

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>The social and economic condition of the Soviet Union by 1941: strengths and weaknesses</p>	<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>Stalin and international relations, including:</p> <ul style="list-style-type: none">•Co-operation with Germany•Entry into the League of Nations•Pacts with France and Czechoslovakia•Intervention in the Spanish Civil War•Reaction to Western appeasement and Japanese aggression•The Nazi-Soviet Pact and its outcome	<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>The transformation of the Soviet Union's international position, including:</p> <ul style="list-style-type: none">•The emergence of a 'superpower'; the formation of a soviet bloc•Conflict with USA and the capitalist West•Death of Stalin•Stalin's legacy at home and abroad		
	Skills	<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:</p> <p>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:</p> <p>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:</p> <p>PEEL: Build on the PEEL structure from GCSE and expand on this to create more sophisticated evaluative paragraphs</p>	
	Key Words	<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>	
	End 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 significance and analyse sources. Students can complete both source and essay based exam questions	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	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	
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>		