

Subject :	History	Year Group:	12 (Russia)
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Scheme title	2N Dissent and Revolution	2N Bolshevik Consolidation	2N Stalin's Rise to Power	2N Economy and Society		
	<p>The condition of Russia before the revolution of February/March 1917, including:</p> <ul style="list-style-type: none"> •the Tsar and political authority •Russia's effort in WWI •The economic and social state of Russia •Political discontent – including Marxist theory •The difficulty of ruling Russia – size and geography <p>The February/March revolution of 1917, including:</p> <ul style="list-style-type: none"> •causes and course of revolution •issues of leadership and the Tsar's abdication •the establishment of Provisional Government and the Petrograd Soviet •the workings of the Dual authority •Weaknesses of the Dual authority •Early problems for the Provisional Government <p>Developments between the revolutions including:</p> <ul style="list-style-type: none"> •the return of Lenin 	<p>The consolidation of the Communist dictatorship, including:</p> <ul style="list-style-type: none"> •The establishment of one-party control •The removal of the Constituent Assembly •The ending of involvement in the First World War <p>The Civil War, including:</p> <ul style="list-style-type: none"> •The causes of the Civil War •The sides in the Civil War •The course of the war including the Red victory •The role of Trotsky •The murder of the Tsar •The reasons for the Red victory, including the role of Trotsky •Government and control in wartime – tightening government control & the Red Terror <p>Economic and social developments:</p> <ul style="list-style-type: none"> •State capitalism – successes and drawbacks •Conditions in cities and countryside during the Civil War 	<p>The power vacuum and power struggle, including:</p> <ul style="list-style-type: none"> •ideology and the nature of leadership •Lenin's testament •divisions and contenders for power - character, strengths and weaknesses of Stalin, Trotsky, Bukharin, Kamenev, Rykov, Tomsy and Zinoviev <p>Ideological debates and issues in the leadership struggle, including:</p> <ul style="list-style-type: none"> •NEP and industrialisation •'permanent revolution' versus 'Socialism in One Country' •how and why Stalin became party leader •the outcome for the other contenders <p>Economic developments, including:</p> <ul style="list-style-type: none"> •reasons for and impact of the 'Great Turn' •the economic shift •the launch of the first Five Year Plan •the decision to collectivise <p>Stalin's Government, including:</p> <ul style="list-style-type: none"> •Government style 	<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 		
Knowledge in sequence						
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: 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>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>		
Key Words	<p>Abdication</p> <p>Autocracy</p> <p>Bourgeoisie</p> <p>Cheka</p> <p>Constitutional monarchy</p> <p>Constituent Assembly</p> <p>Coup d'etat</p> <p>Decree</p> <p>Duma</p> <p>Divine Right</p> <p>Dual Authority</p> <p>Marxism</p> <p>Okhrana</p> <p>Octobrists</p> <p>Proletariat</p> <p>Provisional Government</p> <p>Russification</p> <p>Soviets</p> <p>Sovnarkom</p> <p>Tsar</p> <p>Zemsta</p>	<p>All Russian Congress of Soviets</p> <p>Central Executive Committee</p> <p>Comintern</p> <p>Constitution</p> <p>GOELRO</p> <p>Gosplan</p> <p>Greens</p> <p>Kulak</p> <p>Nationalisation</p> <p>NEP</p> <p>Nepmen</p> <p>Nomenklatura</p> <p>Red Army</p> <p>Requisitioning</p> <p>Sovnarkom</p> <p>State Capitalism</p> <p>USSR</p> <p>Veshenka</p> <p>War Communism</p> <p>Whites</p>	<p>Bureaucratic centralism</p> <p>CCP</p> <p>Collective leadership</p> <p>Collectivisation</p> <p>Command Economy</p> <p>GMD</p> <p>Industrialisation</p> <p>Kolkhoz</p> <p>OGPU</p> <p>Permanent Revolution</p> <p>Social Fascism</p> <p>Socialism in one Country</p> <p>Sovkhoz</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>		
End Point	Students will have knowledge of Paper 2N - Unit 1. 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 1-2. 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 1-3. 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 1-4. 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		
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</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>	<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>		