

Curriculum Map

Subject: History (Russia)

Year Group: Year 12

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content <i>Descriptive/propositional knowledge</i> <i>'knowing that'</i>	Dissent and Revolution, 1917 -understanding the problems of governing Russia -understanding the causes of the Feb 1917 Revolution -understanding the developments between the revolution in 1917 and how power was shared between the Soviet and the Provisional Government -understanding the role of Lenin in undermining the	-Understand the causes and course of the Oct/ Nov Revolution Bolshevik consolidation, 1918-24. Understand how the Communists established a dictatorship after 1917 -Understand the course and causes of the Civil War and why the Reds won. -Understand what the social / economic developments were	-Understand how the Bolsheviks dealt with other countries from 1917-24. Stalin's Rise to power, 1924-29 -understand why there was a power struggle after Lenin's death and between who -understand the debates in the leadership struggle after Lenin's death	-Understand the economic developments that Stalin introduced in 1928 -Understand how Stalin controlled government by 1929 -understand how Stalin began the Stalinist 'cult' -understand the USSR's relationship with other countries under Stalin	Non-Examination Assessment (Coursework) Black American Civil Rights Movement (1861-1970) -understand the reasons for changes / developments in the struggle for equality from 1861-1970 -understanding the role of factors, individuals, groups in this development	Independent research and development on NEA Revision and preparation for the UCAS Mocks -understanding how to answer 25 and 30mark questions

	Provisional Government	under the Bolsheviks from 1918-1924				
Skills <i>Ability knowledge</i> <i>'knowing how'</i>	<p>-to explain the causes and consequences of events</p> <p>-to explain what makes a source valuable to an historian studying a topic</p> <p>-to evaluate the relative importance of different factors over time/place/scope/</p> <p>-to memorise key specific information</p>	<p>-to evaluate the causes and consequences of events</p> <p>-to evaluate what makes a source valuable to an historian studying a topic by</p> <p>-to begin to draw complex evaluations around historical debates</p> <p>-to memorise key specific information</p>	<p>-to evaluate the causes and consequences of events</p> <p>-to critically evaluate what makes a source valuable to an historian studying a topic by</p> <p>-to draw complex evaluations around historical debates</p> <p>-to memorise key specific information</p>	<p>-to evaluate the causes and consequences of events</p> <p>-to critically evaluate what makes a source valuable to an historian studying a topic by</p> <p>-to draw complex evaluations around historical debates</p> <p>-to memorise key specific information</p>	<p>-to evaluate the causes and consequences of events</p> <p>-to research and topic and synthesise information gathered</p> <p>-to draw complex evaluations around historical debates</p> <p>-to memorise key specific information</p>	<p>-to review and revise topics</p> <p>-to make broad links across the period</p> <p>-to memorise key specific information</p>
Key Questions	<p>Why is Russia difficult to govern?</p> <p>Why was there a Revolution in Feb/March 1917?</p>	<p>Why were the Bolsheviks able to take power in Oct/Nov 1917?</p> <p>How did Lenin consolidate power</p>	<p>-What was Russia's relationship with foreign powers under the Bolsheviks?</p> <p>Why did Lenin's death leave a power vacuum?</p>	<p>What was the reason for and impact of the 'Great Turn'?</p> <p>How did Stalin's grip on Russia increase?</p>	<p>Was there greater equality achieved between Black and White Americans from 1861-1970?</p>	

	<p>How did Russia operate between the revolutions?</p> <p>What were the developments between revolutions?</p>	<p>and create one-party control?</p> <p>How did the Bolsheviks deal with opposition after 1917 (including Civil War)</p> <p>How did life change under the Bolsheviks?</p>	<p>What debates shaped the leadership struggle?</p> <p>Why did Stalin emerge as party leader?</p>	<p>What was Russia's relationship with foreign powers under Stalin?</p>	<p>What factors helped / hindered the progress of the Civil Rights Movement?</p> <p>When did the Civil Rights Movement begin/ end?</p>	
<p>Assessment</p> <p>On their exam students will answer: one 30-mark question, where they evaluate the value of 3 sources for understanding a given topic (AO2).</p> <p>Two 25-mark (essay style) questions that ask students to present and develop an argument on a given topic or debate (AO1).</p>	<p>Students will be assessed on two 25mark questions and a source evaluation question (1 source)</p>	<p>Students will be assessed on one 25mark question and a source evaluation question (2 sources)</p>	<p>Students will be assessed on one 25mark question and a full 30mark source evaluation question.</p>	<p>Students will be assessed on one 25mark question and a full 30mark source evaluation question.</p>	<p>Students will be completing their NEA – but will hand in a practice source (AO2) + extract (AO3) evaluation.</p>	<p>Student's UCAS Mock will consist of at least one 25mark question and a full 30mark source evaluation question.</p>

<p>Literacy/ Numeracy/ SMSC/ Character</p>	<p>Developing students essay writing skills and critical thinking.</p> <p>Understanding the past and its impact on society today</p> <p>Assessment of citizenship in an autocratic state</p>	<p>Developing students essay writing skills and critical thinking.</p> <p>Understanding the past and its impact on society today</p> <p>Assessment of citizenship in an autocratic state</p>	<p>Developing students essay writing skills and critical thinking.</p> <p>Understanding the past and its impact on society today</p> <p>Assessment of citizenship in an autocratic state</p>	<p>Developing students essay writing skills and critical thinking.</p> <p>Understanding the past and its impact on society today</p> <p>Assessment of citizenship in an autocratic state</p>	<p>Developing students essay writing skills and critical thinking.</p> <p>Understanding the past and its impact on society today</p> <p>Evaluating the nature of progress and equality – linking the injustice of the past to its legacy and existence today.</p>	<p>Developing independent revision strategies, self-assessment of understand and fostering resilience.</p>
<p>Enrichment opportunities and futures</p>	<p>A Level Humanities/ History club</p> <p>Speakers in Schools</p> <p>Community outreach to local primary schools</p>	<p>A Level Humanities/ History club</p> <p>Speakers in Schools</p> <p>Community outreach to local primary schools</p>	<p>A Level Humanities/ History club</p> <p>Speakers in Schools</p> <p>Community outreach to local primary schools</p>	<p>A Level Humanities/ History club</p> <p>Speakers in Schools</p> <p>Community outreach to local primary schools</p>	<p>A Level Humanities/ History club</p> <p>Speakers in Schools</p> <p>Community outreach to local primary schools</p>	<p>A Level Humanities/ History club</p> <p>Speakers in Schools</p> <p>Community outreach to local primary schools</p>

