Cause/Consequence Spirificance Change/Continuity Similarity/Difference Source analysis Sudents will utilite the following skills: Make informed links and comparisons over the depth study (1917-1955) Spilan the finds between events and included reverse. Analyse the value of sources for included reverse of necessary analyses Collective Farming Collective	Subject :	History	I	Year Group:	13 (Russia)
Science and Secretary and concern control collections and secretary control of the secretary collections and secretary col				2N The Creek Potrickie Mex and Stelle's	
Approximation and condempendent on the control of t	Scheme title	2N Economy and Society	2N Stalinism, politics and control		
**Statement of the control calculationation of the control of the		Agricultural and social developments in	Dictatorship and Stalinism, including:		
### Authorities and the stainist reaction whether and course presents course analysis Collective Paramon Collective Pa					
**More in an article of the control of the annual control of the control of the Indicated and social devolutional control of the control of the Indicated and social devolutional control of the control of the Indicated and social devolutional control of the Indicated and social control of the Indicated and social control of the Indicated and Indicated Andulum Indicated and Indicated and Indicated and Indicated Andulum Indicated and Indicated Andulum Indic					
which and other personants where direct of 1931–1934 where occess of collectivation industrial and social developments in towns and crisis, including where the control of the collectivation of the string in the collectivation where and collectivation of recognition where and collectivation of recognition where and collectivation of recognition where the collectivation where the collectivation where the collectivation where the collectivation					
**The terror and processes of collectivations in control of the co					
**Set of the Set of Set			•the Stalin constitution		
mass service and critical and social developments in on foundation and social developments in on foundation of the control of actional minorities where the control of actional property where and soundation of minorities where the control of the control			The Yezhovshchina, including:		
International content Inte		the success of concentrisation			
*The openination, a nims and results of the first branch Fire Fur Putture with the first branch Fire Fur Putture with death of Finding and Fire Fur Putture working and foreign companies. "The working and foreign companies or the companies of the first branch Fire Fur Putture Fur Pu				war effort	
## the regional to the fee her will be easily of the purpose ## the regional to the fee her will be easily of the purpose ## the receivable and business and receivable ## the working and busine greaters of the feather of the feether of the fee				The defect of the Common including	
the first three five Vara Flank **New Industrial centres and projects **The innovalement of floreign companies** **The innovalement of floreign companies** **The second of the Five Year Flank **The three Year Flank **The Workshop Year Flank **The Workshop Year Flank **The Workshop Year Flank **The Workshop Year Flank **The Impact of cultural change **Shallish Control **Shallish Control **Concepts					
The involvement of foreign companies The working and hong confloation of control of con		_			
## working and bring conditions of a managers sorters and workers. **Schalamorizes.** **Schalamorizes.**					
manages workers and women; -Shahmoroites -The success of the five fee and part of the success of the five fee and part of the success of the five fee and part of the success of the five fee and part of the success of the five fee and part of the success of the five fee and part of the success of the five fee and part of the success of the five fee and part of the success of the five fee and part of the success of the five fee and part of the five fee and of the five fee and of the five fee and part of the five fee and part of the five fee and part of the five fee and of the five fee and part of the five fee and of the five fee and part of			Terror and purges	agriculture	
- Stankhamorium - The success of the Five Year Pilans - The success of the Five Year Pilans - Heavitrus, the arts and other - Heavitrus, the arts and other - Propagands - Heavitrus, the arts and other - Strokedigs in - Sequence - Concepts: - Cane Concepts: - Ca			Culture and society including:	High Stalinism including:	
men without and rural differences with a difference without and rural differences with a difference without and rural differences with a difference with and rural differences with and rural differences with a difference with and rural difference with a di					
Incodeding in Incodeding i					
**Sociality Realim* **Sociality Realim* **Sociality Realim* **Sociality Realim* **Sociality Realim* **Sociality Sealim*			=		
propagands **Stockholder in Scientific and differences between the service and difference set between the service and difference set between the service and service and difference set between the service and service and service and service and service set between the service and s					
Socialist Realism					
Lemin's and Stallaw USSS					
Concepts: Significance Significance Concepts: Significance Concepts: Significance Signific	Knowledge in				
Cause/Consequence Significance Change/Continuity Similary()Difference Source analysis Source mayles Source analysis Source mayles Make informed links and comparisons over the depth study (1917-1959) Explain the links between events and consequences, Evaluate relative significance of Analyse the value of sources for historical investigation Forming a sustained updgment on a question and coming to a justified conclusion Witten structures or apport teaming GCS and expand on this to create more sophisticated evaluative paragraphs Collective farming Collectivation Consequence Significance Source mayles Source mayles Collective farming Collectivation Consequence Source mayles Source mayles Source mayles Source mayles Source mayles Source mayles Consequence Septim the links between events and consequences, evaluate relative significance of historical investigation Forming a sustained updgment on a question and online to reside more sophisticated evaluative paragraphs Collective farming Collectivation Consequence Source mayles Source mayles Consequence Source mayles Source mayles Source mayles Source mayles Source mayles Consequence Septim the links between events and consequence, question may be related to the source of the historical investigation Forming a sustained updgment on a question and message Source mayles Collective farming Collectivation Collectivation Consequence Source mayles Source		The cocial and communic condition of Concepts:	Concepts:	Concepts:	
Significance Change/Continuity Similarity/Difference Source analysis Students will utilise the following skills: Make informed links and companisons over the depth study (1937-1953) Explain the links between events and consequences, Evaluate relative significance of individual events. Analyse the value of sources for advisorable events. Analyse the value of sources for individual events. Analyse the value of sources for advisorable events and consequences, according to a justified conclusion. Written structures to support learning. PEEL Build on the PEEL structure from GCSs and epand on this coreat more sophisticated evaluative paragraphs. Collective farming collectivestation. Collective farming according to a justified conclusion. Written structures to support learning. PEEL Build on the PEEL structure from GCSs and epand on this coreat more sophisticated evaluative paragraphs. Collective farming Collectivestation. Collective farm					
Sundarty/Difference Source analysis Students will utilise the following skills: Make informed links and comparisons over the depth study (1971-1953) Explain the links between events and Explain the links between events and Explaint relative significance of individual events. Analyse the value of sources for historical investigation Forming a sustained pludgment on a question and coming to a justified conclusion Written structures to support learning. PEEL Build on the PEEL structure from GCS and expaired out this to create more sophisticated evaluative paragraphs Collective Farming Collectivation Command excomony Dictatorship Five Year Plan Gosplan Collectivation Gosplan Collectivation Collective Explaint to the links of the create more socials the explaint out this to create more socials the explaint out the social to the explain		Significance	Significance	Significance	
Source analysis Source					
Students will utilise the following skills: Make informed links and comparisons over the depth study (1971-1953) Explain the links between events and consequences, Evaluate relaber segulficance of Analyse the value of sources for historical investigation forming a sostatined judgment on a question and coming to a justified conclusion Written structures to support learning: PEE: Build on the PEE; structure from GCSS and expand on this to create more sophisticated evaluative pangraphs Collective farming Collectivation Command excormy Dictatorship Five Year Pilen Gosplan Gospla				11	
wake informed links and comparisons over the deight study (1947-1953) Explain the links between events and consequences, Evaluate relative significance of individual events. Analyse the value of survices for historical investigation Forming a sustained judgment on a question and compile to justified Witter structures for sustained pudgment on a question and compile to justified Witter structures for support learning, PEEE Build on the PEE structure from GCSE and expand on this to create more sophisticated evaluative paragraphs Collective Farming Collective strong		Source arranysis	Source arranysis	30urce arialysis	
cover the depth study (1917-1953) esplain the links between events and consequences, Evaluate relative significance of individual events. Analyse the value of sources for historical investigation for a question and coming to a justified conclusion Written structures to support learning. Written structures for historical investigation for a question and coming to a justified on conclusion Written structures to support learning. Written structures for		Students will utilise the following skills:	Students will utilise the following skills:	Students will utilise the following skills:	
capilan the links between events and consequences, Evaluate relative significance of individual events. Analyse the value of sources for historical investigation and a question and complex to justified conclusion. Forming a sustained judgment on a question and complex justified conclusion. Writters structure to support learned conclusion. GCSE and expand on this to create more sophisticated evaluative paragraphs. Collective Farming Collective Farming Dictatorable Command economy Collective Farming College College College College Collective Farming College					
Consequences, Evaluate relative significance of individual events. Analyze the value of sources for historical investigation Forming a sustained judgment on a question and coming to a justified conclusion Written structures to support learning: PELE faulid on the PELE structure from GCSE and expand on this to create more sphisticated evaluative paragraphs COES and expand on this to create more sphisticated evaluative paragraphs COES and expand on this to create more sphisticated evaluative paragraphs Collective farming Collectivesation Command economy Collectivesation Collectivesation Collectivesation Collectivesation Command economy Collectivesation					
Evaluate relative significance of individual events. Analyse the value of sources for historical investigation Forming a sustained judgment on a question and coming to a justified conclusion Written structures to support learning: PEEL Build on the PEEL structure from GCES and expand not hist to creat more sophisticated evaluative paragraphs PEEL Suid on the PEEL structure from GCES and expand not hist to creat more sophisticated evaluative paragraphs PEEL Build on the PEEL structure from GCES and expand on this to creat more sophisticated evaluative paragraphs PEEL Build on the PEEL structure from GCES and expand on this to creat more sophisticated evaluative paragraphs PEEL Build on the PEEL structure from GCES and expand on this to creat more sophisticated evaluative paragraphs PEEL Build on the PEEL structure from GCES and expand on this to creat more sophisticated evaluative paragraphs PEEL Build on the PEEL structure from GCES and expand on this to creat more sophisticated evaluative paragraphs PEEL Build on the PEEL structure from GCES and expand on this to creat more sophisticated evaluative paragraphs PEEL Build on the PEEL structure from GCES and expand on this to creat more sophisticated evaluative paragraphs PEEL Build on the PEEL structure from GCES and expand on this to creat more sophisticated evaluative paragraphs PEEL Build on the PEEL structure from GCES and expand on this to creat more sophisticated evaluative paragraphs PEEL Build on the PEEL structure from GCES and expand on this to creat more sophisticated evaluative paragraphs PEEL Build on the PEEL structure from GCES and expand on this to creat more sophisticated evaluative paragraphs PEEL Build on the PEEL structure from GCES and expand on this to creat more sophisticated evaluative paragraphs PEEL Build on the PEEL structure from GCES and expand on the total paragraphs PEEL Build on the PEEL structure from GCES and expand on the percent paragraphs PEEL Build on the PEEL structure from GCES and e					
individual events. Analyse the value of sources for historical investigation Forming a sustained judgment on a question and coming to a justified conclusion Written structures to support learning: PEEL sulid on the PEEL structure from GCSE and expand on this to create more sophisticated evaluative paragraphs Collective Farming Collective Farming Collectivation Command exonomy Collectivation Command exonomy Command exonomy Command exonomy Command exonomy Collectivation Collectivation Command exonomy Collectivation Collectivation Collectivation Command exonomy Collectivation Collectivation Command exonomy Collectivation Command exonomy Collectivation Collectivation Collectivation Command exonomy Collectivation Collectivation Collectivation Collectivation Collectivation Command exonomy Collectivation Colle					
historical investigation Forming a sustained judgment on a question and coming to a justified conclusion Written structures to support learning. PEEL: Bull on the PEEL structure from GCSE and expand on this to create more sophisticated evaluative paragraphs Collective Farming Collective farming Command economy GCSE and expand on this to create more sophisticated evaluative paragraphs Collective Farming Command economy GCSE and expand on this to create more sophisticated evaluative paragraphs Collective Farming Command economy Gulag Command economy Gulag Gulag Gulag Gulag Gulag Heavy industry Industrialisation Kolkhoz Kulak Machine Tractor Station Mechanisation Socialist Realism Socialist Realism Socialist Realism Socialist Realism Socialist Realism Wrecking Key Words Key Words Key Words Nover Starkhanovite Totalilarian Wrecking Key Words For grees points: For gree					
Forming a sustained judgment on a question and coming to a justified conclusion Written structures to support learning. PEEL: Bull on the PEEL structure from GCSE and expand on this to create more sophisticated evaluative paragraphs Collective Farming Collective Farming Collective Farming Collectivation Command exonomy Collective Farming C					
question and coming to a justified conclusion Written structures to support learning. Britten structures to support learning.					
Conclusion Written structures to support learning. PEEL: Build on the PEEL structure from GCSE and expand on this to create more sophisticated evaluative paragraphs Collective Farming					
Written structures to support learning: PEEL: Build on the PEEL structure from GCSE and expand on this to create more sophisticated evaluative paragraphs Collective Farming Collectivisation Collectivisation Command economy Dictatorship Five Year Plan Gosplan Gosplan Gosplan Gosplan Gosplan Gosplan Gosplan Gosplan Heavy industry Industrialisation Kolkhoz Kulak Machine Tractor Station Mechanisation Socialist man Socialist man Socialist man Socialist Realism Sowhoz Stakhanovite Totalitarian Wrecking Students will have knowledge of Paper 2N - Unit 1 -4. Students will be able to explain causes and consequences, asses change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions Progress points: Standard Station Assessment Somarks - 1 hour 45 minutes (across 2 lessons) 1 source question - 30 marks - 1 hour 2. Essay question - 25 marks - 45 mins Final Assessment: S marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question from a choice of 3. Source question will be based on the Unit just finished and the says questions will be made to the survey question will be based on the Unit just finished and the says questions will be finished and the says questions will be solved evaluative paragraphs Bilitzkrieg Blickrieg Blickrieg Blickrieg Blickrieg Blickrieg Blickrieg Blickrieg Blickrieg Blickrieg Salmi tactics Sadami t					
GCSE and expand on this to create more sophisticated evaluative paragraphs on this to create more sophisticated evaluative paragraphs on the create more sophisticated evaluative paragraphs on the create more sophisticated evaluative paragraphs on the creater of the composition of the composition of the composition of the creater of the composition of the creater o					
Collective Farming Collectivisation Command economy Olicatorship Five Year Plan Golga Gulag Heavy industry Heavy industry Industrialisation Xolkihoz Xulak Machine Tractor Station Mechanisation Socialist man Socia					
Collective Farming Collectivisation Command economy Dictatorship Five Year Plan Gulg Gulg Gulg Heavy industry Industrialisation Kolikhoz Kulak Machine Tractor Station Mechanisation Socialist man Socialist Realism Sovikhoz Stakhanovite Totalitarian Wrecking Key Words Students will have knowledge of Paper 2N - Unit 1-4. Students will be able to explain causes and consequences, assess change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions End Point Assessment Progress points: Progress points: Progress points: Progress points: In Source question - 30 marks - 45 mins Final Assessment: Sis marks - 1 hour 45 minutes (across 2 lessons) 1 source question will be based on the Unit just finished and the essay questions will be false to explain cances and consequence, assess change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions Final Assessment: Sis marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question roan and essay question roan and essay question roan and essay question roan and lessay question may and the essay questions will be absed on the Unit just finished and the essay questions will be finished and the essay questions will be finished and the essay questions will be finished and the dessay questions will be finished and the essay questions will be finished and the					
Collectivisation Command economy Dictatorship Five Year Plan Gusplan Gulag Show trial Heavy industry Industrialisation Nolkhoz Kulak Machine Tractor Station Mechanisation Socialist man Socialist Realism Sovkhoz Stakhanovite Totalitarian Wrecking Students will have knowledge of Paper 2N - Unit 1-4. Students will be able to explain causes and consequences, assess change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions End Point Responsible For gress points: Sassesment method I Source question - 30 marks - 1 hour 42 Sessy question + 10 hour 45 Sessy question from a choice of 3. Source question from a choice of 3. Source question from a choice of 3. Source question will be based on the Unit just finished and the essay question will be based on the Unit just finished and the essay question will be able and the essay question will be fased and the essay question will be able to explain cause and consequences, assessment: S5 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question will be based on the Unit just finished and the essay question will be fased on the Unit just finished and the essay question will be able and the essay question will be fased on the Unit just finished and the essay question will be instead on the Unit just finished and the essay question will be instead on the Unit just finished and the essay question will be able and the essay question will be instead on the Unit just finished and the essay question will be instead on the Unit just finished and the essay question will be able and the essay question will be instead on the Unit just finished and the essay question will be able to the control of the properties of the prop		sopnisticated evaluative paragraphs	sopnisticated evaluative paragraphs	sopnisticated evaluative paragraphs	
Collectivisation Command economy Dictatorship Five Year Plan Gusplan Gulag Show trial Heavy industry Industrialisation Nolkhoz Kulak Machine Tractor Station Mechanisation Socialist man Socialist Realism Sovkhoz Stakhanovite Totalitarian Wrecking Students will have knowledge of Paper 2N - Unit 1-4. Students will be able to explain causes and consequences, assess change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions End Point Responsible For gress points: Sassesment method I Source question - 30 marks - 1 hour 42 Sessy question + 10 hour 45 Sessy question from a choice of 3. Source question from a choice of 3. Source question from a choice of 3. Source question will be based on the Unit just finished and the essay question will be based on the Unit just finished and the essay question will be able and the essay question will be fased and the essay question will be able to explain cause and consequences, assessment: S5 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question will be based on the Unit just finished and the essay question will be fased on the Unit just finished and the essay question will be able and the essay question will be fased on the Unit just finished and the essay question will be instead on the Unit just finished and the essay question will be instead on the Unit just finished and the essay question will be able and the essay question will be instead on the Unit just finished and the essay question will be instead on the Unit just finished and the essay question will be able and the essay question will be instead on the Unit just finished and the essay question will be able to the control of the properties of the prop					
Collectivisation Command economy Dictatorship Five Year Plan Gusplan Gulag Show trial Heavy industry Industrialisation Nolkhoz Kulak Machine Tractor Station Mechanisation Socialist man Socialist Realism Sovkhoz Stakhanovite Totalitarian Wrecking Students will have knowledge of Paper 2N - Unit 1-4. Students will be able to explain causes and consequences, assess change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions End Point Responsible For gress points: Sassesment method I Source question - 30 marks - 1 hour 42 Sessy question + 10 hour 45 Sessy question from a choice of 3. Source question from a choice of 3. Source question from a choice of 3. Source question will be based on the Unit just finished and the essay question will be based on the Unit just finished and the essay question will be able and the essay question will be fased and the essay question will be able to explain cause and consequences, assessment: S5 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question will be based on the Unit just finished and the essay question will be fased on the Unit just finished and the essay question will be able and the essay question will be fased on the Unit just finished and the essay question will be instead on the Unit just finished and the essay question will be instead on the Unit just finished and the essay question will be able and the essay question will be instead on the Unit just finished and the essay question will be instead on the Unit just finished and the essay question will be able and the essay question will be instead on the Unit just finished and the essay question will be able to the control of the properties of the prop					
Collectivisation Command economy Dictatorship Five Year Plan Gusplan Gulag Show trial Heavy industry Industrialisation Nolkhoz Kulak Machine Tractor Station Mechanisation Socialist man Socialist Realism Sovkhoz Stakhanovite Totalitarian Wrecking Students will have knowledge of Paper 2N - Unit 1-4. Students will be able to explain causes and consequences, assess change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions End Point Responsible For gress points: Sassesment method I Source question - 30 marks - 1 hour 42 Sessy question + 10 hour 45 Sessy question from a choice of 3. Source question from a choice of 3. Source question from a choice of 3. Source question will be based on the Unit just finished and the essay question will be based on the Unit just finished and the essay question will be able and the essay question will be fased and the essay question will be able to explain cause and consequences, assessment: S5 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question will be based on the Unit just finished and the essay question will be fased on the Unit just finished and the essay question will be able and the essay question will be fased on the Unit just finished and the essay question will be instead on the Unit just finished and the essay question will be instead on the Unit just finished and the essay question will be able and the essay question will be instead on the Unit just finished and the essay question will be instead on the Unit just finished and the essay question will be able and the essay question will be instead on the Unit just finished and the essay question will be able to the control of the properties of the prop					
Command economy Dictatorship Five Year Plan Gosplan Gulag Heavy industry Industrialisation Kolkhoz Kulak Kunsomol Kolkhoz Kulak Kunsomol Heavy industry Industrialisation Kolkhoz Kulak Kunsomol Kulak Kunsomol Kulak Kulak Kunsomol Kulak Kulak Kunsomol Kulak Kunsomol Kolkhoz Kulak Kulak Kunsomol Kolkhoz Kulak Kulak Kunsomol Kulak Kunsomol Kulak Kunsomol Kulak Kunsomol Kolkhoz Kulak Kunsomol Kulak		Collective Farming	Authoritarian		
Dictacrship Five Year Plan Gosplan Purge Show trial Salamitactics Satellite state Scorched earth tactics Satellite state Scorched earth tactics Soviet Bloc Superpower Soviet Bloc Superpower Soviet Bloc Superpower Students will be able to explain causes and consequences, assess change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions Source question or 30 marks - 1 hour 2. Essay question from a choice of 3. Source question will be able to explain cause and consequences, assessment: Somarks - 1 hour 4. Students can complete both source and essay based exam questions Progress points: Source question - 30 marks - 1 hour 2. Essay question from a choice of 3. Source question or all cleasy question from a choice of 3. Source question will be able to explain significance and analyse sources. Students can complete both source and essay based exam questions Progress points: Source question - 30 marks - 1 hour 2. Essay question from a choice of 3. Source question or all cleasy question from a choice of 3. Source question or will be all to explain significance and analyse sources. Students can complete both source and essay based exam questions Progress points: Source question and 1 essay question from a choice of 3. Source question or all essay question will be all to explain significance and analyse sources and essay based exam questions Progress points: Source question and 1 essay question will be all to explain significance and analyse source and essay based exam questions Progress points: Source question and 1 essay question will be all to explain significance and analyse source and essay based exam questions Progress points: Source question and 1 essay question will be all to explain significance and analyse source and essay based exam questions Progress points: Source question and 1 essay question will be all to explain significance and analyse source destinan			•		
Five Year Plan Gosplan Gosplan Gosplan Gosplan Gosplan Gosplan Gosplan Gosplan Heavy industry Industrialisation Kolkhoz Kulak Machiner Tractor Station Mechanisation Socialist man Socia					
Gosplan Gulag Heavy industry Industrialisation Kolkhoz Kulak Machine Tractor Station Mechanisation Socialist man Socialist Realism Sowkhoz Stakhanovite Totalitarian Wrecking Students will have knowledge of Paper 2N - Unit 1-4. Students will be able to explain causes and consequences, asses change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions questions Fad Point Progress points: method Scoppin (Subary Stakhanovite) Totalitarian Wrecking Students will have knowledge of Paper 2N - Unit 1-4. Students will be able to explain causes and consequences, asses change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions questions Progress points: 1. Source question - 30 marks - 1 hour 2. Essay question - 25 marks - 45 mins Final Assessment: 55 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question from a choice of 3. Source question and 1 essay question from a choice of 3. Source question and 1 essay question from a choice of 3. Source question and 1 essay question from a choice of 3. Source question and 1 essay question from a choice of 3. Source question and 1 essay question from a choice of 3. Source question and 1 essay question from a choice of 3. Source question and 1 essay question from a choice of 3. Source question and 1 essay question from a choice of 3. Source question and 1 essay question from a choice of 3. Source question and 1 essay question will be based on the Unit just finished and the essay questions will be finished and					
Heavy industry					
Industrialisation Kolkhoz Kulak Machine Tractor Station Mechanisation Socialist man Socialist man Socialist Realism Sowkhoz Stakhanovite Totaliarian Wrecking Students will have knowledge of Paper 2N - Unit 1-4. Students will be able to explain causes and consequences, assess change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions End Point Assessment method Progress points: Toure question - 30 marks - 1 hour 2. Essay question - 30 marks - 1 hour 2. Essay question - 25 marks - 45 mins Final Assessment: S5 marks - 1 hour 45 minutes (across 2 lessons) 1 source question - 30 marks - 45 mins Final Assessment: S5 marks - 1 hour 65 minutes (across 2 lessons) 1 source question and 1 essay question from a choice of 3. Source question rom a choice of 3. Source question rom a choice of 3. Source question will be based on the Unit just finished and the essay questions will be Instead and the essay questions will be Totalitarian Zhenotdel Superpower Students will have knowledge of Paper 2N - Unit 1-6. Students will have knowledge of Paper 2N - Unit 1-6. Students will have knowledge of Paper 2N - Unit 1-6. Students will be able to explain causes and consequences, asses change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions Progress points: 1. Source question - 30 marks - 1 hour 2. Essay question - 25 marks - 45 mins Final Assessment: 55 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question from a choice of 3. Source question will be based on the Unit just finished and the essay questions will be Soviet Bloc Superpower Students will have knowledge of Paper 2N - Unit 1-6. Students will have knowledge of Paper 2N - Unit 1-6. Students will be able to explain causes and consequences, assex change, explain similarity and difference, explain similarity and difference, explain similarity and difference, exp					
Kulak Machine Tractor Station Mechanisation Socialist Realism Sowhoz Stakhanovite Totalitarian Wrecking					
Key Words Students will have knowledge of Paper 2N - Unit 1-4. Students will be able to explain causes and consequences, assess change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions Forgress points:					
Machine Tractor Station Mechanisation Socialist Realism Sovkhoz Stakhanovite Totalitarian Wrecking Students will have knowledge of Paper 2N - Unit 1-4. Students will be able to explain causes and consequences, assess change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions Fad Point Assessment Progress points: 1. Source question - 30 marks - 1 hour 2. Essay question - 25 marks - 45 mins Final Assessment: 55 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question from a choice of 3. Source question will be based on the Unit just finished and the essay questions will be Assed the state of the state of the Unit just finished and the essay questions will be Students will have knowledge of Paper 2N - Unit 1-6. Students will have knowledge of Paper 2N - Unit 1-6. Students will be able to explain causes and consequences, asses change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions Progress points: 1. Source question - 30 marks - 1 hour 2. Essay question - 25 marks - 45 mins Final Assessment: 55 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question from a choice of 3. Source question will be based on the Unit just finished and the essay questions will be ### Office of the paper 2N - Unit 1-6. Students will be able to explain causes and consequences, asses change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions ### Office of the paper 2N - Unit 1-6. Students will be able to explain causes and consequences, asses change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions ### Office of the paper 2N - Unit 1-6. Students will be able to explain causes and consequences, asses change, explain s					
Socialist man Socialist Realism Sowkhoz Stakhanovite Totalitarian Wrecking Key Words Students will have knowledge of Paper 2N - Unit 1-4. Students will be able to explain causes and consequences, assess change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions End Point Assessment method Progress points: 1. Source question - 30 marks - 1 hour 2. Essay question - 25 marks - 45 mins Final Assessment: 55 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question from a choice of 3. Source question rom a choice of 3. Source question mills be based on the Unit just finished and the essay questions will be Students will have knowledge of Paper 2N - Unit 1-6. Students will baye lable to explain causes and consequences, asses change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions Frogress points: 1. Source question - 30 marks - 1 hour 2. Essay question - 25 marks - 45 mins Final Assessment: 55 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question from a choice of 3. Source question will be based on the Unit just finished and the essay questions will be Totalitarian End Point Students will have knowledge of Paper 2N - Unit 1-6. Students will be able to explain causes and consequences, asses change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions Frogress points: 1. Source question - 30 marks - 1 hour 2. Essay question - 30 marks - 1 hour 3. Essay question - 25 marks - 45 mins Final Assessment: 55 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question will be based on the Unit just finished and the essay questions will be		Machine Tractor Station			
Socialist Realism Sovkhoz Stakhanovite Totalitarian Wrecking Students will have knowledge of Paper 2N - Unit 1-4. Students will be able to explain causes and consequences, assess change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions End Point Assessment method 1. Source question - 30 marks - 1 hour 2. Essay question - 25 marks - 45 mins final Assessment: 55 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question from a choice of 3. Source question will be based on the Unit just finished and the essay questions will be Students will have knowledge of Paper 2N - Unit 1-6. Students will be able to explain causes and consequences, assess change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions Progress points: 1. Source question - 30 marks - 1 hour 2. Essay question - 25 marks - 45 mins final Assessment: 55 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question from a choice of 3. Source question will be based on the Unit just finished and the essay questions will be Students will have knowledge of Paper 2N - Unit 1-6. Students will be able to explain causes and consequences, assess change, explain similarity and difference, explain significance and difference, explain significance and difference, explain significance and difference, explain significance and analyes ources. Students can complete both source and essay based exam questions Progress points: 1. Source question - 30 marks - 1 hour 2. Essay question - 25 marks - 45 mins Final Assessment: 55 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question from a choice of 3. Source question will be based on the Unit just finished and the essay questions will be					
Sovkhoz Stakhanovite Totalitarian Wrecking Students will have knowledge of Paper 2N - Unit 1-4. Students will be able to explain causes and consequences, assess change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions Students will have knowledge of Paper 2N - Unit 1-6. Students will have knowledge of Paper 2N - Unit 1-6. Students will be able to explain causes and consequences, assess change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions Students will have knowledge of Paper 2N - Unit 1-6. Students will be able to explain causes and consequences, assess change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions **End Point** **Assessment** **Brogress points:** 1. Source question - 30 marks - 1 hour 2. Essay question - 30 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question from a choice of 3. Source question and 1 essay question from a choice of 3. Source question and 1 essay question will be based on the Unit just finished and the essay questions will be instead on the Unit just finished and the essay questions will be insibated and the essay question swill be insibated and the essay questions will be insibated and the essay questions will be insibated and the essay question swill be insibated and the essay question swill be insibated and the essay question swill be insibated and the essay question estable province and essay based exam questions Vivini					
Stadents will have knowledge of Paper 2N - Unit 1-4. Students will be able to explain causes and consequences, assess change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions For Point 1. Source question - 30 marks - 1 hour 2 2. Essay question - 25 marks - 45 mins Final Assessment: 55 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question mills be based on the Unit just finished and the essay questions will be 1. Source questions will be 1. Source question and 1 essay question will be based on the Unit just finished and the essay questions will be 1. Source questions will be 1. Source question and 1 essay question will be 1. Source question and 1 essay question will be 1. Source question and 1 essay question will be 1. Source question and 1 essay question will be 1. Source question and 1 essay question will be 1. Source question and 1 essay question will be 1. Source question and 1 essay question will be 1. Source question and 1 essay question will be 1. Source question and 1 essay question will be 1. Source					
Students will have knowledge of Paper 2N - Unit 1-4. Students will be able to explain causes and consequences, assess change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions Fad Point					
Students will have knowledge of Paper 2N - Unit 1-4. Students will be able to explain causes and consequences, assess change, explain similarity and difference, explain similarity and difference, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions End Point Assessment Progress points: 1. Source question - 30 marks - 1 hour 2 2. Essay question - 30 marks - 1 hour 5 5 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question from a choice of 3. Source question and 1 essay question more and essay question more and essay question more and essay question swill be based on the Unit just finished and the essay questions will be finished and the essay question will be finished					
Students will have knowledge of Paper 2N - Unit 1-4. Students will be able to explain causes and consequences, assess change, explain significance and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions End Point Assesment Progress points: End Point 1. Source question - 25 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question from a choice of 3. Source question minute be based on the Unit just finished and the essay questions will be able to explain causes and consequences, assess change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions **Trongress points:** Progress points: 1. Source question - 30 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question will be based on the Unit just finished and the essay questions will be **Trongress points:** **Trongress points:** Progress points: 1. Source question - 30 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question from a choice of 3. Source question and 1 essay question will be based on the Unit just finished and the essay questions will be		Wrecking			
2N - Unit 1-4. Students will be able to explain causes and consequences, assess change, explain similarity and difference, explain significance and analyse sources. Students can compete both source and essay based exam questions End Point Assessment method 1. Source question - 30 marks - 1 hour 2. Essay question - 25 marks - 45 mins Final Assessment: 55 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question from a choice of 3. Source question minutes (across 2 lessons) 1 source question and 1 essay question mill be based on the Unit just finished and the essay questions will be for explain causes and consequences, assess change, explain similarity and difference, explain significance and analyse sources. Students can complete both source and essay based exam questions Progress points: 1. Source question - 30 marks - 1 hour 2. Essay question - 25 marks - 45 mins Final Assessment: 55 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question mill be based on the Unit just finished and the essay questions will be	ney words	Students will have knowledge of Paper	Students will have knowledge of Paner	Students will have knowledge of Paner	
explain causes and consequences, assess change, explain similarity and difference, exp					
difference, explain significance and analyse sources. Students can complete both source and essay based exam questions End Point Assessment method 1. Source question - 30 marks - 1 hour 2. Essay question - 25 marks - 45 mins Final Assessment: 55 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question mild be based on the Unit just finished and the essay questions will be finished and the essay question will be finished and the essay questions will be finished and the essay question will be finished and the essay questions will be finished and the essay questions will be finished and the essay question is difference, explain significance and analyse sources. Students can complete both source and essay based exam questions progress points: 1. Source question - 30 marks - 1 hour 2. Essay question - 25 marks - 45 mins 55 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question from a choice of 3. Source question and 1 essay question will be finished and the essay questions will be finished and the essay questions will be finished and the essay question will be		explain causes and consequences,	explain causes and consequences,	explain causes and consequences,	
analyse sources. Students can complete both source and essay based exam questions upustions End Point Assessment method 1. Source question - 25 marks - 1 hour 2. Essay question - 25 marks - 45 mins Final Assessment: 55 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question from a choice of 3. Source question will be based on the Unit just finished and the essay questions will be finished and the essay questions will be finished and the essay questions will be finished and the essay question will be finished and the essay questions will be finished and the essay question will be finished and the essay questi					
both source and essay based exam questions Assessment method 1. Source question - 30 marks - 1 hour 2. Essay question - 25 marks - 45 mins final Assessment: 55 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question from a choice of 3. Source question and 1 essay question from a choice of 3. Source question mill be based on the Unit just finished and the essay questions will be finished and the essay question will be finished					
Assessment method Progress points: Progress points: 1. Source question - 30 marks - 1 hour 2. Essay question - 25 marks - 45 mins Final Assessment: 55 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons) 1 source question and 1 essay question minutes (across 2 lessons)					
Assessment Progress points: 1. Source question - 30 marks - 1 hour 2. Essay question - 25 marks - 45 mins final Assessment: 5.5 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question from a choice of 3. Source question nomine of the control of th					
1. Source question - 30 marks - 1 hour 2. Essay question - 25 marks - 45 mins Final Assessment: 55 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question from a choice of 3. Source question from a choice of 15. Source question and 1 essay question from a choice of 3. Source question from a choice of 3. Source question from a choice of 3. Source question will be based on the Unit just finished and the essay questions will be					
2. Essay question - 25 marks - 45 mins Final Assessment: 55 marks - 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question from a choice of 3. Source question will be based on the Unit just finished and the essay questions will be					
Final Assessment: 55 marks – 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question from a choice of 3. Source question rom a choice of 3. Source question will be based on the Unit just finished and the essay questions will be					
55 marks – 1 hour 45 minutes (across 2 lessons) 1 source question and 1 essay question from a choice of 3. Source question will be based on the Unit just finished and the essay questions will be					
lessons) 1 source question and 1 essay question from a choice of 3. Source question from a choice of 3					
question will be based on the Unit just finished and the essay questions will be based on the Unit just finished and the essay questions will be based on the Unit just finished and the essay questions will be		lessons) 1 source question and 1 essay	lessons) 1 source question and 1 essay	lessons) 1 source question and 1 essay	
finished and the essay questions will be finished and the essay questions will be					
and a state of the					
		on any other content covered	on any other content covered	on any outer content covered	
					<u> </u>