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.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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
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| **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.
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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.
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| **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.
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| **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.
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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.
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| **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)
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| **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)** |