

GCSE History – Superpower relations and the Cold War, 1941–91 (P4)

EQ1: The origins of the Cold War, 1941–58

Learning about this topic is important because:

This depth study focuses on the rivalry between the United States and the Soviet Union after World War II, including how political differences caused tension, conflict and competition around the world. It also studies major events such as the Berlin Blockade, Cuban Missile Crisis and the end of the Cold War in 1991.

This builds on: Early Elizabethan England, 1558–88 (Option B4)

This leads to: Cold War crises, 1958–70

We will learn:

- **Early tension between East and West:** The Grand Alliance. The outcomes of the Tehran, Yalta and Potsdam conferences. The ideological differences between the superpowers and the attitudes of Stalin, Truman and Churchill. The impact on US-Soviet relations of the development of the atomic bomb, the Long and Novikov telegrams and the creation of Soviet satellite states in Eastern Europe.
- **The development of the Cold War:** The impact on US-Soviet relations of the Truman Doctrine and the Marshall Plan, 1947. The significance of Cominform (1947), Comecon (1949) and the formation of NATO (1949). Berlin: its division into zones. The Berlin Crisis (blockade and airlift) of 1948-49 and its impact. The formation of the Federal Republic of Germany and German Democratic Republic.
- **The Cold War intensifies:** The significance of the arms race. The formation of the Warsaw Pact. Events in 1956 leading to the Hungarian Uprising, and Khrushchev's response. The international reaction to the Soviet invasion of Hungary.

We will develop/practise skills including:

- Explanation
- Analysis
- Evaluation
- Cause
- Consequence
- Change
- Continuity

Some of the vocabulary that we will use includes:

- Capitalism
- Communism
- Ideology
- Superpower
- Alliance
- Tension
- Satellite state
- Sphere of influence
- Containment
- Truman Doctrine
- Marshall Plan
- Blockade
- Airlift
- Propaganda

You could learn more about this topic by watching:

- [Mr Cloke History YouTube](#)
- [History Matters YouTube](#)
- [01 Edexcel GCSE History - Superpower Relations: Topic 1: Origins of the Cold War - Revision Video](#)

GCSE History – Superpower relations and the Cold War, 1941–91 (P4)

EQ1: The origins of the Cold War, 1941–58

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| <ul style="list-style-type: none">• Arms race• Iron Curtain | |
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Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are centred around working towards the following styles of questions: consequence, narrative & importance.

GCSE History – Superpower relations and the Cold War, 1941–91 (P4)

EQ2: Cold War crises, 1958–70

Learning about this topic is important because:

This depth study focuses on the rivalry between the United States and the Soviet Union after World War II, including how political differences caused tension, conflict and competition around the world. It also studies major events such as the Berlin Blockade, Cuban Missile Crisis and the end of the Cold War in 1991.

This builds on: The origins of the Cold War, 1941–58

This leads to: The end of the Cold War, 1970–91

We will learn:

- **Increased tension between East and West:** The refugee problem in Berlin, Khrushchev's Berlin ultimatum (1958), and the summit meetings of 1959–61. The impact of the Cuban Revolution on relations with the USA and the Soviet Union, including the refusal of the USA to recognise Castro's government and the closer relations with the Soviet Union. The significance of the Bay of Pigs incident. Opposition in Czechoslovakia to Soviet control: the Prague Spring.
- **Cold War crises:** The construction of the Berlin Wall, 1961. The events of the Cuban Missile Crisis. The Brezhnev Doctrine and the re-establishment of Soviet control in Czechoslovakia.
- **Reaction to crisis:** Impact of the construction of the Berlin Wall on US-Soviet relations. Kennedy's visit to West Berlin in 1963. The consequences of the Cuban Missile Crisis, including the 'hotline'. Attempts at arms control: the Limited Test Ban Treaty (1963); the Outer Space Treaty (1967); and the Nuclear Non-Proliferation Treaty (1968). International reaction to Soviet measures in Czechoslovakia.

We will develop/practise skills including:

- Explanation
- Analysis
- Evaluation
- Cause
- Consequence
- Change
- Continuity

Some of the vocabulary that we will use includes:

- Berlin Ultimatum (1958)
- Bay of Pigs Invasion
- Cuban Missile Crisis
- Berlin Wall (1961)
- Prague Spring
- Brezhnev Doctrine
- Arms Race
- Nuclear Brinkmanship
- Limited Test Ban Treaty
- Nuclear Non-Proliferation Treaty

You could learn more about this topic by watching:

- [John D Clare Cold War Revision](#)
- [Cold War Crises 1958-1970](#)
- [The Cold War Explained In 15 Minutes](#)
- [Prague Spring GCSE Video & Transcript](#)
- [Imperial War Museum Berlin Wall Videos](#)
- [US Handling of the Cuban Missile Crisis](#)

GCSE History – Superpower relations and the Cold War, 1941–91 (P4)

EQ2: Cold War crises, 1958–70

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are centred around working towards the following styles of questions: consequence, narrative & importance.

GCSE History – Superpower relations and the Cold War, 1941–91 (P4)

EQ3: The end of the Cold War, 1970–91

Learning about this topic is important because:

This depth study focuses on the rivalry between the United States and the Soviet Union after World War II, including how political differences caused tension, conflict and competition around the world. It also studies major events such as the Berlin Blockade, Cuban Missile Crisis and the end of the Cold War in 1991.

This builds on: Cold War crises, 1958–70

This leads to: Option 31: Weimar and Nazi Germany, 1918–39

We will learn:

- **Attempts to reduce superpower tensions in the 1970s:** Détente and attempts to reduce tensions in the 1970s. The significance of SALT 1, the Helsinki Accords, and SALT 2.
- **The end of détente and the 'Second Cold War':** The significance of the Soviet invasion of Afghanistan, the Carter Doctrine and the Olympic boycotts. Reagan and the 'Second Cold War', the Strategic Defence Initiative (SDI). The significance of Reagan and Gorbachev in reducing tensions.
- **The collapse of Soviet control of Eastern Europe, 1985-91:** The impact of Gorbachev's 'new thinking' on Eastern Europe: the loosening Soviet grip on Eastern Europe. The significance of the fall of the Berlin Wall. The collapse of the Soviet Union and its significance in bringing about the end of the Warsaw Pact.

We will develop/practise skills including:

- Explanation
- Analysis
- Evaluation
- Cause
- Consequence
- Change
- Continuity

Some of the vocabulary that we will use includes:

- Détente
- SALT I
- Helsinki Accords
- SALT II
- Soviet Invasion of Afghanistan
- Carter Doctrine
- Strategic Defense Initiative (SDI)
- Second Cold War
- Gorbachev's New Thinking
- Fall of the Berlin Wall

You could learn more about this topic by watching:

- [Cold War Crises 1958-1970](#)
- [The Cold War GCSE: NATO, Warsaw Pact and De-Stalinisation L20](#)
- [03 Edexcel GCSE History: Superpower Relations Topic 3: The end of the Cold War Revision Video](#)

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are centred around working towards the following styles of questions: consequence, narrative & importance.

GCSE History – Weimar and Nazi Germany, 1918–39 (Option 31)

EQ1: The Weimar Republic 1918–29

Learning about this topic is important because:

This depth study helps you understand how political instability, economic problems, and propaganda can lead to the rise of dictatorship. It also shows how democracy can be weakened and replaced by authoritarian rule, using Nazi Germany as a key case study. Studying this topic builds your ability to evaluate historical evidence and understand the causes and consequences of major events like Hitler's rise to power and the Holocaust.

This builds on: Cold War crises, 1958–70

This leads to: Hitler's rise to power, 1919–33

We will learn:

- **The origins of the Republic, 1918–19:** The situation in Germany at the end of the War: political unrest, abdication of the Kaiser, armistice and new republic. The strengths and weaknesses of the new Weimar Constitution.
- **The early challenges to the Weimar Republic, 1919–23:** Reasons for the early unpopularity of the Republic, including the 'stab in the back' theory and the key terms of the Treaty of Versailles. Challenges to the Republic from Left and Right: Spartacists, Freikorps, the Kapp Putsch. The challenges of 1923: hyperinflation; the reasons for, and effects of, the French occupation of the Ruhr.
- **The 'Golden Years': recovery of the Republic, 1924–29:** Reasons for economic recovery, including the work of Stresemann, the Rentenmark, the Dawes and Young Plans and American loans and investment. Stresemann's achievements in gaining international acceptance of Germany abroad through the Locarno Pact and joining the League of Nations.
- **Changes in society, 1924–29:** Changes in the standard of living. Changes in the position of women in work, politics and leisure. Cultural changes: developments in architecture, art and the cinema.

We will develop/practise skills including:

- Explanation
- Analysis
- Evaluation
- Cause
- Consequence
- Change
- Continuity

Some of the vocabulary that we will use includes:

- Armistice
- Abdication
- Weimar Constitution
- Treaty of Versailles
- "Stab in the Back" Theory
- Spartacists
- Freikorps
- Hyperinflation
- Gustav Stresemann
- Dawes Plan

You could learn more about this topic by watching:

- [Abdication and Armistice - Weimar and Nazi Germany GCSE](#)
- YouTube: The History Teacher

GCSE History – Weimar and Nazi Germany, 1918–39 (Option 31)

EQ1: The Weimar Republic 1918–29

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are centred around working towards the following styles of questions: source analysis and evaluation; explaining how interpretations differ, why they differ, and evaluating them using historical knowledge.

GCSE History – Weimar and Nazi Germany, 1918–39 (Option 31)

EQ2: Hitler's rise to power, 1919–33

Learning about this topic is important because:

This depth study helps you understand how political instability, economic problems, and propaganda can lead to the rise of dictatorship. It also shows how democracy can be weakened and replaced by authoritarian rule, using Nazi Germany as a key case study. Studying this topic builds your ability to evaluate historical evidence and understand the causes and consequences of major events like Hitler's rise to power and the Holocaust.

This builds on: The Weimar Republic 1918–29

This leads to: Nazi control and dictatorship, 1933–39

We will learn:

- **Early development of the Nazi Party, 1920–22:** Hitler's early career: joining the German Workers' Party and setting up the Nazi Party, 1919–20. The Twenty-Five Point Programme. The role of the SA.
- **The Munich Putsch and the Nazi Party, 1923–28:** The reasons for, events and consequences of the Munich Putsch; Mein Kampf. Reasons for limited support for the Nazi Party, 1924–28. Party reorganisation, including the Bamberg Conference of 1926.
- **The growth in support for the Nazis, 1929–32:** The growth of unemployment – its causes and impact. The growth of support for the Communist Party. Reasons for the growth in support for the Nazi Party, including the appeal of Hitler and the Nazis, the effects of propaganda and the work of the SA.
- **How Hitler became Chancellor, 1932–33:** The Presidential and Reichstag elections of 1932; reasons for Hitler becoming Chancellor in 1933, including the roles of Hindenburg and von Papen.

We will develop/practise skills including:

- Explanation
- Analysis
- Evaluation
- Cause
- Consequence
- Change
- Continuity

Some of the vocabulary that we will use includes:

- German Workers' Party (DAP)
- Twenty-Five Point Programme
- SA (Sturmabteilung)
- Munich Putsch (1923)
- Mein Kampf
- Bamberg Conference (1926)
- Great Depression (1929)
- Nazi propaganda (Goebbels)
- Reichstag Elections (1932)
- Hitler becoming Chancellor (1933)

You could learn more about this topic by watching:

- YouTube: The History Teacher

GCSE History – Weimar and Nazi Germany, 1918–39 (Option 31)

EQ2: Hitler's rise to power, 1919–33

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are centred around working towards the following styles of questions: source analysis and evaluation; explaining how interpretations differ, why they differ, and evaluating them using historical knowledge.

GCSE History – Weimar and Nazi Germany, 1918–39 (Option 31)

EQ3: Nazi control and dictatorship, 1933–39

Learning about this topic is important because:

This depth study helps you understand how political instability, economic problems, and propaganda can lead to the rise of dictatorship. It also shows how democracy can be weakened and replaced by authoritarian rule, using Nazi Germany as a key case study. Studying this topic builds your ability to evaluate historical evidence and understand the causes and consequences of major events like Hitler's rise to power and the Holocaust.

This builds on: Hitler's rise to power, 1919–33

This leads to: Life in Nazi Germany, 1933–39

We will learn:

- **The creation of a dictatorship, 1933–34:** The Reichstag Fire. The Enabling Act and the banning of other parties and trade unions. The threat from Röhm and the SA, the Night of the Long Knives. The death of Hindenburg. Hitler becomes Führer, the army oath of allegiance.
- **The police state:** The role of the Gestapo, the SS and concentration camps. Nazi control of the legal system.
- **Controlling and influencing attitudes:** Goebbels and the Ministry of Propaganda: censorship, Nazi use of media, rallies and sport, including the Berlin Olympics (1936). Nazi attempts to control the Catholic and Protestant Churches: the Concordat and the Reich Church. Nazi control of culture and the arts, including art, architecture, literature and film. The extent of support for the Nazi regime. Opposition from the Churches, including the role of Pastor Niemöller. Opposition from the young, including the Swing Youth and the Edelweiss Pirates.
- **Opposition, resistance and conformity:** The extent of support for the Nazi regime. Opposition from the Churches, including the role of Pastor Niemöller. Opposition from the young, including the Swing Youth and the Edelweiss Pirates.

We will develop/practise skills including:

- Explanation
- Analysis
- Evaluation
- Cause
- Consequence
- Change
- Continuity

Some of the vocabulary that we will use includes:

- Reichstag Fire
- Enabling Act (1933)
- Night of the Long Knives
- Hitler becomes Führer
- Gestapo
- SS (Schutzstaffel)
- Concentration camps
- Joseph Goebbels (Propaganda Ministry)
- Berlin Olympics (1936)
- Edelweiss Pirates

You could learn more about this topic by watching:

- YouTube: The History Teacher

GCSE History – Weimar and Nazi Germany, 1918–39 (Option 31)

EQ3: Nazi control and dictatorship, 1933–39

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are centred around working towards the following styles of questions: source analysis and evaluation; explaining how interpretations differ, why they differ, and evaluating them using historical knowledge.

GCSE History – Weimar and Nazi Germany, 1918–39 (Option 31)

EQ4: Life in Nazi Germany, 1933–39

Learning about this topic is important because:

This depth study helps you understand how political instability, economic problems, and propaganda can lead to the rise of dictatorship. It also shows how democracy can be weakened and replaced by authoritarian rule, using Nazi Germany as a key case study. Studying this topic builds your ability to evaluate historical evidence and understand the causes and consequences of major events like Hitler's rise to power and the Holocaust.

This builds on: Nazi control and dictatorship, 1933–39

This leads to: Revision

We will learn:

- **Nazi policies towards women:** Nazi views on women and the family. Nazi policies towards women, including marriage and family, employment and appearance.
- **Nazi policies towards the young:** Nazi aims and policies towards the young. The Hitler Youth and the League of German Maidens. Nazi control of the young through education, including the curriculum and teachers.
- **Employment and living standards:** Nazi policies to reduce unemployment: labour service, autobahns, rearmament and invisible unemployment. Changes in the standard of living, especially of German workers. The Labour Front, Strength Through Joy, Beauty of Labour.
- **The persecution of minorities:** Nazi racial beliefs and policies and the treatment of minority groups: Slavs, Roma and Sinti, homosexuals, and people with disabilities. The persecution of Jewish people, including the boycott of Jewish shops and businesses (1933), the Nuremberg Laws and 'Kristallnacht'.

We will develop/practise skills including:

- Explanation
- Analysis
- Evaluation
- Cause
- Consequence
- Change
- Continuity

Some of the vocabulary that we will use includes:

- Nazi ideology (Volksgemeinschaft)
- Traditional gender roles
- Marriage loans (Ehrenkreuz of Motherhood)
- Hitler Youth
- League of German Maidens (BDM)
- Education control (curriculum + propaganda)
- Unemployment reduction (Rearmament & Autobahns)
- Labour Front (DAF)
- Strength Through Joy (KdF)
- Nuremberg Laws

You could learn more about this topic by watching:

- YouTube: The History Teacher

GCSE History – Weimar and Nazi Germany, 1918–39 (Option 31)

EQ4: Life in Nazi Germany, 1933–39

Your teacher will assess your knowledge & understanding throughout the topic by looking at your work, questioning, discussion and giving you feedback in lots of different ways. The key pieces of work in this topic are centred around working towards the following styles of questions: source analysis and evaluation; explaining how interpretations differ, why they differ, and evaluating them using historical knowledge.