

Curriculum Map

Subject: History (Russia)

Year Group: Year 12

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

Skills <i>Ability knowledge</i> <i>'knowing how'</i>	<ul style="list-style-type: none"> -to explain the causes and consequences of events -to explain what makes a source valuable to an historian studying a topic -to evaluate the relative importance of different factors over time/place/scope/ -to memorise key specific information 	<ul style="list-style-type: none"> -to evaluate the causes and consequences of events -to evaluate what makes a source valuable to an historian studying a topic by -to begin to draw complex evaluations around historical debates -to memorise key specific information 	<ul style="list-style-type: none"> -to evaluate the causes and consequences of events -to critically evaluate what makes a source valuable to an historian studying a topic by -to draw complex evaluations around historical debates -to memorise key specific information 	<ul style="list-style-type: none"> -to evaluate the causes and consequences of events -to critically evaluate what makes a source valuable to an historian studying a topic by -to draw complex evaluations around historical debates -to memorise key specific information 	<ul style="list-style-type: none"> -to evaluate the causes and consequences of events -to research and topic and synthesise information gathered -to draw complex evaluations around historical debates -to memorise key specific information 	<ul style="list-style-type: none"> -to review and revise topics -to make broad links across the period -to memorise key specific information
Key Questions	<ul style="list-style-type: none"> Why is Russia difficult to govern? Why was there a Revolution in Feb/March 1917? How did Russia operate between the revolutions? What were the developments between revolutions? 	<ul style="list-style-type: none"> Why were the Bolsheviks able to take power in Oct/Nov 1917? How did Lenin consolidate power and create one-party control? How did the Bolsheviks deal with opposition after 1917 (including Civil War) 	<ul style="list-style-type: none"> -What was Russia's relationship with foreign powers under the Bolsheviks? Why did Lenin's death leave a power vacuum? What debates shaped the leadership struggle? Why did Stalin emerge as party leader? 	<ul style="list-style-type: none"> What was the reason for and impact of the 'Great Turn'? How did Stalin's grip on Russia increase? What was Russia's relationship with foreign powers under Stalin? 	<ul style="list-style-type: none"> Was there greater equality achieved between Black and White Americans from 1861-1970? What factors helped / hindered the progress of the Civil Rights Movement? 	

		How did life change under the Bolsheviks?			When did the Civil Rights Movement begin/ end?	
<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>	Students will be assessed on two 25mark questions and a source evaluation question (1 source)	Students will be assessed on one 25mark question and a source evaluation question (2 sources)	Students will be assessed on one 25mark question and a full 30mark source evaluation question.	Students will be assessed on one 25mark question and a full 30mark source evaluation question.	Students will be completing their NEA – but will hand in a practice source (AO2) + extract (AO3) evaluation.	Student's UCAS Mock will consist of at least one 25mark question and a full 30mark source evaluation question.
Literacy/ Numeracy/ SMSC/ Character	<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 –</p>	<p>Developing independent revision strategies, self-assessment of understand and fostering resilience.</p>

					linking the injustice of the past to its legacy and existence today.	
--	--	--	--	--	--	--