

History

Year 11: The Vietnam Conflict 1954 - 1975

Assessment Opportunities	Literacy/Reading opportunities	CEIAG Links
<p>Students will be assessed on 4 strands and receive feedback:</p> <ul style="list-style-type: none">A01 – Knowledge and understandingA02 – ConceptsA03 – Source analysisA04 – Evaluating Interpretations <p>Students will also frequently revisit topics through retrieval activities and peer/self - assessment.</p> <p>Students will receive personalised and collective feedback.</p>	<p>Students have regular reading opportunities within the course of source material, interpretations and extracts. Tier 2 and 3 is explicitly taught across curriculum. Students also complete reciprocal reading activities to enable students to evaluate the text and reach judgements.</p>	<p>Throughout the scheme of learning, students will develop skills which are transferable to the world of work and future learning. For example, students will analyse source material and interpretations of the Vietnam war and draw on comparisons to modern conflict. Students will assess employment opportunities in the armed forces today and within journalism and diplomacy.</p>

Curriculum vision:

“Our aim is to deliver a curriculum that is inclusive, relevant and progressive for all learners.”

History Department Curriculum 2023 - 2024 Year 11 Half Term 1

Paper 3 Modern Depth Study: The USA, 1954–75: conflict at home and abroad.	Focus The Vietnam Conflict 1954 – 1975
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Intent of this scheme of learning	Prior learning and links to future learning
The intent of this scheme of learning is for students to study how a nation with vastly superior technological and financial means was unable to impose its political will on a significantly poorer nation during the Vietnam conflict. The chronological overlap between Key topics helps to show the complex issues simultaneously facing the US government and its people in this period, and highlights the interplay of domestic and foreign issues.	At KS3, students have learnt about 20 th century conflict and the Cold War. Students have a grasp of ideological differences from the Inter – war topic in Year 9 and the rise of dictators. Students will also link Presidents and challenges at home from the civil rights topics to the Vietnam war unit.

Disciplinary Knowledge	Substantive Knowledge
<p>Disciplinary knowledge refers to knowledge of history as a discipline: the methods of historians and their conceptual frameworks. This scheme of learning primarily assesses the concepts of cause/consequence and significance across the timescale.</p> <p>Interpreting the past Students will be exposed to the works of Historians and will learn to ‘Think like a Historian’ by looking at interpretations of the past, and in particular the work of: J Patterson, <i>Grand Expectations: The United States, 1945-1974</i></p>	<ul style="list-style-type: none"> • Reasons for US involvement in the conflict in Vietnam, 1954–63 • Escalation of the conflict under Johnson • The nature of the conflict in Vietnam, 1964–68 • Changes under Nixon, 1969–73 • Opposition to the war • Support for the war • The peace process and end of the war • Reasons for the failure of the USA in Vietnam

Assessment and Feedback	CEIAG Links	Academy core values – Respect, Ambition, Resilience and Compassion
Students will be formally assessed on 4 strands and receive feedback:	Throughout the scheme of learning, students will develop skills which are transferable to the world of	Students will have the opportunity to look at the lives of individuals and empathise with society in the US

<p>A01 – Knowledge and understanding A02 – Concepts A03 – Source analysis A04 – Evaluating Interpretations</p> <p>Students will also frequently revisit topics through retrieval activities and peer/self - assessment. Assessments can be found in the Assessment calendar.</p>	<p>work and future learning. For example, students will analyse source material and interpretations of the Vietnam war and draw on comparisons to modern conflict. Students will assess employment opportunities in the armed forces today.</p>	<p>and the challenges faced at home by students drafted into the armed forces. Students will recognise their ambition and resilience and link this to resilience in their lives and through their studies.</p>
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Tier 2 vocab	Withdrawal	Division	Policy	Involvement	Propaganda	Tactics	Opposition	Opinion	Morale	Agreement
Tier 3 vocab	Communism	Capitalism	Strategic Hamlet	Guerrilla warfare	Vietcong	Massacre	Domino Theory	Draft	Economic	Vietnamisation

Lesson Sequencing			
	Learning Intention TBAT	Knowledge	Skills
1	Explain the importance of the Battle of Dien Bien Phu	<ul style="list-style-type: none"> The outcome of the battle Significance in leading to the French withdrawal from Vietnam. The division into North and South Vietnam. 	<ul style="list-style-type: none"> Describe key features of the battle of Dien Bien Phu. Explain how the French were defeated. Evaluate the impact of the battle and why it led to US involvement.
2	Assess the increasing involvement in Vietnam under Eisenhower	<ul style="list-style-type: none"> US policy under Eisenhower The domino theory Concerns about the potential spread of communism in Asia Weaknesses in Diem’s government, for example corruption, his lack of respect for Buddhists and for lower classes. 	<ul style="list-style-type: none"> Describe the aims of Eisenhower. Explain how the US was involved in Vietnam. Reach a judgement on how involved the US was under Eisenhower.
3	Assess the Increasing involvement in Vietnam under Kennedy	<ul style="list-style-type: none"> Kennedy's policy Support for anti-communist counter-insurgency measures but not direct military intervention. Concerns about Diem’s effectiveness which led to the US-backed overthrow of Diem. The Strategic Hamlet Programme 	<ul style="list-style-type: none"> Identify similarities between Eisenhower and Kennedy. Explain how Kennedy differed in approach to Eisenhower. Compare the level of involvement between Eisenhower and Kennedy.
4	Assess the significance of the Gulf of Tonkin incident	<ul style="list-style-type: none"> Reports of attacks on US ships by North Vietnamese torpedo boats in the Gulf of 	<ul style="list-style-type: none"> Describe the key events of the incident. Identify and explain how the incident led to

		<p>Tonkin.</p> <ul style="list-style-type: none"> • US Congress resolution • Johnson's escalation of US involvement in the conflict. 	<p>increased US involvement in Vietnam.</p> <ul style="list-style-type: none"> • Evaluate the role of Johnson and how he used the incident to increase US involvement in Vietnam.
5	Explain the use of guerrilla warfare tactics used by the VC	<ul style="list-style-type: none"> • Key features of guerrilla warfare • Ambushes, traps, lack of uniforms and integration with peasants, avoiding open battles. 	<ul style="list-style-type: none"> • Outline tactics of the Vietcong. • Explain why the Vietcong used guerrilla warfare. • Analyse the impact of the VC tactics on the US soldiers.
6	Use sources to assess the impact of US tactics	<ul style="list-style-type: none"> • Military methods used by US armed forces • Search and Destroy against the Vietcong • Operation Rolling Thunder • Chemical weapons such as napalm. 	<ul style="list-style-type: none"> • Source analysis of tactics • Explain the impact of the US tactics. • Compare the effectiveness of the VC and US tactics on the Vietnam war.
7	Assess the significance of the Tet Offensive	<ul style="list-style-type: none"> • Attack by the Vietcong in over 100 cities on Tet (New Year) • Outcome, the extent to which it was a military defeat for the USA • Influence on US public opinion about the conflict. 	<ul style="list-style-type: none"> • Identify the key features of the Tet Offensive. • Understand the different perspectives on the success of the Tet Offensive. • Analyse how the Tet Offensive marked a turning point in the Vietnam War.
8	Explain why there was a growth in opposition to the Vietnam war	<ul style="list-style-type: none"> • Reasons for the growth of opposition • Spread of student anti-war organisations • Changing youth culture • The conflict as a 'media war' and the impact of images and footage on public opinion • The impact of increased conscription, draft dodging and draft burning. 	<ul style="list-style-type: none"> • Outline different reasons why people opposed the war. • Explain the impact of different opposition groups. • Reach a judgement on which form of opposition was most successful.
9	Assess interpretations of the My Lai massacre in opposing the Vietnam war	<ul style="list-style-type: none"> • The impact of the actions of US troops at My Lai on US public opinion • The conviction of Lt. Calley 	<ul style="list-style-type: none"> • Analyse interpretation of the massacre. • Explain how the massacre happened. • Evaluate the impact the massacre had on US involvement in the war.
10	Analyse sources of the Kent State University shootings in 1970	<ul style="list-style-type: none"> • The shootings and their significance • Anti-war protest at Kent State • The killing of four students by the National Guard • Media coverage and public response 	<ul style="list-style-type: none"> • Source skills • Explain the shootings • Assess the impact of the support and opposition for the war
11	Describe the motivations of the groups who supported the Vietnam war	<ul style="list-style-type: none"> • To prevent the spread of communism, role of patriotism and resistance to 'losing face'. • The 'hard hats' • The 'silent majority' 	<ul style="list-style-type: none"> • Identify two different groups who supported the war. • Summarise why they supported the war. Compare the impact of support for the war to the impact of opposition to the

			war.
12	Explain the purpose of the Nixon Doctrine and Vietnamisation	<ul style="list-style-type: none"> • Nixon's policy of Vietnamisation • Strengthening the South Vietnamese forces to enable withdrawal of US troops • Failure of Vietnamisation 	<ul style="list-style-type: none"> • Describe the process of Vietnamisation. • Identify the problems Nixon faced in trying to end the war. • Analyse the decisions made by Nixon.
12	Explain how Nixon expanded the war	<ul style="list-style-type: none"> • Nixon's decision to attack Cambodia and Laos • Attacks on North Vietnam and the impact of these on the North Vietnamese 	<ul style="list-style-type: none"> • Provide two ways that Nixon expanded the war in Vietnam. • Explain the reasons Nixon gave for expanding the war in Vietnam. • Compare the aims of Vietnamisation to what Nixon actually did.
13	Assess the significance of The Paris peace agreement in ending the Vietnam war	<ul style="list-style-type: none"> • Reasons for negotiations • Consequences of Tet • The problems at home • The appeal of a role of peacemaker leading to Nixon's decision for peace negotiations. • Failure to secure the future of a democratic South Vietnam and assurance for North Vietnam 	<ul style="list-style-type: none"> • Outline features of the Paris Peace Agreement. • Explain the agreements at the conference. • Asses the significance of the conference.
14	Evaluate the strength of the North in ending the Vietnam War	<ul style="list-style-type: none"> • External support from other communist states • The guerrilla tactics used by the Vietcong • Use of the Ho Chi Minh Trail as an effective supply route. 	<ul style="list-style-type: none"> • Describe why North Vietnam was in a strong position. • Compare the strengths of the North to the attitudes of the USA. • Evaluate how the differences between the North and the USA impacted on the outcome of the war.
15	Evaluate interpretations of the failure in the Vietnam War	<ul style="list-style-type: none"> • US weaknesses • The lack of effectiveness of the USA's superior technology against the Vietcong's guerrilla tactics • Morale and the failure to win the 'hearts and minds' of the Vietnamese. • The economic effects of the Vietnam War for the USA 	<ul style="list-style-type: none"> • Review interpretations on the reasons why the US failed in Vietnam. • Prioritise the reasons for the US failure. • Critically review why the US failed in the Vietnam War.