historian • the ways that historians are influenced by the time and place in which they work • how different historians ask different questions about their field of study • how historians' approaches are influenced by their own ideology and beliefs (e.g. by focusing on issues of class, gender, the role of structures) • the inter-relationship between historians' interpretations and approaches. |

| Syllabus ref. and Key Concepts (KC) | Learning objectives | Suggested teaching activities |
|-------------------------------------|--|---|
| | | This approach to helping learners analyse contrasting interpretations can be repeated as required throughout the course as more aspects of the historiography of the Cold War are covered. |
| The Traditional approach | Understand the main features of, and be able to recognise Traditional interpretations. | <p>Teacher-led introduction What are the main features of Traditional interpretations of the origins of the Cold War?</p> <p>Learners are given an extract which encompasses a Traditional interpretation. As a class, read through the extract and discuss each section.</p> <p>Class discussion How you can identify the interpretation and approach of the historian? Make a list of guidance points to help learners when they look at the next interpretation.</p> <p>Extension activity Learners use the resource here https://alphahistory.com/coldwar/cold-war-historiography/ to devise a timeline showing how the historiography of the Cold War was developed. (I)</p> |
| The Revisionist approach | Understand the main features of, and be able to recognise Revisionist interpretations. | <p>Learners read the extract here on William Appleman Williams https://alphahistory.com/coldwar/historian-william-appleman-williams/ and note the key elements of his argument and how his view differed from other historians.</p> <p>Research task Learners find out the key arguments of other revisionist historians and feed these back to the class. (I)</p> <p>In pairs, learners are given an extract which encompasses a Revisionist interpretation and they prepare a draft answer for class discussion on how you can identify the interpretation and approach of the historian, using the guidance devised by the class in the previous lesson. (F)</p> <p>Ask for feedback from pairs and they discuss similarities and differences in answers. This will let them understand how to identify the interpretation and approach of the historian.</p> <p>Extension activity Learners find out what is meant by a Post-Revisionist approach and find an example/extract to bring to the next lesson. (I)</p> |
| Post-Revisionist approaches | Understand the main features of, and be | Feedback from learners on Post-Revisionist approaches. Then teacher-led clarification/introduction through discussion: |

| Syllabus ref. and Key Concepts (KC) | Learning objectives | Suggested teaching activities |
|--|--|---|
| | able to recognise Post-Revisionist interpretations. | <ul style="list-style-type: none"> • What are the main features of original Post-Revisionist interpretations of the origins of the Cold War? • Why did Post-Revisionists challenge revisionist interpretations? <p>Learners are given an extract which encompasses an original Post-Revisionist interpretation (they could also use their own if they found any examples for homework), and prepare a draft answer for class discussion on how you can identify the interpretation and approach of the historian.</p> <p>This time they should complete the task individually, before feedback and discussion as a whole class. (I)</p> |
| How have the perspectives on the Cold War of Russian historians differed from those in the West? | Understand how Russian perspectives of the Cold War differ from those of Western historians. | <p>Teacher-led introduction</p> <ul style="list-style-type: none"> • What are the main differences in the ways in which Soviet historians interpreted the Cold War? • How can these differences be explained? <p>Learners could be given anonymous sources here, in groups or pairs, some with a Western interpretation and some with a Soviet interpretation. The challenge is to identify which are which and to explain how they reached those conclusions.</p> <ul style="list-style-type: none"> • What are the key differences? • Why are they different? • How did learners identify the interpretation and approach of the historian? <p>Class debate</p> <p>Can either Western or Soviet interpretations be considered as more correct and accurate than the other?</p> |
| Reinterpretations of the Cold War in the light of new archival sources | Consider the impact of new archive material on the debate. | <p>Teacher-led introduction</p> <p>How has the availability of Russian archive sources led to a re-evaluation of Stalin's role? Ask learners to identify how these new materials would impact on previous interpretations and why.</p> <p>Arrange a number of workstations around the room, each with a different extract of a Russian Post-Revisionist interpretation. Learners are asked to visit each workstation and complete a table to show the interpretation identified in each extract, and the approach of the historian. (I)</p> <p>Re-visit the original question. What impact has the availability of Russian archive sources had on the evaluation of Stalin's role?</p> |

| Syllabus ref. and Key Concepts (KC) | Learning objectives | Suggested teaching activities |
|---|--|---|
| The emergence of the 'New' Cold War history | Understand how 'new' Post-Revisionist interpretations are different from other interpretations. | <p>Teacher-led introduction</p> <ul style="list-style-type: none"> • What are the main features of current Post-Revisionist interpretations of the origins of the Cold War? • Why are current Post-Revisionist interpretations different from the original Post-Revisionist interpretations? <p>In pairs, learners are given an extract which encompasses a current post-revisionist interpretation and prepare a presentation for class discussion on the interpretation and approach of the historian.</p> <p>www.johndclare.net/cold_war1_answer.htm has a range of sources which could be used for a revision/recap exercise.</p> |
| Past and specimen papers | | |
| Past/specimen papers and mark schemes are available to download at www.cambridgeinternational.org/support (F) | | |
| Topic | Relevant books (non-endorsed) | Comments |
| <p>Topic 3:</p> <p>The origins and development of the Cold War</p> | <p>McCauley, M, <i>Origins of the Cold War, 1941–1949</i> (revised 4th edition), Pearson Education, 2016</p> <p>Dockrill, M L, and Hopkins, M F, <i>The Cold War, 1945–91</i>, 2nd edition, Palgrave Macmillan, 2006</p> <p>Sewell, M, <i>The Cold War</i>, Cambridge University Press 2002</p> <p>Gaddis, J L, <i>We Now Know: Rethinking Cold War History</i>, OUP, 1998</p> | <p>Part of the Seminar Studies series which offers a very detailed survey of the origins of the Cold War. There is a useful timeline, a 'Who's Who' section, an account of the development of the historiography and a documents section at the end of the book.</p> <p>A very useful teacher / reference text.</p> <p>One of the Cambridge Perspectives series which gives detailed coverage of the development of the Cold War as well as discussing developments in historiography.</p> <p>A readable text by a leading Cold War historian.</p> |

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