

Curriculum Map

Subject: History (Russia)

Year Group: Year 13

	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>Economy and Society, 1929-41.</p> <p>-understand the economic and social developments in the Russian countryside, including the impact and success of collectivisation</p> <p>-understand the industrial and social developments in towns and cities, including the impact and success of the Five-Year Plans</p> <p>-understand the development of the Stalin Cult</p>	<p>-understand the social and economic condition of the Soviet Union by 1941.</p> <p>Stalinism, politics and control, 1929-41</p> <p>-understand the dictatorship under Stalin, his use of terror to control the party</p> <p>-to understand the features of the Yezhovshchina and the mass terror inflicted on the Russian people</p>	<p>- understand the impact Stalinism had on culture and society and the difference between Lenin and Stalin's USSR</p> <p>-understand Stalin's international relations with other countries from 1929-41.</p> <p>The Great Patriotic War and Stalin's Dictatorship (1941-53)</p> <p>-understand the impact of the war on the Soviet Union</p>	<p>-understand how the tide of the war changed and the reasons for the defeat of the Germans</p> <p>-Understand the condition of the USSR after the War and the features of High Stalinism</p> <p>-understand how the USSR had emerged as a superpower at the end of WWII and Stalin's legacy.</p>	<p>Revision for the Exams</p> <p>-this will vary from cohort to cohort and class to class as teachers diagnostically figure out what individuals need in the build up to their exam.</p>	<p>Revision for the Exams</p> <p>-this will vary from cohort to cohort and class to class as teachers diagnostically figure out what individuals need in the build up to their exam.</p>

<p>Skills <i>Ability knowledge</i> <i>'knowing how'</i></p>	<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>Key Questions</p>	<p>-How was collectivisation introduced?</p> <p>-What was the impact of collectivisation?</p> <p>-Was collectivisation a success?</p>	<p>-how strong was the USSR by 1941?</p> <p>-why did Stalin inflict terror on his people?</p> <p>-what was the impact of the Yezhovshchina?</p>	<p>-How did Stalin get on with the European powers?</p> <p>-Was the USSR ready for War in 1941?</p> <p>-What was the impact of war on the USSR?</p>	<p>-Why did the tide of the war change in 1942-3?</p> <p>-how did the USSR emerge after WWII?</p> <p>-What was the impact of High</p>	<p>-What do I need to revise?</p> <p>-How can I prepare for my exams?</p> <p>-What help / support do I need?</p>	<p>-What do I need to revise?</p> <p>-How can I prepare for my exams?</p> <p>-What help / support do I need?</p>

	<p>-How successful were Stalin's Five-Year Plans?</p> <p>-Did ordinary people benefit from economic growth?</p> <p>-How did the cult of Stalin permeate into society?</p>	<p>-who was responsible for the great terror?</p>		<p>Stalinism on the Soviet citizens?</p> <p>-What position of the Soviet Union in 1953?</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 at least one 25mark question and a full 30mark source evaluation question.</p>	<p>Students will be assessed on at least one 25mark question and a full 30mark source evaluation question.</p>	<p>January Mocks – Students will complete a full 2hr 30mins paper.</p> <p>Students will complete one 30marks question and two 25 mark questions</p>	<p>Students will be assessed on at least one 25mark question and a full 30mark source evaluation question.</p>	<p>Students will be assessed on at least one 25mark question and a full 30mark source evaluation question.</p>	<p>A Level Examinations</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>Assessment of citizenship in an autocratic state</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>