

Subject :	History		Year Group:	13 (Russia)	
Scheme title	2N Economy and Society	2N Stalinism, politics and control	2N The Great Patriotic War and Stalin's Dictatorship		
Knowledge in sequence	<p>Agricultural and social developments in the countryside, including:</p> <ul style="list-style-type: none">•voluntary and forced collectivisation•state farms•mechanisation•the impact of collectivisation on the kulaks and other peasants•the famine of 1932–1934•the success of collectivisation <p>Industrial and social developments in towns and cities, including:</p> <ul style="list-style-type: none">•Gosplan•The organisation, aims and results of the first three Five Year Plans•New industrial centres and projects•The involvement of foreign companies•The working and living conditions of managers workers and women;•Stakhanovites•The success of the Five Year Plans <p>The development of the Stalin cult, including:</p> <ul style="list-style-type: none">•literature, the arts and other propaganda•Socialist Realism	<p>Dictatorship and Stalinism, including:</p> <ul style="list-style-type: none">•the machinery of state terror•the NKVD•the early purges•Kirov's murder•the show trials•the Stalin constitution <p>The Yezhovshchina, including:</p> <ul style="list-style-type: none">•mass terror and repression at central and local levels•treatment of national minorities•the gulags•the end of the purges•the death of Trotsky•responsibility for and impact of the Terror and purges <p>Culture and society, including:</p> <ul style="list-style-type: none">•church•women, young people and working men•urban and rural differences•'socialist man'•The impact of cultural change•Similarities and differences between Lenin's and Stalin's USSR	<p>The impact of the war on the Soviet Union, including:</p> <ul style="list-style-type: none">•German invasion: Operation Barbarossa and the Stalinist reaction•the course of the war•the conditions in the USSR under occupation and the fight-back•the Soviet economy during WW2 - mobilisation and evacuation of industry•the impact of foreign aid on Russia's war effort <p>The defeat of the Germans, including:</p> <ul style="list-style-type: none">•reasons for the defeat of the Germans•Results of the Allied victory•Post-war reconstruction; industry and agriculture <p>High Stalinism, including:</p> <ul style="list-style-type: none">•Stalin's dictatorship and totalitarianism – how far was it a totalitarian state•Renewed Terror•The NKVD under Beria•Zhdanovism and the cultural purge•Stalin's cult of personality•the Leningrad affair•purges and the Doctors' Plot		
	<p>Concepts:</p> <p>Cause/Consequence</p> <p>Significance</p> <p>Change/Continuity</p> <p>Similarity/Difference</p> <p>Source analysis</p> <p>Students will utilise the following skills:</p> <p>Make informed links and comparisons over the depth study (1917-1953)</p> <p>Explain the links between events and consequences,</p> <p>Evaluate relative significance of individual events.</p> <p>Analyse the value of sources for historical investigation</p> <p>Forming a sustained judgment on a question and coming to a justified conclusion</p> <p>Written structures to support learning: PEEL: Build on the PEEL structure from GCSE and expand on this to create more sophisticated evaluative paragraphs</p>	<p>Concepts:</p> <p>Cause/Consequence</p> <p>Significance</p> <p>Change/Continuity</p> <p>Similarity/Difference</p> <p>Source analysis</p> <p>Students will utilise the following skills:</p> <p>Make informed links and comparisons over the depth study (1917-1953)</p> <p>Explain the links between events and consequences,</p> <p>Evaluate relative significance of individual events.</p> <p>Analyse the value of sources for historical investigation</p> <p>Forming a sustained judgment on a question and coming to a justified conclusion</p> <p>Written structures to support learning: PEEL: Build on the PEEL structure from GCSE and expand on this to create more sophisticated evaluative paragraphs</p>	<p>Concepts:</p> <p>Cause/Consequence</p> <p>Significance</p> <p>Change/Continuity</p> <p>Similarity/Difference</p> <p>Source analysis</p> <p>Students will utilise the following skills:</p> <p>Make informed links and comparisons over the depth study (1917-1953)</p> <p>Explain the links between events and consequences,</p> <p>Evaluate relative significance of individual events.</p> <p>Analyse the value of sources for historical investigation</p> <p>Forming a sustained judgment on a question and coming to a justified conclusion</p> <p>Written structures to support learning: PEEL: Build on the PEEL structure from GCSE and expand on this to create more sophisticated evaluative paragraphs</p>		
	<p>Collective Farming</p> <p>Collectivisation</p> <p>Command economy</p> <p>Dictatorship</p> <p>Five Year Plan</p> <p>Gosplan</p> <p>Gulag</p> <p>Heavy industry</p> <p>Industrialisation</p> <p>Kolkhoz</p> <p>Kulak</p> <p>Machine Tractor Station</p> <p>Mechanisation</p> <p>Socialist man</p> <p>Socialist Realism</p> <p>Sovkhoz</p> <p>Stakhanovite</p> <p>Totalitarian</p> <p>Wrecking</p>	<p>Authoritarian</p> <p>Dictatorship</p> <p>Gulag</p> <p>Komsomol</p> <p>NKVD</p> <p>Purge</p> <p>Show trial</p> <p>Socialist man</p> <p>Totalitarian</p> <p>Yezhovshchina</p> <p>Zhenotdel</p>	<p>Blitzkrieg</p> <p>Blockade</p> <p>Buffer state</p> <p>Cold War</p> <p>Iron Curtain</p> <p>Salami tactics</p> <p>Satellite state</p> <p>Scorched earth tactics</p> <p>Soviet Bloc</p> <p>Superpower</p>		
	<p>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</p>	<p>Students will have knowledge of Paper 2N - Unit 1-5. 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</p>	<p>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</p>		
End Point Assessment method	<p>Progress points:</p> <p>1. Source question - 30 marks - 1 hour</p> <p>2. Essay question - 25 marks - 45 mins</p> <p>Final Assessment:</p> <p>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 based on any other content covered</p>	<p>Progress points:</p> <p>1. Source question - 30 marks - 1 hour</p> <p>2. Essay question - 25 marks - 45 mins</p> <p>Final Assessment:</p> <p>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 based on any other content covered</p>	<p>Progress points:</p> <p>1. Source question - 30 marks - 1 hour</p> <p>2. Essay question - 25 marks - 45 mins</p> <p>Final Assessment:</p> <p>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 based on any other content covered</p>		