Exam Board: Edexcel

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| **Term** | **INTENT** | **IMPLEMENTATION** | **IMPACT** |
| **Substantive Knowledge**  This is the specific, factual content for the topic, which should be connected into a careful sequence of learning. | **Disciplinary Knowledge (Skills)**  This is the action taken within a particular topic in order to gain substantive knowledge. | **Assessment opportunities**  What assessments will be used to measure student progress?  Evidence of how well students have learned the intended content. |
| **Autumn Term**  **1A** | **Intent**  Why is this taught now? | Key concepts:   * Change and continuity: The development of Russian society between 1894- 1924, changes in the nature of the Tsarist government, continuities of methods across successive government systems. * Similarity and Difference: A comparison between the Tsarist regime, that of the Provisional Government and then of the Bolshevik regime to assess the similarities and differences. * Significance: How significant different factors, individuals or events are in driving change. * Chronology: A clear understanding of the order of events during the Russian Revolution.   Skills:   * Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement. * Source interrogation – the skill of analysing primary sources to ascertain their value to an historian based on content and provenance. * Reading – the skill of reading with interrogation to prioritise information. * Analysis – the skill of weighing up evidence to form a substantiated judgement. | **Year 12 Baseline Assessment**   * 1x extended essay and then a number of short knowledge-based questions. Detailed feedback then given. * Regular knowledge tests and low-stakes quizzes (carousel) to assess understanding of key terms and concepts. * Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge. * Section A Source question- 20 marks, 45 minutes. Assessing the value of two sources, detailed feedback given then student adds improvements which are assessed by the teacher. |
| **Introduction to topic and background context: Russia in c1894: Tsar Nicholas II and Russian society.**  **Topic 1: The Rule of Nicholas II, 1894-1905**   * The nature of autocratic rule: The Tsarist principles of autocracy, nationality, and orthodoxy; the oppression of nationalities; anti-Semitism; the Okhrana. * 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. * 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. * 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. |
| **Autumn Term**  **1B** | **Intent**  Why is this taught now? | Key concepts:   * Change and continuity: The development of Russian society between 1894- 1924, changes in the nature of the Tsarist government, continuities of methods across successive government systems. * Similarity and Difference: A comparison between the Tsarist regime, that of the Provisional Government and then of the Bolshevik regime to assess the similarities and differences. * Significance: How significant different factors, individuals or events are in driving change. * Chronology: A clear understanding of the order of events during the Russian Revolution.   Skills:   * Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement. * Source interrogation – the skill of analysing primary sources to ascertain their value to an historian based on content and provenance. * Reading – the skill of reading with interrogation to prioritise information. * Analysis – the skill of weighing up evidence to form a substantiated judgement. | * Regular knowledge tests and low-stakes quizzes (carousel) to assess understanding of key terms and concepts. * One timed Exam style essay on the Section B- knowledge aspect of the paper- 20 marks, 45 minutes. Detailed feedback given then improvement of weakest essay submitted and marked. * Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge. |
| **End of Topic 1: The Rule of Nicholas II, 1894-1905**  **Topic 2: The end of Romanov Rule, 1906-17**   * Change and continuity in government: The Fundamental Law; the radicalism of the first two duma; Nicholas II’s relations with the dumas, 1906–14; the nature of Tsarist government and royal power in 1914. * 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. * The impact of the First World War: The state of the armed forces in 1914; economic problems including inflation and supplies for cities; Nicholas, Alexandra and Rasputin; the Progressive Bloc and Zemgor. * 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. |
| **Spring Term**  **2A** | **Intent**  Why is this taught now? | Key concepts:   * Change and continuity: The development of Russian society between 1894- 1924, changes in the nature of the Tsarist government, continuities of methods across successive government systems. * Similarity and Difference: A comparison between the Tsarist regime, that of the Provisional Government and then of the Bolshevik regime to assess the similarities and differences. * Significance: How significant different factors, individuals or events are in driving change. * Chronology: A clear understanding of the order of events during the Russian Revolution.   Skills:   * Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement. * Source interrogation – the skill of analysing primary sources to ascertain their value to an historian based on content and provenance. * Reading – the skill of reading with interrogation to prioritise information. * Analysis – the skill of weighing up evidence to form a substantiated judgement. | * Regular knowledge tests and low-stakes quizzes (carousel) to assess understanding of key terms and concepts. * One timed Exam style essay on the Section A- source aspect of the paper- 20 marks, 45 minutes. Detailed feedback given then improvement of weakest essay submitted and marked. * Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge. |
| **End of Topic 2: The end of Romanov Rule, 1906-17**  **Topic 3: The Provisional government and its opponents, February–October 1917**   * 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. * 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. * The second Provisional government, July–October: Kerensky as Prime Minister; the membership of the new government; The Kornilov affair and its impact on the government and the Bolsheviks. * The October Revolution: Lenin’s influence on the Central Committee; Trotsky and the Military Revolutionary Committee; the events of 24–26 October; the Constituent Assembly elections; the formation of the Bolshevik government |
| **Spring Term**  **2B** | **Intent**  Why is this taught now? | Key concepts:   * Change and continuity: The development of Russian society between 1894- 1924, changes in the nature of the Tsarist government, continuities of methods across successive government systems. * Similarity and Difference: A comparison between the Tsarist regime, that of the Provisional Government and then of the Bolshevik regime to assess the similarities and differences. * Significance: How significant different factors, individuals or events are in driving change. * Chronology: A clear understanding of the order of events during the Russian Revolution.   Skills:   * Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement. * Source interrogation – the skill of analysing primary sources to ascertain their value to an historian based on content and provenance. * Reading – the skill of reading with interrogation to prioritise information. * Analysis – the skill of weighing up evidence to form a substantiated judgement. | * Regular knowledge tests and low-stakes quizzes (carousel) to assess understanding of key terms and concepts. * One timed Exam style essay on the Section B- knowledge aspect of the paper- 20 marks, 45 minutes. Detailed feedback given then improvement of weakest essay submitted and marked. * Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge. |
| **End of Topic 3: The Provisional government and its opponents, February–October 1917**  **Topic 4: Defending the Bolshevik revolution, October 1917–24**   * 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. * Bolshevik economic policies: State capitalism; War Communism; the Tambov rising and the Kronstadt mutiny; economic and political results of the New Economic Policy. * Russian Civil War: Defeat of domestic enemies: the geography of the civil war; the Social Revolutionaries, national minorities and the Whites; Trotsky and the Red Army; the defeat of Kolchak, Denikin and Yudenich. * Foreign intervention in Russia: Reasons, nature and extent of intervention; the impact of war weariness and the lack of support in the west for intervention; the end of intervention. |
| **Summer Term**  **3A** | **Intent**  Why is this taught now? | Key concepts:   * Change and continuity: The development of Russian society between 1894- 1924, changes in the nature of the Tsarist government, continuities of methods across successive government systems. * Similarity and Difference: A comparison between the Tsarist regime, that of the Provisional Government and then of the Bolshevik regime to assess the similarities and differences. * Significance: How significant different factors, individuals or events are in driving change. * Chronology: A clear understanding of the order of events during the Russian Revolution.   Skills:   * Essay writing – the skill of constructing a clear and evaluative piece of academic writing with a consistent and well supported argument and line of judgement. * Source interrogation – the skill of analysing primary sources to ascertain their value to an historian based on content and provenance. * Reading – the skill of reading with interrogation to prioritise information. * Analysis – the skill of weighing up evidence to form a substantiated judgement. | * Regular knowledge tests and low-stakes quizzes (carousel) to assess understanding of key terms and concepts. * Research and independent learning using books and articles to assess comprehension of issues and broaden knowledge. * All potential revision questions planned and submitted by students reviewed by the teacher. |
| **End of Topic 4: Defending the Bolshevik revolution, October 1917–24**  **Russia in Revolution, 1894-1924 examination skills and revision.**   * Approach to Section A Source question (Russia) * Approach to Section B knowledge question (Russia) |
| **Summer Term 3B** | **Intent**  Why is this taught now? |  |  |
| **Teacher 1 works with teacher 2 to teach the content aspect of the A-Level coursework. Both teachers work simultaneously**  **(see KS5 History Curriculum Map Year 12- Britain, 1625-1701)** |