



Curriculum Map

Subject: History (Russia)				Year Group: Year 13		
	Autumn I	Autumn 2	Spring I	Spring 2	Summer I	Summer 2
Content	Economy and	-understand the	- understand the	-understand how	Revision for the	Revision for the
Descriptive/propositio nal knowledge	Society, 1929-41.	social and economic condition of the	impact Stalinism had on culture and	the tide of the war changed and the	Exams	Exams
'knowing that'	-understand the economic and social developments in the	Soviet Union by 1941. Stalinism, politics	society and the difference between Lenin and Stalin's	reasons for the defeat of the Germans	-this will vary from cohort to cohort and	-this will vary from cohort to cohort and class
	Russian countryside,	and control,	USSR		class to class as	to class as
	including the impact and success of	1929-41	-understand Stalin's	-Understand the condition of the	teachers diagnostically	teachers diagnostically
	collectivisation	-understand the dictatorship under	international relations with other countries	USSR after the War and the	figure out what individuals need	figure out what individuals need
	-understand the industrial and social	Stalin, his use of terror to control the	from 1929-41.	features of High Stalinism	in the build up to their exam.	in the build up to their exam.
	developments in	party	The Great		co crien exam.	co circli cham.
	towns and cities, including the impact and success of the	-to understand the features of the	Patriotic War and Stalin's Dictatorship	-understand how the USSR had emerged as a		
	Five-Year Plans	Yezhovshchina and the mass terror	(1941-53)	superpower at the end of WWII and		
	-understand the development of the Stalin Cult	inflicted on the Russian people	-understand the impact of the war on the Soviet Union	Stalin's legacy.		

Skills	-to explain the	-to evaluate the	-to evaluate the	-to evaluate the	-to evaluate the	
Ability knowledge	causes and	causes and	causes and	causes and	causes and	
'knowing how'	consequences of	consequences of	consequences of	consequences of	consequences	
	events	events	events	events	of events	
	-to explain what	-to evaluate what	-to critically evaluate	-to critically	-to research	
	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	
	historian studying a	historian studying a	historian studying a	valuable to an	information	
	topic	topic by	topic by	historian studying a	gathered	
				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	-How was	-how strong was the	-How did Stalin get	-Why did the tide	-What do I	-What do I need
	collectivisation	USSR by 1941?	on with the European	of the war change	need to revise?	to revise?
	introduced?		powers?	in 1942-3?		
		-why did Stalin inflict			-How can I	-How can I
	-What was the	terror on his people?	-Was the USSR ready	-how did the USSR	prepare for my	prepare for my
	impact of		for War in 1941?	emerge after	exams?	exams?
	collectivisation?	-what was the impact		WWII?		
		of the Yezhovshchina?	-What was the		-What help /	-What help /
	-Was collectivisation		impact of war on the	-What was the	support do l	support do I

	-How successful were Stalin's Five-Year Plans? -Did ordinary people benefit from economic growth? -How did the cult of Stalin permeate into society?	-who was responsible for the great terror?		Stalinism on the Soviet citizens? -What position of the Soviet Union in 1953?		
Assessment On their exam students will answer: one 30-mark question, where they evaluate the value of 3 sources for understanding a given topic (AO2). Two 25-mark (essay style) questions that ask students to present and develop an argument on a given topic or debate (AO1).	Students will be assessed on at least one 25mark question and a full 30mark source evaluation question.	Students will be assessed on at least one 25mark question and a full 30mark source evaluation question.	January Mocks – Students will complete a full 2hr 30mins paper. Students will complete one 30marks question and two 25 mark questions	Students will be assessed on at least one 25mark question and a full 30mark source evaluation question.	Students will be assessed on at least one 25mark question and a full 30mark source evaluation question.	A Level Examinations

Literacy/ Numeracy/	Developing students	Developing students	Developing students	Developing	Developing	
SMSC/ Character	essay writing skills	essay writing skills	essay writing skills	students essay	students essay	
	and critical thinking.	and critical thinking.	and critical thinking.	writing skills and	writing skills	
				critical thinking.	and critical	
	Understanding the	Understanding the	Understanding the		thinking.	
	past and its impact	past and its impact on	past and its impact on	Understanding the		
	on society today	society today	society today	past and its impact	Understanding	
				on society today	the past and its	
	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		
				autocratic state	Assessment of	
					citizenship in an	
					autocratic state	
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/
ratares				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	