



## <u>Curriculum Map</u>

## Subject: History (Russia)

## Year Group: Year 12

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

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

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

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