

Beths Grammar School KS5 History Curriculum Map – Year 12

Exam Board: Edexcel

Term	INTENT	IMPLEMENTATION	IMPACT
	<p>Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.</p>
<p>Autumn Term 1A</p>	<p><u>Intent</u> Why is this taught now?</p> <p>Introduction to topic and background context: Russia in c1894: Tsar Nicholas II and Russian society.</p> <p>Topic 1: The Rule of Nicholas II, 1894-1905</p> <ul style="list-style-type: none"> 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. 	<p>Key concepts:</p> <ul style="list-style-type: none"> 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. <p>Skills:</p> <ul style="list-style-type: none"> 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. 	<p>Year 12 Baseline Assessment</p> <ul style="list-style-type: none"> 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.
	<p><u>Intent</u> Why is this taught now?</p>	<p>Key concepts:</p>	<ul style="list-style-type: none"> Regular knowledge tests and low-stakes quizzes (carousel) to assess

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<p>Autumn Term 1B</p>	<p>End of Topic 1: The Rule of Nicholas II, 1894-1905 Topic 2: The end of Romanov Rule, 1906-17</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. <p>Skills:</p> <ul style="list-style-type: none"> • 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. 	<p>understanding of key terms and concepts.</p> <ul style="list-style-type: none"> • 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.
<p>Spring Term 2A</p>	<p><u>Intent</u> Why is this taught now?</p> <p>End of Topic 2: The end of Romanov Rule, 1906-17</p> <p>Topic 3: The Provisional government and its opponents, February–October 1917</p> <ul style="list-style-type: none"> • 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. 	<p>Key concepts:</p> <ul style="list-style-type: none"> • 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. <p>Skills:</p>	<ul style="list-style-type: none"> • 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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	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	
Spring Term 2B	<p><u>Intent</u> Why is this taught now?</p>	<p>Key concepts:</p> <ul style="list-style-type: none"> 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. <p>Skills:</p> <ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.
	<p>End of Topic 3: The Provisional government and its opponents, February–October 1917</p> <p>Topic 4: Defending the Bolshevik revolution, October 1917–24</p> <ul style="list-style-type: none"> 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	<p><u>Intent</u> Why is this taught now?</p>	<p>Key concepts:</p> <ul style="list-style-type: none"> Change and continuity: The development of Russian society between 1894- 1924, changes in the nature of the Tsarist 	<ul style="list-style-type: none"> Regular knowledge tests and low-stakes quizzes (carousel) to assess understanding of key terms and concepts.
	<p>End of Topic 4: Defending the Bolshevik revolution, October 1917–24</p>		

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	<p>Russia in Revolution, 1894-1924 examination skills and revision.</p> <ul style="list-style-type: none"> • Approach to Section A Source question (Russia) • Approach to Section B knowledge question (Russia) 	<p>government, continuities of methods across successive government systems.</p> <ul style="list-style-type: none"> • 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. <p>Skills:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
<p>Summer Term 3B</p>	<p><u>Intent</u> Why is this taught now?</p> <hr/> <p>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)</p>		