

# IDSALL SCHOOL



## KS3 & 5 History Curriculum Transition

The Key Stage 3 curriculum for history at Idsall School is in the process of switching to the Edexcel schemes of work to match the schemes of work used at KS3 and KS4. This is so that pupils will experience a coherent 7 year journey from year 7 to year 13.

Currently year 12 have migrated to the A level Edexcel scheme of work. Next year, Y12 and Y13 will be using the Edexcel scheme of work, as well as KS3 and KS4. Therefore by September 2023, all years will be using these schemes of work.

# IDSALL SCHOOL



## KS5 History Curriculum

### Our vision for History

The purpose and aims of the History curriculum at Idsall School is to ensure students know how to be a functioning, questioning individual. We want them to understand the wider world around them by studying a range of history from Britain and around the world. We want to inspire curiosity and a passionate understanding of the past through enquiry based lessons and a variety of teaching and learning styles.

Effective teaching will support pupils in imparting an in-depth knowledge and narrative of the past, as well as developing a wide range of history skills to engender a healthy scepticism of evidence, to understand how the past shapes their current environment and to examine historical issues in context of the standards of their time.

Our breadth of curriculum aims to ensure the above, as well as using A level style exam questions as formal assessment to develop the skills needed to achieve the above and prepare for A level exams.



# KS5 History Overview

What is my Learning Journey this year?



## What to expect

**Content** – Rule of Nicholas II 1894-1905, End of Romanov Rule 1906-1917, Provisional Govt. and Opponents, Defending the Bolshevik Revolution 1917-1924

**Assessment** – written assessments on Tsarist government, Nicholas I and the Dumas, and the survival of Bolshevik Rule 1917-24, opposition to the Bolshevik Regime

### Bigger Picture Question –

How, and how oppressively, was Russia governed before 1905?, What triggered the revolution of February 1917?, What part did Lenin and Trotsky play in the making of the October Revolution?

## Public Health 1780-1939 (Paper 3)

### What to expect

**Content** – the health of the nation, c1780–1939, The Impetus for public health reforms, Changes in public health, poverty, the people and the law, Paupers and Pauperism, 1780-1832, The Poor Law Amendment Act, 1832-47, Government, self-help and charity, 1847-80, Social and welfare reforms, 1880-1914, Depression and the Dole, 1920-39

**Assessment** – written assessment on Poverty, public health and the state in Britain, c1780–1939

**Bigger Picture Question** – Why did reforms to public health become a pressing issue from 1780?, Why did the pressure for change intensify 1780-1834? What impact did the Workhouses have? To what extent were the Liberal reforms effective?

## What to expect

**Content** – The Malleus Maleficarum, James I's Daemonologie, The First, Second, Third and Fourth Crusades, The Crusader States, Pope Urban's speech

**Assessment** – written assignment of between 3,000 and 4,000 words to be submitted and is counted towards 20% of the A level

**Bigger Picture Question** – Why did Europeans decide to fight for the Holy land? Why did sceptical attitudes to witchcraft grow in the years 1550-1650?

## The Witch Craze/The Crusades (Coursework)

On to Higher Education



From GCSE



## The Stuarts (Paper 1)

### What to expect

**Content** – The Quest for Political Stability, 1625-88, Religion: conflict and dissent, 1625–88, Social and intellectual challenge, 1625–88, Economy, trade and empire, 1625–88, How revolutionary, in the years to 1701, was the Glorious Revolution of 1688–89?

**Assessment** – written assessments on Charles I, Republican Rule, Religion in the Interregnum, Social change 1625-88, Stuart economy, historical interpretations on England 1688-1701

**Bigger Picture Question** – Why did monarchical government fail in the years 1625-49?, How effectively did the Church of England evolve in conditions of conflict and revolution?, In what ways did the revolutionary events of the century affect the structure of society?, How significant was imperial expansion between 1625 and 1688 to the economy?, How significant were the revolutionary ideals in the establishment of a constitutional monarchy?



## The Russian Revolution (Paper 2)



**The Big Picture – Intent:**

Students cover two A level topics: a breadth study on Stuart England 1625-1701 with interpretations, and a depth study on Russia in Revolution 1894-1924.  
 Units covered: the quest for political stability, 1625-88, Religion: conflict and dissent, 1625–88, Social and Intellectual Change, 1625-88, Economy, trade and empire, 1625-88, Historical Interpretations of the Glorious Revolution, 1699-89, Rule of Nicholas II 1894-1905, End of Romanov Rule 1906-1917, Provisional Govt. and Opponents, Defending the Bolshevik Revolution 1917-1924.

**Skills covered:** Own knowledge essays and how to write them (explanation and evaluation) analysing historians’ interpretations and evaluating historical sources.

How does this link with their previous learning? Builds on their knowledge of the Cold War at GCSE and the Stuarts from KS3.

How can this be extended? Wider reading of the subject is expected, using the wider reading list provided in the course handbook.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided, where necessary.

**Implementation:**

**Units covered:** *The quest for political stability, 1625-88, Religion: conflict and dissent, 1625–88, Social and Intellectual Change, 1625-88, Economy, trade and empire, 1625-88, Historical Interpretations of the Glorious Revolution, 1699-89, Rule of Nicholas II 1894-1905, End of Romanov Rule 1906-1917, Provisional Govt. and Opponents, Defending the Bolshevik Revolution 1917-1924.*

The lessons will be taught chronologically for the Russia Depth study and thematically for the Stuart England breadth study.

Overarching enquiry covering several lessons to address key historical questions (e.g. Why did monarchical government fail in the years 1625-49?).

Reading and research-based learning activities will be set as homework tasks to develop historical vocabulary and deepen learning.

**How are literacy skills to be developed and extended?**

Literacy will be promoted throughout with the incorporation of historical key words in each lesson. High standards of literacy will be essential for essay writing and skills. There will be a focus on teaching and modelling written communication, forming essays and how to read historical language.

**Key Summative Assessments:**

Half termly end of unit tests assess student learning

End of year cumulative exam  
 Retrieval homework  
 Live marking and low stakes quizzing

**Autumn Term:**

**3 Assessment essays on:** Charles I, Republican Rule and Tsarist government with DIRT  
**1 assessment source analysis on:** Nicholas I and the Dumas with DIRT

**Spring Term:**

**4 assessment essays on:** Religion in the Interregnum, Social change 1625-88, Stuart economy and the survival of Bolshevik Rule 1917-24 with DIRT  
**1 assessment source analysis on:** opposition to the Bolshevik Regime with DIRT

**Summer term:**

**2 essay assessment, 2 historical interpretations on:** England 1688-1701 and **1 source analysis assessment** plus mock exams in both units

**Impact:**

By the end of the year students in year 12 will have a detailed understanding of Stuart England from 1625-1701 and of Russia from 1894-1924. They will be confident in writing depth and breadth own knowledge essays. Students will have analysed and evaluated historians’ interpretations relating to the 4 key historical debates about how revolutionary the Glorious Revolution was. Students will be able to explain change and continuity across both time periods as well as draw out and evaluate similarities and differences. They will have also analysed and evaluated primary sources about the Russian Revolution.

Content/Units	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Prior Learning (Y11)	Future learning (Y13)
<p><b>Britain, 1625–1701: conflict, revolution and settlement – Theme 1: The Quest for Political Stability, 1625-88</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate, organise and communicate knowledge and understanding</li> <li>• Analyse and evaluate the key features related to the periods studied</li> <li>• Make substantiated judgements and exploring concepts, as relevant, of:               <ul style="list-style-type: none"> <li>• cause</li> <li>• consequence</li> <li>• change</li> <li>• continuity</li> <li>• similarity</li> <li>• difference</li> <li>• significance</li> </ul> </li> </ul> <p><b>Unit tests include:</b></p> <p>A question on significance and causation question on what extent was Charles I personally responsible for the problems which faced the monarchy in the years 1629–46?</p> <p>A question on similarity and difference about what extent was republican rule (1649–60) different from the personal rule of Charles I (1629–40)?</p>	<ul style="list-style-type: none"> <li>• The failure of monarchical government, 1625–46</li> <li>• Charles I and parliament, 1625–29</li> <li>• Personal rule and its failure, 1629–40</li> <li>• The failure to compromise, 1640–49</li> <li>• Republican rule, 1649–60: reasons for the failure of Republican attempts to provide stable government</li> <li>• The role of Cromwell</li> <li>• From restoration to revolution, 1660–88: the Restoration Settlement, 1660–64</li> <li>• Conflicts between king and parliaments, 1665–81</li> <li>• Personal rule and the collapse of royal power, 1681–88</li> </ul> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>• Why did monarchical government fail in the years 1625-49?</li> <li>• To what extent did republican rule provide a stable government, 1649-60?</li> <li>• Why was the Stuart monarchy restored in 1660, only to collapse 28 years later?</li> </ul>	<ul style="list-style-type: none"> <li>• Anglo-Saxon society</li> <li>• Monarchy and government. The power of the English monarchy</li> <li>• Earldoms, local government and the legal system</li> <li>• The economy and social system</li> <li>• The last years of Edward the Confessor and the succession crisis</li> <li>• The power of the Godwins</li> <li>• Harold Godwinson’s embassy to Normandy</li> <li>• The rival claimants for the throne</li> <li>• The motives and claims of William of Normandy, Harald Hardrada and Edgar</li> <li>• The Witan and the coronation and reign of Harold Godwinson</li> <li>• Reasons for, and significance of, the outcome of the battles of Gate Fulford and Stamford Bridge</li> <li>• The Norman invasion</li> <li>• The Battle of Hastings</li> <li>• Reasons for William’s victory, including the leadership skills of Harold and William, Norman and English troops and tactics</li> </ul>	<ul style="list-style-type: none"> <li>• Stuart witch Craze</li> <li>• The Role of Government in the Witch Craze or Crusades</li> <li>• Interpretations of Witch Craze or Crusades</li> </ul>

			<ul style="list-style-type: none"> <li>• How William I maintained royal power</li> <li>• Norman government</li> <li>• Changes to government after the Conquest. Centralised power and the limited use of earls under William I. The role of regents</li> </ul>	
<p><b>Britain, 1625–1701: conflict, revolution and settlement - Theme 2: Religion: conflict and dissent, 1625–88</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate, organise and communicate knowledge and understanding</li> <li>• Analyse and evaluate the key features related to the periods studied</li> <li>• Make substantiated judgements and exploring concepts, as relevant, of: <ul style="list-style-type: none"> <li>• cause</li> <li>• consequence</li> <li>• change</li> <li>• continuity</li> <li>• similarity</li> <li>• difference</li> <li>• significance</li> </ul> </li> </ul> <p><b>End of Unit test includes:</b> A question on Significance and Causation about how accurate it is to say that the failure of republican government, in the years 1649–60, was primarily due to divisions over religious issues?</p>	<p>The Church of England:</p> <ul style="list-style-type: none"> <li>• Laud’s policies and religious uniformity</li> <li>• parliament’s reordering of the church, 1640–60</li> <li>• the restoration of Anglicanism, 1660–62 and its dominant position in religious life.</li> </ul> <p>The growth of religious nonconformity:</p> <ul style="list-style-type: none"> <li>• Puritanism under Charles I</li> <li>• Presbyterians and religious radicalism</li> <li>• the persecution of dissenters under Charles II and James II.</li> </ul> <p>The Catholic question:</p> <ul style="list-style-type: none"> <li>• Catholic influence within Charles I’s court</li> <li>• the exclusion of Catholics from religious toleration</li> <li>• anti-Catholic sentiment, 1660–88.</li> </ul> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>• How effectively did the Church of England evolve in conditions of conflict and revolution?</li> <li>• Why did religious dissent and non-conformity increase in the years 1625-88?</li> </ul>	<ul style="list-style-type: none"> <li>• Towns and villages. The influence of the Church.</li> <li>• The feudal system and the Church.</li> <li>• The Church in England: its role in society and relationship to government, including the roles of Stigand and Lanfranc.</li> <li>• The Normanisation and reform of the Church in the reign of William I.</li> <li>• The career and significance of Bishop Odo.</li> </ul>	<ul style="list-style-type: none"> <li>• The impetus for public health reforms</li> <li>• The role of religion in the Witch Craze or Crusades</li> <li>• Interpretations of Witch Craze or Crusades</li> </ul>

		<ul style="list-style-type: none"> <li>Why, and with what effects, did fear of Roman Catholic influence increase under the Stuart Monarchs?</li> </ul>		
<p><b>Britain, 1625–1701: conflict, revolution and settlement - Theme 3: Social and intellectual challenge, 1625–88</b></p>	<ul style="list-style-type: none"> <li>Demonstrate, organise and communicate knowledge and understanding</li> <li>Analyse and evaluate the key features related to the periods studied</li> <li>Make substantiated judgements and exploring concepts, as relevant, of: <ul style="list-style-type: none"> <li>cause</li> <li>consequence</li> <li>change</li> <li>continuity</li> <li>similarity</li> <li>difference</li> <li>significance</li> </ul> </li> </ul> <p><b>Unit tests include:</b> A question on Change and Continuity about how accurate it is to say that the social structure of Britain was transformed in the years 1625–88? – Change and Continuity</p> <p>A question on Change and Continuity about how accurate it is to say that religious and legal changes, in the years 1625-88, did little to alter the status of women?</p>	<p>Population:</p> <ul style="list-style-type: none"> <li>reasons for the increase in population</li> <li>the impact of population growth on urban development and rural change</li> <li>growth of poverty</li> <li>the Poor Laws and actions against beggars and vagrants.</li> </ul> <p>The changing structure of society:</p> <ul style="list-style-type: none"> <li>the power of the nobility</li> <li>the changing gentry class</li> <li>urbanisation and the growth of the professional and merchant classes</li> <li>the impact of religious and legal changes on the status of women.</li> </ul> <p>A ferment of ideas:</p> <ul style="list-style-type: none"> <li>radical political ideas, including the Levellers and the Diggers</li> <li>the end of divine right monarchy and a confessional state</li> <li>the significance of the ideas of Hobbes and Locke</li> <li>the scientific revolution, including Francis Bacon and the experimental method</li> <li>the significance of the Royal Society.</li> </ul> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>Why did the population of Britain increase in the years 1625-88 and what impact did this have?</li> </ul>	<ul style="list-style-type: none"> <li>The feudal system and the Church.</li> <li>The feudal hierarchy. The role and importance of tenants-in-chief and knights. The nature of feudalism (landholding, homage, knight service, labour service); forfeiture.</li> <li>The extent of change to Anglo-Saxon society and economy.</li> <li>Norman government.</li> <li>Changes to government after the Conquest. Centralised power and the limited use of earls under William I. The role of regents.</li> <li>The office of sheriff and the demesne. Introduction and significance of the ‘forest’.</li> <li>Domesday Book and its significance for Norman government and finance.</li> <li>The Norman aristocracy.</li> <li>The culture and language of the Norman aristocracy.</li> </ul>	<ul style="list-style-type: none"> <li>Changes in public health</li> <li>Paupers and pauperism, 1780–1832</li> <li>The Poor Law Amendment Act and its impact, 1832–47</li> <li>The Role of misogyny in the Witch Craze or Crusades</li> <li>Interpretations of Witch Craze or Crusades</li> </ul>

		<ul style="list-style-type: none"> <li>• In what ways did the revolutionary events of the century affect the structure of society?</li> <li>• What changes came about in the fields of science, philosophy and political ideas?</li> </ul>		
<p><b>Britain, 1625–1701: conflict, revolution and settlement - Theme 4: Economy, trade and empire, 1625–88</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate, organise and communicate knowledge and understanding</li> <li>• Analyse and evaluate the key features related to the periods studied</li> <li>• Make substantiated judgements and exploring concepts, as relevant, of: <ul style="list-style-type: none"> <li>• cause</li> <li>• consequence</li> <li>• change</li> <li>• continuity</li> <li>• similarity</li> <li>• difference</li> <li>• significance</li> </ul> </li> </ul> <p><b>Unit tests include:</b></p> <p>A Significance and Causation question on to what extent the growth of banking and insurance was responsible for the expansion of the Stuart economy in the years 1625–88? Causation, significance, 20-mark question.</p> <p>A question on Change and Continuity about how far you agree that the British economy was transformed in the years 1625–85?</p>	<p>Agriculture:</p> <ul style="list-style-type: none"> <li>• changes in agricultural techniques</li> <li>• the development of specialised farming and the growth of employment</li> <li>• changes in agricultural techniques</li> <li>• the development of specialised farming and the growth of employment</li> <li>• capital investment in agriculture</li> <li>• the development of national markets.</li> </ul> <p>Changing trade patterns:</p> <ul style="list-style-type: none"> <li>• the changing cloth trade, including ‘new draperies’ and the impact of Protestant refugees</li> <li>• the growth of London and its impact on economic development</li> <li>• the growth of banking and insurance.</li> </ul> <p>The impact of imperial expansion:</p> <ul style="list-style-type: none"> <li>• the significance of North America and Jamaica</li> <li>• the Navigation Acts and the development of mercantilism</li> <li>• effects of Anglo-Dutch commercial rivalry</li> <li>• the role of the East India Company</li> <li>• the significance of British control of the triangular trade.</li> </ul> <p><b>Core Questions:</b></p>	<ul style="list-style-type: none"> <li>• The extent of change to Anglo-Saxon society and economy.</li> <li>• Satellite states (Y10)</li> <li>• Dollar Imperialism (Y10)</li> </ul>	<ul style="list-style-type: none"> <li>• The Role of the economy in the Witch Craze or Crusades</li> <li>• Interpretations of Witch Craze or Crusades</li> <li>• The Poor Law Amendment Act and its impact, 1832–47</li> </ul>



		<ul style="list-style-type: none"> <li>• How far did changes in agricultural techniques and investment impact on the economy?</li> <li>• What impact did changing trade patterns, banking and insurance have on economic development?</li> <li>• How significant was imperial expansion between 1625 and 1688 to the economy?</li> </ul>		
<p><b>Britain, 1625–1701: conflict, revolution and settlement - Historical interpretations: How revolutionary, in the years to 1701, was the Glorious Revolution of 1688–89?</b></p>	<ul style="list-style-type: none"> <li>• Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</li> </ul> <p><b>Unit tests include:</b></p> <p>A question on differing interpretations that the Glorious Revolution ‘did not have revolutionary effects’.</p> <p>A question on differing interpretations, that Toleration Act of 1689 failed to promote religious tolerance?</p>	<ul style="list-style-type: none"> <li>• The significance of revolutionary ideals in the establishment of a constitutional monarchy.</li> <li>• The impact of the Toleration Act 1688 and the end of Anglican supremacy.</li> <li>• The significance of the Triennial Act 1694 and the growth of parliamentary power.</li> <li>• The importance of William III’s wars in the development of a financial revolution.</li> </ul> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>• How significant were the revolutionary ideals in the establishment of a constitutional monarchy?</li> <li>• What was the impact of the Toleration Act of 1689 and the end of Anglican supremacy?</li> <li>• How significant was the Triennial Act of 1694 in promoting parliamentary power?</li> <li>• How important were William III’s wars in the development of financial revolution?</li> </ul>	<ul style="list-style-type: none"> <li>• Spartakists</li> <li>• Kapp Putsch</li> <li>• Munich Putsch</li> <li>• Army Generals Plot</li> <li>• Revolts against William I</li> <li>• Hungarian and Czechoslovakian uprising (Y10)</li> </ul>	<ul style="list-style-type: none"> <li>• Historical interpretations of the Witch Craze or the Crusades</li> </ul>

<p><b>Russia in revolution, 1894–1924 - Rule of Nicholas II 1894-1905</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate, organise and communicate knowledge and understanding</li> <li>• Analyse and evaluate the key features related to the periods studied</li> <li>• Make substantiated judgements and exploring concepts, as relevant, of: <ul style="list-style-type: none"> <li>○ cause</li> <li>○ consequence</li> <li>○ change</li> <li>○ continuity</li> <li>○ similarity</li> <li>○ difference</li> <li>○ significance</li> </ul> </li> <li>• Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context</li> </ul> <p><b>End of Unit test includes:</b> A question on Change and Continuity how accurate is it to say that Tsarism remained a fundamentally stable system of government in the years 1894-1914?</p>	<ul style="list-style-type: none"> <li>• The rule of Nicholas II, 1894–1905</li> <li>• The nature of autocratic rule: the Tsarist principles of autocracy, nationality and orthodoxy; the oppression of nationalities; anti-semitism; the Okhrana.</li> <li>• Opposition to Tsarism: unrest among peasants and workers; middle-class opposition and the League of Liberation; the Socialist Revolutionaries and the Social Democrats; reasons for the lack of success of opposition groups.</li> <li>• The 1905 Revolution: the impact of the Russo-Japanese war; Bloody Sunday; the spread of revolutionary activity among peasants, workers and national minorities; the St. Petersburg Soviet.</li> <li>• Nicholas II’s response: the failure of the August Manifesto; the October Manifesto and the response of opposition groups; the crushing of the Moscow Uprising; the extent of the recovery of Tsarist power.</li> </ul> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>• How, and how oppressively, was Russia governed before 1905?</li> <li>• How much organised opposition did the Tsarist regime face before 1905, and how did the aims of the main opposition groups differ?</li> <li>• In what way, and how seriously, was the Tsarist Regime threatened by revolutionary activity?</li> </ul>	<ul style="list-style-type: none"> <li>• Spartacists</li> <li>• Kapp Putsch</li> <li>• Munich Putsch</li> <li>• Army Generals Plot</li> <li>• The Rule of William I</li> <li>• Revolts against William I</li> <li>• Hungarian and Czechoslovakian uprising (Y10)</li> <li>• All of Cold War topic from Y10</li> </ul>	<ul style="list-style-type: none"> <li>• The government, self-help and</li> <li>• Charity</li> <li>• Source evaluation of Witch Craze or Crusades</li> </ul>
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		<ul style="list-style-type: none"> <li>In what ways, and how successfully, did the Tsarist regime respond to the threats it faced in 1905?</li> </ul>		
<p><b>Russia in revolution, 1894–1924 - End of Romanov Rule 1906-1917</b></p>	<ul style="list-style-type: none"> <li>Demonstrate, organise and communicate knowledge and understanding</li> <li>Analyse and evaluate the key features related to the periods studied</li> <li>Make substantiated judgements and exploring concepts, as relevant, of: <ul style="list-style-type: none"> <li>cause</li> <li>consequence</li> <li>change</li> <li>continuity</li> <li>similarity</li> <li>difference</li> <li>significance</li> </ul> </li> <li>Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context</li> </ul> <p><b>End of Unit test includes:</b></p> <p>A sources question on their value to the historian for an enquiry in Nicholas II's attitude towards the dumas?</p>	<ul style="list-style-type: none"> <li>The end of Romanov rule, 1906–17</li> <li>Change and continuity in government: the Fundamental Law; the radicalism of the first two dumas; Nicholas II's relations with the dumas, 1906–14; the nature of Tsarist government and royal power in 1914.</li> <li>Repression and reform, 1906–14: Stolypin's repression and the restoration of stability; actions against revolutionary parties; reform of agricultural landholdings and emigration to Siberia; the Lena goldfields massacre 1912.</li> <li>The impact of the First World War: the state of the armed forces in 1914; economic problems including inflation and supplies for cities. The roles of Nicholas, Alexandra and Rasputin; the Progressive Bloc and Zemgor.</li> <li>The February Revolution: growth of unrest in towns and countryside; International Women's Day and the Petrograd general strike; the creation of the Provisional Committee and the Petrograd Soviet; the abdication of Nicholas II.</li> </ul> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>What political changes took place in Russia in the years 1906-14 and to what extent did they modify the Tsarist system of government?</li> <li>To what extent did Stolypin's policies of repression and reform succeed in</li> </ul>	<ul style="list-style-type: none"> <li>Spartakists</li> <li>Kapp Putsch</li> <li>Munich Putsch</li> <li>Army Generals Plot</li> <li>The Rule of William I</li> <li>Revolts against William I</li> <li>Hungarian and Czechoslovakian uprising (Y10)</li> <li>All of Cold War topic from Y10</li> </ul>	<ul style="list-style-type: none"> <li>The government, self-help and</li> <li>Charity</li> <li>Source evaluation of Witch Craze or Crusades</li> </ul>

		<p>putting the Tsarist regime on a more stable footing?</p> <ul style="list-style-type: none"> <li>• What impact did Russia's involvement in WW1 have an impact in the reputation of the Tsarist regime?</li> <li>• What triggered the revolution of February 1917?</li> </ul>		
<p><b>Russia in revolution, 1894–1924 - Provisional Govt. and Opponents</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate, organise and communicate knowledge and understanding</li> <li>• Analyse and evaluate the key features related to the periods studied</li> <li>• Make substantiated judgements and exploring concepts, as relevant, of: <ul style="list-style-type: none"> <li>• cause</li> <li>• consequence</li> <li>• change</li> <li>• continuity</li> <li>• similarity</li> <li>• difference</li> <li>• significance</li> </ul> </li> <li>• Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context</li> </ul>	<ul style="list-style-type: none"> <li>• The Provisional Government and its opponents, February– October 1917.</li> <li>• The nature of dual power: the political complexion of the Provisional government; the extent of its power and support; the aims and membership of the Petrograd Soviet; early political reforms.</li> <li>• Opposition to the Provisional government: conflicting attitudes on the continuation of the war; Lenin's return to Russia and the April Theses; the Milyukov crisis; the June Offensive and the July Days.</li> <li>• The second Provisional government, July–October: Kerensky as Prime Minister; the membership of the new government; problems in industry and agriculture; the Kornilov affair and its impact on the government and the Bolsheviks.</li> <li>• The October Revolution: Lenin's influence on the Central Committee; the Constituent Assembly elections; Trotsky and the Military Revolutionary Committee; the events of 24–26 October; the formation of the Bolshevik government.</li> </ul> <p><b>Core Questions:</b></p>	<ul style="list-style-type: none"> <li>• Spartakists</li> <li>• Kapp Putsch</li> <li>• Munich Putsch</li> <li>• Army Generals Plot</li> <li>• The Rule of William I</li> <li>• Revolts against William I</li> <li>• Hungarian and Czechoslovakian uprising (Y10)</li> <li>• All of Cold War topic from Y10</li> </ul>	<ul style="list-style-type: none"> <li>• The nature of opposition to the operation of new Poor Law</li> <li>• The Role of Government in the Witch Craze or Crusades</li> <li>• Source evaluation of Witch Craze or Crusades</li> </ul>

		<ul style="list-style-type: none"> <li>• Is Dual Power an apt description of the relationship between the Provisional Government and the Petrograd Soviet in early 1917?</li> <li>• Who opposed the Provisional Government in early and mid-1917, and why?</li> <li>• In what circumstances did Kerensky become head of the second provisional Government, and why did he fail to retain popular support?</li> <li>• What part did Lenin and Trotsky play in the making of the October Revolution?</li> </ul>		
<p><b>Russia in revolution, 1894–1924 - Defending the Bolshevik Revolution 1917-1924</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate, organise and communicate knowledge and understanding</li> <li>• Analyse and evaluate the key features related to the periods studied</li> <li>• Make substantiated judgements and exploring concepts, as relevant, of: <ul style="list-style-type: none"> <li>○ cause</li> <li>○ consequence</li> <li>○ change</li> <li>○ continuity</li> <li>○ similarity</li> <li>○ difference</li> <li>○ significance</li> </ul> </li> <li>• Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context</li> </ul> <p><b>Unit tests include:</b></p>	<ul style="list-style-type: none"> <li>• Defending the Bolshevik revolution, October 1917–24.</li> <li>• Consolidating Bolshevik power: the closing of the Constituent Assembly; making peace at Brest-Litovsk; the formation of the Cheka; attacks on Bolshevik opponents; the Red Terror.</li> <li>• Bolshevik economic policies: state capitalism; War.</li> <li>• Communism; the Tambov rising and the Kronstadt mutiny.</li> <li>• Economic and political results of the New Economic Policy</li> <li>• The ban on factions 1921.</li> <li>• Defeat of domestic enemies: the Social Revolutionaries, national minorities and the Whites; Trotsky and the Red Army; the geography of the civil war; the defeat of Kolchak, Denikin and Yudenich.</li> <li>• Foreign intervention in Russia: reasons, nature and extent of</li> </ul>	<ul style="list-style-type: none"> <li>• Spartakists</li> <li>• Kapp Putsch</li> <li>• Munich Putsch</li> <li>• Army Generals Plot</li> <li>• The Rule of William I</li> <li>• Revolts against William I</li> <li>• Hungarian and Czechoslovakian uprising (Y10)</li> <li>• All of Cold War topic from Y10</li> </ul>	<ul style="list-style-type: none"> <li>• The nature of opposition to the operation of new Poor Law</li> <li>• The Role of Government in the Witch Craze or Crusades</li> <li>• Source evaluation of Witch Craze or Crusades</li> </ul>

	<p>A question on Cause and Consequence about How far you agree that the survival of the Bolshevik regime in the years 1917-1921 owed more to the weaknesses of its opponents than to the leadership of Lenin and Trotsky? Cause and Consequence 20-mark question.</p> <p>A source evaluation on how much weight do you give to the evidence of sources for an enquiry into opposition to the Bolshevik regime in the early 1920s?</p>	<p>intervention; the impact of war weariness and the lack of</p> <ul style="list-style-type: none"> <li>• support in the west for intervention; the end of intervention.</li> </ul> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>• What steps did the Bolsheviks take after the October Revolution to consolidate their hold on power?</li> <li>• How did Bolshevik economic policy evolve in the years 1917-21?</li> <li>• Why were the Bolsheviks able to defeat their domestic enemies in the Russian Civil War?</li> <li>• For what reason, and with what results, did foreign powers intervene in Russia in the civil war era?</li> </ul>		
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**The Big Picture – Intent:**

Students continue to study the two topics they started in Y12: Modern Britain 1951-2007 and Russia 1855-1964 as well as completing a personal study on the European Witch Craze or the Crusades for coursework (NEA).

**Skills covered:** Own knowledge essays and how to write them (explanation and evaluation) analysing historians’ interpretations and evaluating historical sources. Through the coursework, students will develop independent research skills, including skills in primary research and the selection of appropriate methods for data collection, extended reading and academic writing, including reading academic articles, planning/project management, including the refining of research questions, evaluation of arguments and processes, including evaluation of the research process, and critical thinking.

How does this link with their previous learning? Builds on their knowledge of Russia and Modern Britain started in Y12.

How can this be extended? Wider reading of the subject is expected, using the wider reading list provided in the course handbook.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided, where necessary.

**Implementation:**

**Units covered:** *The emergence of Communist dictatorship, 1917–1941, The Stalinist dictatorship and reaction, 1941–1964, The impact of Thatcherism, 1979–1987, Towards a new Consensus, 1987–1997, The Era of New Labour, 1997–2007.*

The lessons will be taught Chronologically for both Units – NEA lessons will be once every two weeks where students will be taught the skills they need to research their topic, have a chance to ask for advice and to show they have met regular deadlines.

Overarching enquiry covering several lessons to address key historical questions (e.g., Was there a Thatcher Revolution?)

Reading and research-based learning activities will be set as homework tasks to develop historical vocabulary and deepen learning.

**Units covered:** The emergence of Communist dictatorship, 1917–1941, The Stalinist dictatorship and reaction, 1941–1964, The impact of Thatcherism, 1979–1987, Towards a new Consensus, 1987–1997, The Era of New Labour, 1997–2007.

**How are literacy skills to be developed and extended?**

Literacy will be promoted throughout with the incorporation of historical key words in each lesson. High standards of literacy will be essential for essay writing and skills. There will be a focus on teaching and modelling written communication, forming essays and how to read historical language.

**Key Summative Assessments:**

Half termly end of unit tests assess student learning

End of year cumulative exam

Retrieval homework.  
Live marking and low stakes quizzing

Real exams for both units

NEA to be completed by Easter Holidays

**Autumn Term:**

**6 Assessment essays on:** Thatcher and the emergence of a communist dictatorship with DIRT  
2 assessment source analysis on Thatcher with DIRT

**3 assessment Interpretation analysis on:** communist dictatorship with DIRT

**Spring Term: 5 assessment essays on:** Britain 1990-2007 and Stalin with DIRT

**2 assessment source analysis on:** Britain 1990-2007 with DIRT.

**3 assessment Interpretation analysis on:** Stalin with DIRT

**Summer term:** 2 Real exams

**Impact:**

By the end of the year, students in year 13 will have a detailed understanding of Modern Britain and Tsarist and Communist Russia. Students should be fully prepared for their final A-level exams in all 3 papers by having practised and applied skills in significance, change and continuity, similarity and difference, interpretation analysis and source evaluation. They will have developed skills that are crucial for higher education in their Non-Examined assessment, such as independent research skills and the selection of primary sources.

Content/Units	<b>Disciplinary Knowledge (Skills)</b> This is the actions taken within a topic to gain substantive knowledge	<b>Substantive Knowledge</b> This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	<b>Prior Learning (Y12)</b>	<b>Future learning (N/A)</b>
<b>MODERN BRITAIN, 1979–2007; Section 1: The Impact of Thatcherism, 1979–1987</b>	<ul style="list-style-type: none"> <li>• Change and continuity (social issues – attitudes to unions, effect of realignment - north south divide and the rise of the service sector – Economic issues – taxation, macroeconomic policy - change to supply side, privatisation and free marked policies, unemployment and inflation – foreign affairs – special relationship, attitude to and relations with the EEC, the Cold War – Troubles in NI)</li> <li>• Cause and consequence (Electoral Success of Thatcher – Falklands War – SDP split – Labour failure – Miners’ Strike – Privatisation and Sale of Council Houses – Big Bang and deregulation– Poll Tax – Rise of extra parliamentary opposition- Single European act and Anglo-Irish Agreement)</li> <li>• Similarity and difference (Wets and Dries, Thatcher and Heath, Thatcher and Reagan, Miners strikes in 70s and 80s, Eurosceptics and Europhiles - Rates and Poll Tax)</li> <li>• Significance (Thatcher – monetarism – Foot and Kinnock – The Miner’s Strike and Arthur Scargill – The Falklands – The Special relationship – Privatisation – Big Bang and deregulation – The SDP)</li> </ul>	<ul style="list-style-type: none"> <li>• The Thatcher governments.</li> <li>• Thatcher as leader, character and ideology; ministers, support and opposition.</li> <li>• Electoral success.</li> <li>• Internal Labour divisions and the formation of the SDP.</li> <li>• Northern Ireland and the Troubles.</li> <li>• Thatcher’s economic policies and their impact.</li> <li>• Monetarism; privatisation; deregulation; issues of inflation, unemployment and economic realignment.</li> <li>• The Impact of Thatcherism on society.</li> <li>• Sale of council houses; miners’ strike and other industrial disputes.</li> <li>• The Poll Tax; extra parliamentary opposition.</li> <li>• Foreign affairs. The Falklands; the ‘special relationship’ with the USA; moves to end the Cold War; Thatcher as an international figure.</li> <li>• Attitudes to Europe, including Thatcher’s policies; divisions within the Conservative party over Europe.</li> </ul>	<ul style="list-style-type: none"> <li>• Conservative governments and reasons for political dominance.</li> <li>• Churchill, Eden, Macmillan and Home as political leaders; domestic policies.</li> <li>• Internal Labour divisions.</li> <li>• Reasons for Conservatives’ fall from power.</li> <li>• Economic developments.</li> <li>• The post war boom; balance of payments issues and ‘stop-go’ policies.</li> <li>• Rising living standards; the impact of affluence and consumerism.</li> <li>• Social developments.</li> <li>• Rising living standards; the impact of affluence and consumerism.</li> <li>• Changing social attitudes and tensions; class and the Establishment; the position of women.</li> <li>• Attitudes to immigration; racial violence; the emergence of the teenager and youth culture.</li> <li>• Foreign relations. Relations with and policies towards the USA and the USSR; debates over the nuclear deterrent; the Korean War; Suez.</li> <li>• The ‘Winds of Change’ and decolonisation; EFTA and attempts to join the EEC.</li> <li>• Wilson and the Labour governments.</li> <li>• Wilson’s ideology and leadership.</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>



	<ul style="list-style-type: none"> <li>Evidence (sources) (Various examples of contemporary sources from textbooks and past exam papers to develop ideas on reasons for their value/limitation)</li> <li>Interpretations – not directly assessed in this unit but reading around the subject and knowledge of different historians' view will be included as part of the development of essay technique.</li> </ul> <p><b>Unit tests include:</b>  A source question to assess the value of three sources to an historian studying the reasons for the 1984/85 miners' strike.</p> <p>A source question to assess the value of these three sources to an historian studying the Impact of Thatcher's economic policies.</p> <p>A question on Cause and Consequence about the Falklands War.</p> <p>A question on Cause and Consequence about the solution to the problems in Northern Ireland in the years 1969 to 1985.</p> <p>A question on cause and consequence about Margaret Thatcher's policies and divisions in British society during the years 1979 to 1990.</p>	<p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>Was monetarism successful?</li> <li>Why did Thatcher win the 1983 general election?</li> <li>Was there a 'Thatcher Revolution'?</li> <li>Were Margaret Thatcher's successes limited?</li> <li>Why did the Labour Party split in 1981?</li> <li>How far did Europe divide the Conservatives?</li> </ul>	<ul style="list-style-type: none"> <li>Economic policies and problems; devaluation; industrial relations; the trade unions.</li> <li>Other domestic policies; Labour divisions.</li> <li>The beginnings of the troubles in Northern Ireland; the end of post war consensus; loss of the 1970 election.</li> <li>Private members' bills and the end of capital punishment; divorce reform; the legislation of abortion; the legislation of homosexual relations; educational reform.</li> <li>Social and cultural change.</li> <li>The expansion of mass media; growth in leisure activities; the impact of scientific developments.</li> <li>The reduction in censorship; changes in moral attitudes; youth culture and the permissive society; anti-Vietnam War riots.</li> <li>Progress towards female equality; issues of immigration and race.</li> <li>Foreign relations and policies towards the USA.</li> <li>The issue of Vietnam; response to world affairs and relations with Europe; decolonisation including 'withdrawal East of Suez' and Rhodesia.</li> <li>Heath's government.</li> <li>Heath as leader; political and economic policies.</li> <li>Industrial relations and the miners' strikes.</li> <li>The Troubles in Northern Ireland, including the Sunningdale Agreement.</li> </ul>	
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			<ul style="list-style-type: none"> <li>• Labour governments of Wilson and Callaghan.</li> <li>• Political, economic and industrial problems and policies; problems of Northern Ireland.</li> <li>• Society in the 1970s.</li> <li>• The progress of feminism; the Sex Discrimination Act.</li> <li>• Race and immigration.</li> <li>• Youth; environmentalism.</li> <li>• Foreign relations. Britain's entry into and relations with Europe.</li> <li>• The state of the 'special relationship' with the USA; attitudes towards the USSR and China.</li> </ul>	
<b>MODERN BRITAIN, 1979–2007; Section 2: Towards a new Consensus, 1987–1997</b>	<ul style="list-style-type: none"> <li>• Change and continuity (Social Issues – social liberalism and conservatism – the extent of anti-establishment feeling – the position of women and Race relations. Economic policy – PFI and continued privatisation – relationship with EC/EU, changes in the Labour party – The end of the Cold War, the situation in NI).</li> <li>• Cause and consequence (Black Wednesday, The Balkan Crises, Maastricht, The Downing Street Agreement – Electoral success and failure of Major, Back to Basics, the Citizens' Charter).</li> <li>• Similarity and difference (Downing Street agreement and Anglo-Irish Agreement, Maastricht and SEA, Major and Thatcher, Kinnock, Smith and Blair, Brown and Blair).</li> </ul>	<ul style="list-style-type: none"> <li>• The fall of Thatcher as leader and her legacy.</li> <li>• Major as leader.</li> <li>• Economic developments, including Black Wednesday and its impact; political policies; political sleaze, scandals and satire.</li> <li>• Approach to Northern Ireland; Conservative divisions.</li> <li>• Realignment of the Labour Party under Kinnock, Smith and Blair.</li> <li>• Reasons for Labour victory in 1997.</li> <li>• Social issues. The extent of social liberalism; anti-establishment culture.</li> <li>• The position of women.</li> <li>• Race relations.</li> <li>• Foreign affairs. Relations with Europe, including the impact of</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

	<ul style="list-style-type: none"> <li>• Significance (Major, Blair, Brown, Thatcher, Balkans, Iraq, Maastricht, End of the Cold War, Sleaford, ERM and Black Wednesday).</li> <li>• Evidence (sources) (Various examples of contemporary sources from textbooks and past exam papers to develop ideas on reasons for their value/limitation).</li> <li>• Interpretations – not directly assessed in this unit but reading around the subject and knowledge of different historians' view will be included as part of the development of essay technique.</li> </ul> <p><b>Unit tests include:</b></p> <p>A question to assess the value of these three sources to an historian studying the reasons why Labour won the 1997 election.</p>	<p>the Single European Act and the Maastricht Treaty.</p> <ul style="list-style-type: none"> <li>• Interventions in the Balkans; contribution and attitude to the end of the Cold War.</li> </ul> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>• Why did Thatcher fall from power?</li> <li>• How successful was John Major as prime minister?</li> <li>• Was Black Wednesday a long-term problem?</li> <li>• How far did society become anti-establishment?</li> <li>• What happened at Srebrenica?</li> <li>• Why did Labour win in 1997?</li> </ul>		
<p><b>MODERN BRITAIN, 1979–2007; Section 3: The Era of New Labour, 1997–2007</b></p>	<ul style="list-style-type: none"> <li>• Change and continuity (Social Issues – Workers and the minimum wage, women and youth, multiculturalism – Economics – PFI and neoliberalism – Changes to the BofE – Foreign affairs - Special relationship – Europe and position in the world – the Situation in NI – the position and attitude of the Conservative party, House of Lords and Devolution).</li> <li>• Cause and consequence (the Iraq War - Liberal interventionism and the War on Terror, Electoral success.</li> <li>• Similarity and difference (Brown and Blair: Blairites and Brownites, Major,</li> </ul>	<ul style="list-style-type: none"> <li>• The Labour governments.</li> <li>• Blair as leader, character and ideology; constitutional change.</li> <li>• Domestic policies; Brown and economic policy.</li> <li>• Northern Ireland and the Good Friday Agreement.</li> <li>• The Conservative Party. Leaders and reasons for divisions; reason for electoral failures in 2001 and 2005.</li> <li>• Social issues.</li> <li>• Workers.</li> <li>• Women and youth.</li> <li>• The extent to which Britain has become a multi-cultural society.</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

	<p>Hague, Howard and Cameron, the Mods and Rockers, Wars in Sierra Leone, Kosovo, Afghanistan and Iraq, Good Friday Agreement and Downing Street Agreement).</p> <ul style="list-style-type: none"> <li>• Significance (Blair, Brown, Bush, Iraq, Good Friday Agreement, 9/11 and 7/7, BofE changes, scandals, Changes to House of Lords, Devolution).</li> <li>• Evidence (sources) (Various examples of contemporary sources from textbooks and past exam papers to develop ideas on reasons for their value/limitation).</li> <li>• Interpretations – not directly assessed in this unit but reading around the subject and knowledge of different historians' view will be included as part of the development of essay technique.</li> </ul> <p><b>Unit tests include:</b></p> <p>A question to assess the value of these three sources to an historian studying Britain's invasion of Iraq in 2003.</p> <p>A question to assess the value of these three sources to an historian studying why the Conservative party was unsuccessful between 1997 and 2005.</p> <p>A question on Cause and Consequence about Tony Blair's foreign policy in the years 2001 to 2007.</p>	<ul style="list-style-type: none"> <li>• Foreign affairs. Attitudes to Europe.</li> <li>• The 'special relationship' with the USA; military interventions and the 'war on terror'; Britain's position in the world by 2007.</li> </ul> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>• To what extent was New Labour success due to Blair's charisma?</li> <li>• Why were the Conservatives unelectable in the 2000s?</li> <li>• How did peace in Northern Ireland come about?</li> <li>• What was the 'War on Terror'?</li> <li>• Why did Blair and Brown fall out?</li> <li>• How far was Britain a multicultural society before 2007?</li> </ul>		
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	<p>A question on Cause and Consequence/Significance on how successful New Labour was in creating a fairer and more equal society in Britain by 2007?</p>			
<p><b>THE SOVIET UNION, 1917–1964: The emergence of Communist dictatorship, 1917–1941</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate, organise and communicate knowledge and understanding</li> <li>• Analyse and evaluate the key features related to the periods studied</li> <li>• Make substantiated judgements and exploring concepts, as relevant, of: <ul style="list-style-type: none"> <li>• cause,</li> <li>• consequence,</li> <li>• change,</li> <li>• continuity,</li> <li>• similarity,</li> <li>• difference,</li> <li>• significance</li> </ul> </li> </ul> <p><b>End of Unit test includes:</b></p> <p>Historical interpretation question on using your understanding of the historical context, assess how convincing the arguments in these extracts are in relation to Lenin’s influence in Russia. (1 hour)</p> <p>Historical interpretation question on using your understanding of the historical, assess how convincing the arguments in these three arguments in relation to the impact of Soviet industrial policy between 1921and 1941. (1 hour)</p> <p>Historical interpretation question on using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to the</p>	<ul style="list-style-type: none"> <li>• Political authority and government: new leaders and ideologies; Lenin's Russia, ideology and change; Stalin's rise, ideology and change</li> <li>• Political authority and government: the consolidation of Bolshevik authority and development of the Stalinist dictatorship</li> <li>• Economic developments: Lenin's decrees; the Stalinist economy; collectivisation and the Five-Year Plans</li> <li>• Social developments: effect of Leninist/Stalinist rule on class, women, young people, religion and national minorities; propaganda and cultural change</li> <li>• Opposition: faction; the Red Terror and the purges</li> <li>• The political, economic and social condition of the Soviet Union by 1941</li> </ul> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>• How different was Stalinism to Leninism?</li> <li>• How did Stalin rise to power?</li> <li>• What was the Red Terror?</li> <li>• How successful were Stalin’s economic policies?</li> </ul>	<ul style="list-style-type: none"> <li>• How was Russia governed and how did political authority change and develop?</li> <li>• Why did opposition develop and how effective was it?</li> <li>• How and with what results did the economy develop and change?</li> <li>• What was the extent of social and cultural change?</li> <li>• How important were ideas and ideology?</li> <li>• How important was the role of individuals and groups and how were they affected by developments?</li> <li>• Political authority and the state of Russia: autocracy; the political, social and economic condition of Russia in 1855 and the impact of the Crimean War</li> <li>• Political authority and attempts at reform: Alexander II; emancipation of the serfs and attempts at domestic and military reform</li> <li>• Government and Tsars: Alexander II and Alexander III as rulers; attitudes to and imposition of autocracy; key developments</li> <li>• Political authority in action: Russification; treatment of ethnic minorities and Jews</li> <li>• Opposition: ideas and ideologies; individuals; liberals and radical groups and the Tsarist reaction</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

	<p>communist use of terror between 1921 and 1941. (1 Hour)</p> <p>Historical interpretation question on using your understanding of the historical context, assess how convincing the arguments are in relation to the impact of high Stalinism on people's lives in Russia by 1941. (1 hour)</p> <p>A question on similarity and difference about the Bolshevik state under Lenin, between 1918 and 1924.</p> <p>A question on causation and consequence about the Soviet regime's desire to create socialism in the USSR.</p> <p>A question on Change and Continuity about the lives of women and young people changing as a result of communist rule between 1917 and 1941.</p>		<ul style="list-style-type: none"> <li>• Economic and social developments: industrial developments and the land issue; social divisions; nobles, landowners and position of the peasantry; the cultural influence of the Church</li> <li>• Political authority, government and Tsar; Nicholas II as ruler: political developments to 1914; 1905 Revolution; Duma government</li> <li>• Economic developments to 1914: industrial and agricultural growth and change</li> <li>• Social developments to 1914: change and conditions of working and living in towns and countryside; social divisions; cultural changes</li> <li>• Opposition: ideas and ideologies, liberalism, socialism; Marxism; individuals and radical groups</li> <li>• Political authority, opposition and the state of Russia in wartime: the political, economic and social problems of wartime; opposition and the collapse of autocracy; the political developments of 1917</li> <li>• Political authority, opposition and government: the Bolshevik</li> </ul>	
<p><b>THE SOVIET UNION, 1917–1964: The Stalinist dictatorship and reaction, 1941–1964</b></p>	<ul style="list-style-type: none"> <li>• Demonstrate, organise and communicate knowledge and understanding</li> <li>• Analyse and evaluate the key features related to the periods studied</li> <li>• Make substantiated judgements and exploring concepts, as relevant, of: <ul style="list-style-type: none"> <li>• cause,</li> <li>• consequence,</li> <li>• change,</li> <li>• continuity,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Political authority, opposition, and the state of the Soviet Union in wartime: the political, economic and social impact of war; effect on Stalin, government and 'the people'</li> <li>• Political authority and government to 1953: High Stalinism; the revival of terror; destruction of 'supposed'</li> </ul>	<ul style="list-style-type: none"> <li>• As above</li> </ul>	<ul style="list-style-type: none"> <li>• N/A</li> </ul>

	<ul style="list-style-type: none"> <li>• similarity,</li> <li>• difference,</li> <li>• significance</li> </ul> <p><b>End of Unit test includes:</b></p> <p>Historical Interpretation question on how convincing the arguments in three extracts in relation to changes to the Soviet Union by 1964.</p> <p>A question on significance on who posed the greatest threat to the regime - Hardliners or Reformers?</p> <p>A question on significance about opposition within the communist party posing a greater threat to Soviet leaders than from opponents and cultural dissidents outside it.</p>	<p>opposition and cult of personality; the power vacuum on Stalin's death</p> <ul style="list-style-type: none"> <li>• Political authority and government: Khrushchev's rise to power; policies and ideology; de-Stalinisation; political and party change</li> <li>• Economic and social developments: changes in industrial organisation from Stalin to Khrushchev</li> <li>• Agriculture and the Virgin Lands scheme; social and cultural change from Stalin to Khrushchev</li> <li>• Opposition: cultural dissidents; communist divisions; hardliners and reformers; opponents of Khrushchev and his fall from power</li> <li>• The political, economic, and social condition of the Soviet Union by 1964</li> </ul> <p><b>Core Questions:</b></p> <ul style="list-style-type: none"> <li>• How did WW2 affect the Soviet Union?</li> <li>• What happened when Stalin died?</li> <li>• What was de-Stalinisation?</li> <li>• How far did Khrushchev change the USSR?</li> <li>• Why did Khrushchev fall from power?</li> </ul>		
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