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# Scheme of work

A-level History Specification 7041/7042

Russia in the Age of Absolutism and Enlightenment, 1682–1796, 1E

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## Introduction

To help teachers in planning a course of study for the new A-level qualification, a possible scheme of work is provided below. This is purely illustrative of one way in which this course might be delivered and it is not intended to be in any way prescriptive. Teachers will need to develop schemes which suit the arrangements and time allocations of their own schools and colleges. Teaching arrangements and approaches are likely to differ between institutions. Provided the content as given in the Specification is covered, any sensible approach is legitimate.

## Assumed coverage

The scheme of work which follows is based on two teaching years of 30 weeks per year. It assumes students will receive 2–2.5 hours per week for each of their A-level components and that 6 weeks in each year will be devoted to the NEA.

**Please note that this option will be withdrawn for AS after summer 2020 with final assessment in 2021.**

# Scheme of work

## HISTORY: Russia in the Age of Absolutism and Enlightenment, 1682–1796, 1E

Component 1 Breadth Study (Teacher 1)

Teach alongside: Component 2 Depth Study (Teacher 2) and Component 3 NEA (Teacher 1 and/or 2)

Note that whole course may be delivered by a single teacher

### General Introduction (Component 1)

#### Learning Objectives AO1 and AO3

Time taken	Component-specific skills	Specific Guidance	Learning activities	Differentiation and extension	Resources
30 weeks for Part 1  (the remaining 6 weeks of the school /college year to be spent on NEA Component 3).	<p>1. Students are expected to develop an understanding of the process of change over time.</p> <p>2. Students will need to be able to comprehend and evaluate arguments in extracts from academic history books on key issues and developments relating to the content of their study.</p>	<p>Students should be made aware of the 6 Key Questions which identify the issues and perspectives that are central to this period of study.</p> <p>Please refer to the Specification for the different types of A-level questions.</p>	<p>Students will need to understand the nature of causes and consequences, of change and continuity and of similarity and difference over an extended period.</p> <p>They should be able to make links between perspectives, such as political, economic and social as well as appreciating developments relating to these perspectives separately, over time. They should also be aware of the role played by individuals, groups, ideas and ideology.</p>	<p>Students should be encouraged to study the course content in relation to the key questions and to read and research further around the issues and developments studied, using, as appropriate, a variety of academic history books.</p> <p>Students' understanding of the process of change over time should be regularly assessed.</p>	<p>Students should have the opportunity to consult academic books whenever possible. Class textbooks, guided reading and worksheets, access to suitable internet sites, on-line journals, podcasts, stimulating lectures, PowerPoint presentations and other sources of information will all be valuable.</p> <p>Note that students will need to practise exam-style questions throughout the course.</p>

	<p>3. Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p>		<p>The suggested learning activities below are intended to develop these skills but are neither exhaustive nor exclusive. They are intended as <i>suggestions only</i> from which teachers might select. It is not expected that teachers would have time to cover <i>all</i> of these activities.</p>		<p>A-level practice questions can be found on the AQA website and it is recommended that either a historical interpretation or essay question is set every 2 weeks throughout the 30 weeks of each part of the course.</p>
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## Learning Objectives AO1 and AO3

### Russia in the Age of Absolutism and Enlightenment, 1682–1796

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
<b>PART ONE: PETER THE GREAT AND RUSSIA, 1682–1725; Section 1: Establishing authority, 1682–1707</b>					
Week 1	Introduction.	Russia and the world in 1682.	<p>PowerPoint overview of the course and the condition of Russia and the world in 1682.</p> <p>Students could label a map of Russia in 1682.</p> <p>Use key terms to develop conceptual understanding, eg:</p> <ul style="list-style-type: none"> <li>• tsar</li> <li>• enlightenment</li> <li>• the Streltsy</li> <li>• serfdom</li> <li>• feudal</li> <li>• ukase</li> <li>• orthodox church.</li> </ul> <p>Students might work in groups, each researching a specific factor, including:</p> <ul style="list-style-type: none"> <li>• foreign position</li> <li>• economic/financial health</li> <li>• geographical concerns</li> <li>• religion</li> <li>• political systems.</li> </ul>	<p>Students could begin a glossary of Russian terms.</p> <p>Choice of students in groups and in topics given could give chances for stretch and challenge.</p> <p>Some students might compare present-day Britain with Russia in 1682 in terms of:</p> <ul style="list-style-type: none"> <li>• population</li> <li>• employment</li> <li>• communication</li> <li>• social divisions</li> <li>• government.</li> </ul>	<p>Timeline frame for students to complete.</p> <p>Maps of the world and Russia in 1682.</p> <p>Romanov family tree.</p> <p>Create handbooks, including bibliography, maps, chronology, etc.</p> <p>Websites about Peter the Great and Russian history.</p>

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			<p>Students could identify the greatest strengths/weaknesses of each factor and establish reasons why these may be problematic for the ruler of Russia.</p> <p>As a class, place these factors in order of significance.</p> <p>Create a chart of Russia's strengths and weaknesses in 1682.</p>		
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Week 2	The political, economic and social position of Russia in 1682.	The Tsars and the nobility.	<p>Explore the concepts of empire, emperor and nobility.</p> <p>Students could discuss:</p> <ul style="list-style-type: none"> <li>• how would a Tsar actually rule in practice</li> <li>• what limitations would there be to his power</li> <li>• how could a Tsar overcome these difficulties</li> <li>• why did no other country recognise Russia as an empire at this point?</li> </ul> <p>A review of Russia's political system and position by 1682.</p> <p>Consider why there might be corruption within the tsarist system of government. Look at its causes, nature and consequences.</p>	<p>More able students could lead the discussions.</p> <p>Wider reading on the history of the tsarist system.</p> <p>Students might discuss why the tsar and the nobility needed each other.</p> <p>Students might research the situation in Russia after the death of Alexis I in 1676.</p>	<p>Guided worksheets and relevant reading from text books.</p> <p>Romanov family tree.</p> <p>Guided reading of academic historians. Teachers should look for conflicting interpretations.</p> <p>Statistics and tables on the economy and social structure. Teachers should be compiling a booklet made up of trios of interpretations on common themes.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 3		Economic backwardness and serfdom.	<p>Students could use statistics to draw conclusions about why Russia was a backward state economically.</p> <p>Students might label a framework diagram of a typical Russian village.</p> <p>Discuss and define the concepts of feudalism and serfdom. Examine how the system operated in Russia.</p> <p>Using textbooks and other sources, students could explain how a Russian village worked as if they were a visitor from a more progressive European country.</p> <p>Students could look at their maps of Russia in 1682 and identify what problems Russia would have in trading with or gaining knowledge of western states.</p>	<p>Differentiation by outcome of task on the Russian village.</p> <p>Add new terms to the glossary.</p> <p>Wider reading on the economic situation in Russia.</p>	<p>Statistics on Russia's population, geography and economy.</p> <p>Framework diagram of a Russian village in 1682.</p> <p>PowerPoint on feudalism.</p> <p>Map of Russia in 1682.</p> <p>Add to the booklet made up of trios of academic interpretations on common themes.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 4		Russia as a traditional Slav society.	<p>Students could research the structure of society and annotate a pyramid diagram.</p> <p>Look at the estates system in Russia. Students could work in pairs to look at the estates (sosloviyes), such as:</p> <ul style="list-style-type: none"> <li>• nobility</li> <li>• clergy</li> <li>• merchants</li> <li>• Cossacks</li> <li>• peasants</li> <li>• inorodts (non Russians).</li> </ul> <p>Examine the structure and role of the Orthodox Church in Russia and the division between the Old Believers and the Official Church (Raskol).</p> <p>Discussion: how might the Raskol movement try to exploit the regency?</p> <p>Consider why issues like using three fingers to make the sign of the cross instead of two mattered so much.</p>	<p>More able students could read accounts of the reign of Alexis I or explore the issues involved in the Raskol.</p> <p>Add new terms to the glossary.</p> <p>Students might complete an academic interpretations based exercise considering various viewpoints on the economic and political position of Russia in this period.</p> <p>Matching test of words and definitions to make sure knowledge so far is secure.</p>	<p>Frame for annotated social pyramid. Guided worksheets and reading to aid in research tasks.</p> <p>Interpretations and academic reading on the nature of society in Russia. Guided reading on the church in Russia and the Raskol.</p>



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Week 5	The Regency.	The role of the Streltsy.	<p>Review the situation in Russia on Alexis I's death.</p> <p>Students could draw a spider diagram to illustrate the role of regency within monarchies and the dangers inherent during a period of such rule.</p> <p>Students might be presented with news items about a coup by a modern army elite, eg Burma, Egypt.</p> <p>Discussion: why would an army elite be dangerous to any monarch?</p> <p>Students could research:</p> <ul style="list-style-type: none"> <li>• Naryshkins and Miloslavliks</li> <li>• the Streltsy's composition, influences and objectives</li> <li>• Moscow/Streltsy Uprising of 1682.</li> </ul> <p>Students might consider the nature of revolt and suggest possible motives for the revolt.</p> <p>Students could work in groups. One group to justify the aims of the Streltsy; another to identify arguments against them.</p>	<p>Spider diagram will allow students to develop their own ideas about regencies.</p> <p>Students could be stretched by considering short term and long term consequences of the revolt; possibly they could go further and try to prioritise these.</p> <p>Add to the glossary.</p>	<p>Guided worksheets and reading to aid in research tasks.</p> <p>Interpretations and academic reading on the nature of regency.</p> <p>Information sheets on the Streltsy and the Moscow Uprising.</p> <p>Interpretations and academic reading on the Moscow Uprising.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 6		Peter as joint ruler and the establishment of sole rule.	<p>Students might draw a see-saw poster, illustrating the strengths and weaknesses of Peter's position during the Regency.</p> <p>Students could research and construct a flow chart to show how Peter was able to secure sole rule of Russia by 1694. They should include annotations to show the extent to which his power was augmented.</p> <p>Students might work in pairs and, reviewing previous notes on Peter the Great, consider:</p> <ul style="list-style-type: none"> <li>• Peter's character</li> <li>• joint rule</li> <li>• assumption of sole power</li> <li>• political problems</li> <li>• any political advantages.</li> </ul>	<p>Choice of students in groups or tasks allocated can differentiate.</p> <p>Wider reading on the concept of a regent within a monarchy.</p> <p>Add any new terminology to the glossary.</p> <p>Some students might read a biography of Peter the Great.</p>	<p>Frame for flow chart.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Interpretations on Peter's assumption of sole power.</p>

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Week 7	Westernisation.	Influences on Peter as a child.	<p>Students could annotate a timeline of Peter the Great's life and identify those who would have influenced him.</p> <p>Students might work in groups to research:</p> <ul style="list-style-type: none"> <li>• individuals who influenced Peter directly: <ul style="list-style-type: none"> <li>○ his tutors</li> <li>○ the Naryshkins</li> </ul> </li> <li>• individuals or groups who influenced him negatively: <ul style="list-style-type: none"> <li>○ the Streltsy</li> <li>○ his half-sister Sophia</li> </ul> </li> <li>• influential contemporary events and leaders: <ul style="list-style-type: none"> <li>○ the changes in the church</li> <li>○ Louis XIV</li> <li>○ the rise of science</li> </ul> </li> <li>• his family <ul style="list-style-type: none"> <li>○ his father and mother</li> </ul> </li> </ul> <p>Each group should report back to the class.</p> <p>Students could be asked to identify Peter's aims at the end of the regency, possibly listing them in a justified order of significance or difficulty.</p> <p>Students might consider the extent to which Peter had consolidated his authority by the end of the regency.</p>	<p>Students could be encouraged to consider the role of dynasty and religion in society in the 17<sup>th</sup> century, drawing comparisons with the 21<sup>st</sup> century.</p> <p>Students could give possible reasons why Peter would find some of his aims difficult to realise or might establish criteria for judging success.</p> <p>Differentiation through the ability to offer criteria for success or failure.</p>	<p>Hand-outs on Peter's early life and Russia in 1707.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic interpretations on the early years of Peter's rule.</p> <p>Add to the booklet made up of trios of academic interpretations on common themes.</p>

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Week 8		The Great Embassy.	<p>Students might research the Great Embassy, looking at:</p> <ul style="list-style-type: none"> <li>• its aims</li> <li>• its organisation</li> <li>• how it was intended to help Peter</li> <li>• how it was intended to help Russia</li> <li>• the main events</li> <li>• its effectiveness</li> <li>• the end of the Grand Embassy.</li> </ul> <p>Discussion: Peter travelled incognito under an assumed name as Peter Mikhailov; what does this suggest about him as a person?</p> <p>Consider the achievements of the Grand Embassy and the application of knowledge gained to improving and modernising aspects of Russian industry and military.</p> <p>Discussion: did the Embassy fail in its main objectives? Consider the implications of this.</p>	<p>Students could be stretched and challenged by the allocation of tasks for the research on the Great Embassy.</p> <p>Wider reading on the progress of the Embassy.</p>	<p>Accounts of the Great Embassy both contemporary and modern.</p> <p>Suitable academic interpretations.</p> <p>Map of the countries visited.</p> <p>Statistics and tables on the longer term impact of the Grand Embassy.</p>

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Week 9		The reasons for and significance of the development of St Petersburg.	<p>Students could work in pairs or small groups to research:</p> <ul style="list-style-type: none"> <li>• the stages of development in the evolution of St Petersburg from a Swedish fort to a completed capital city</li> <li>• the various roles St Petersburg was intended to fulfil</li> <li>• how St Petersburg was built</li> <li>• the role of individuals, eg Trezzini, Le Blond and Cruys.</li> </ul> <p>Students might present their findings in a PowerPoint.</p> <p>Students could use interpretations on the construction of St Petersburg its consequences, to draw up a balance sheet of benefits and costs.</p> <p>Students might consider the effects of the development of St Petersburg on:</p> <ul style="list-style-type: none"> <li>• Peter</li> <li>• the nobility</li> <li>• the peasantry.</li> </ul>	<p>Selection of students in the groups could enable some students to assist others, challenging them to explain and justify their opinions.</p> <p>Wider reading on the development of the new city.</p> <p>Add any new terminology to the glossary.</p>	<p>Contemporary sources to illustrate the differing views about the value of the construction of St Petersburg.</p> <p>Frame for balance sheet.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic interpretations on the construction of St Petersburg.</p> <p>Before and after images of St Petersburg.</p> <p>Relevant film footage.</p>

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Week 10	Early reforms.	Military.	<p>Research and define: who were the Cossacks?</p> <p>Brainstorm session:</p> <ul style="list-style-type: none"> <li>• why would Peter the Great in particular require a strong army</li> <li>• what problems did the geography of the country present</li> <li>• what would Peter need to do to get a strong army</li> <li>• why would Peter want to control the Streltsy</li> <li>• what problems were caused by the army being dominated by the Streltsy and the Cossacks?</li> </ul> <p>Students could work in pairs to explain:</p> <ul style="list-style-type: none"> <li>• Peter's view of the Streltsy</li> <li>• how the Azov campaigns cemented Peter's attitude</li> <li>• the Streltsy's opposition to modernisation, westernisation and reform</li> <li>• the Streltsy murdering members of Peter's family</li> <li>• the Streltsy had proved a threat to the power of the tsar and to Peter in particular</li> <li>• Peter having to end his Great Embassy early in order to deal with the uprising.</li> </ul>	<p>Wider reading on the Cossacks.</p> <p>Opportunities for some students to take the lead in brainstorming session and class debate.</p> <p>Students could look at the conscription proclamation and the other early improvements in the army, including the abolition of the Streltsy regiments in 1698.</p> <p>Draw a flow chart to show how Peter developed his navy and its use before 1707.</p>	<p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic interpretations on the Russian military in this period.</p> <p>Extracts from the 1705 Conscription Proclamation.</p> <p>Further reading on the Streltsy.</p> <p>Naval statistics.</p>

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			<p>Students should decide the most important reason for Peter's abolition of the Streltsy.</p> <p>Why was the development of a navy:</p> <ul style="list-style-type: none"><li>• vital for any trading state</li><li>• of particular importance to Russia</li><li>• important in wars against Turkey, Sweden</li><li>• important considering interest in Malta</li><li>• such a focus on the Grand Embassy.</li></ul>		
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Week 11		Military; economic and financial; political.	<p>Students could work in three groups, one to look at each area of reform.</p> <p>Each group should report back to the class, with a hand-out and/or a PowerPoint presentation.</p> <p>The class might reflect on the links between the three areas of reform and how each may have affected the other two areas of reform.</p> <p>Students could divide into groups and prepare a case that one area or one influence was the key to Peter's reforms:</p> <ul style="list-style-type: none"> <li>• Areas: <ul style="list-style-type: none"> <li>○ military</li> <li>○ economic</li> <li>○ financial</li> <li>○ political.</li> </ul> </li> <li>• Influences: <ul style="list-style-type: none"> <li>○ establishing authority</li> <li>○ desire for westernisation.</li> </ul> </li> </ul> <p>This might lead to a class debate and students could use contemporary sources and academic interpretations to support their point of view.</p> <p>Students might write an essay justifying their choice of the key influence over at least three others.</p>	<p>Students could be stretched and challenged by taking the lead in group tasks.</p> <p>Wider reading on Peter's reforms.</p> <p>Differentiation through participation in the class debate.</p>	<p>Resource materials on the economic, financial and political reforms of Peter the Great before 1707.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic interpretations on economic, political and financial reforms.</p> <p>Statistics and tables on the economy.</p>



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Week 12		Changes in society.	<p>Students could draw a table to illustrate the reforms, including:</p> <ul style="list-style-type: none"> <li>• date and title of reform</li> <li>• details of the reform</li> <li>• its impact (especially on serfs)</li> <li>• the Law Codification, 1694.</li> </ul> <p>Students might research the Beard Tax as a case study of reform, deciding on its main function:</p> <ul style="list-style-type: none"> <li>• a source of income</li> <li>• a symbolic gesture</li> <li>• a determined attempt to westernise society.</li> </ul> <p>Working in small groups, students could be assigned one particular class or interest group in Russia. Research and define what each class had and aspired to have at the start of the reign and their position at the end of the reign.</p> <p>Plenary discussion: how effective were these reforms in modernising Russia?</p>	<p>Students could be stretched and challenged by taking the lead in group tasks.</p> <p>Wider reading on Peter's social reforms. Differentiation through participation in the class discussion.</p>	<p>Resource materials on the social reforms.</p> <p>Add to the booklet made up of trios of academic interpretations on common themes.</p> <p>Guided worksheets and reading to aid in research tasks.</p>

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Week 13	Opposition.	The Church; the Streltsy.	<p>An overview, testing students' knowledge of the Orthodox Church in Russia.</p> <p>Students could draw a table illustrating the main religious groups and their attitude to Peter the Great's ideas.</p> <p>Discussion: why would control of the church be important in this period?</p> <p>Students could examine how the death of the head of the Church, Patriarch Adrian, allowed Peter to take control.</p> <p>Consider the significance of the 1703 ukase on religious tolerance and how this helped the economy.</p> <p>Look at how did Peter dealt with the Streltsy rebellion and consider whether the disbanding of the Streltsy removed the main opposition to Peter.</p> <p>Plenary discussion points:</p> <ul style="list-style-type: none"> <li>• how westernised was Peter if he was prepared to inflict such severe punishment on the rebels</li> <li>• in what ways was the opposition to Peter united</li> <li>• are there any ways in which the opposition to Peter was justified.</li> </ul>	<p>Students could be challenged by the use of open but targeted questions when using sources.</p> <p>Some students could research the Bezpopovshchina and how religious changes affected the economy.</p> <p>Add to the glossary.</p> <p>Wider reading on the Streltsy.</p>	<p>Previous notes.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic interpretations on the Church in Russia.</p> <p>Access to internet for research tasks.</p> <p>Extracts from the 1703 ukase on religious tolerance.</p> <p>Academic interpretations on Peter and the Streltsy.</p>

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Week 14	Foreign affairs and wars.	War against Turkey.	<p>PowerPoint presentation of the main issues in European international relations in 1682, with particular focus on Russia's position and ambition in terms of foreign affairs.</p> <p>Students might brainstorm the motives behind any country's foreign policy and draw a spider diagram to illustrate suggested aims and objectives.</p> <p>Students could annotate their diagram to explain which motives applied to Peter.</p> <p>Students might prepare a prioritised list of possible objectives relating to the Ottoman Empire.</p> <p>Draw an annotated timeline of the main events in the Russo-Turkish War alongside main domestic developments eg disbanding the Streltsy.</p>	<p>Differentiation by participation in the brain storming session and by suggested objectives.</p> <p>Wider reading on the Russo-Turkish war, especially the Azov campaigns.</p> <p>Students might be challenged to justify the rank order given to Peter's objectives in regard to the Ottoman Empire.</p>	<p>PowerPoint presentation.</p> <p>Maps of Russia in 1692 and 1707.</p> <p>Map of the Ottoman Empire.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic interpretations on Russian foreign relations in the period.</p> <p>Access to internet for research tasks.</p> <p>Contemporary accounts of the war against Turkey.</p>

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Week 15		War against Sweden.	<p>Students could draw up a prioritised list of possible objectives relating to Sweden.</p> <p>Draw a timeline detailing the events in the Pruth Campaign. For each event, students could identify:</p> <ul style="list-style-type: none"> <li>• how it related to Peter’s objectives</li> <li>• what happened</li> <li>• the outcome.</li> </ul> <p>Students might examine the campaigns in greater depth by considering the reasons for success or failure.</p> <p>A review of foreign policy possibly by a thematic approach might be developed by students answering short essay-style questions.</p> <p>Spot test on Peter and Russia, 1682–1707.</p> <p>Students could draw posters, for example comparing a traditional Russian with Peter’s expectations of a Russian in terms of dress, etc.</p>	<p>Some students could be encouraged to read a biography of Peter the Great.</p> <p>Students might be challenged to justify the rank order given to Peter’s objectives in regard to the Ottoman Empire.</p> <p>Add to the glossary. Testing understanding of key concepts could be achieved by a matching exercise of terms and definitions.</p>	<p>Maps of Russia in 1692 and 1707.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic interpretations on Russian foreign relations in the period.</p> <p>Access to internet for research tasks.</p> <p>Contemporary accounts of the war against Sweden.</p> <p>Map of Sweden.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
<b>PART ONE: PETER THE GREAT AND RUSSIA, 1682–1725; Section 2: Increasing the glory of Russia, 1707–1725</b>					
Week 16	Economic and financial reforms and their success.	Economic reforms.	<p>PowerPoint to explain mercantilism and the limitations of the nobility's involvement in trade and industry.</p> <p>Students could work in pairs researching Peter's various economic and financial reforms, including:</p> <ul style="list-style-type: none"> <li>• mechanism of involvement</li> <li>• encouragement to enterprise</li> <li>• state investment</li> <li>• monopolies in strategic industries</li> <li>• removal of noble restrictions on trade</li> <li>• trading treaties</li> <li>• protectionist tariffs.</li> </ul> <p>Look at educational changes, eg colleges for commerce, mines and manufacturing.</p> <p>Students could draw a table showing the impact of Peter's economic changes on Russia.</p> <p>Plenary discussion issues:</p> <ul style="list-style-type: none"> <li>• why is it hard to attribute the growth of the Russian economy to Peter's reforms</li> <li>• what might be the wider impact of Peter's reforms</li> <li>• in what ways are these reforms closely linked to financial reforms?</li> </ul>	<p>Students could be asked an extension question to report back to class: were there any areas of the economy which Peter's work overlooked?</p> <p>Add new terms to the glossary.</p> <p>Wider reading on the economic condition of Russia before and after Peter's reforms.</p>	<p>Guided worksheets and reading to aid in research tasks.</p> <p>PowerPoint.</p> <p>Extracts from Peter's regulations.</p> <p>Statistics on Russian economic growth by 1725.</p> <p>Add to the booklet made up of trios of academic interpretations on common themes.</p>

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Week 17		Financial reforms.	<p>Introductory discussion and guided notes: what factors might lead to further financial reforms after 1707?</p> <p>Students work in pairs, considering the impact on Peter's finances, Russia generally and on certain classes of:</p> <ul style="list-style-type: none"> <li>• tariffs on imports</li> <li>• taxing cultural customs</li> <li>• taxing paper goods</li> <li>• problems of evasion</li> <li>• poll tax.</li> </ul> <p>Look at the 1714 ukase against corruption.</p> <p>Plenary discussion:</p> <ul style="list-style-type: none"> <li>• what were the effects of the financial reforms</li> <li>• were the criticisms of Peter and his entourage justified?</li> </ul>	<p>Students could be stretched by a discussion of whether the criticisms about corruption under Peter were justified.</p> <p>Create a profile of Menshikov.</p> <p>Wider reading on the traditionalists' claims of corruption.</p>	<p>Statistics on taxes.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Statistics on Russian economic growth by 1725.</p> <p>Extracts from the 1714 ukase against corruption.</p>

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Week 18	Orthodoxy and developments in the Church.	Developments in the Orthodox Church.	<p>Opening discussion: students could discuss Peter's reasons for wanting to reform the Church. They could suggest obstacles that Peter might face in carrying through his reforms.</p> <p>Students could use a frame to construct a diagram of how the Orthodox Church was organised during this period.</p> <p>Students might look at developments in the Church:</p> <ul style="list-style-type: none"> <li>• the details of the ukases relating to church observance</li> <li>• the assaults on monastic freedoms</li> <li>• limitations on power of bishops to appoint deacons.</li> </ul> <p>Plenary discussion: why was the Church so resistant to the changes which Peter tried to introduce?</p>	<p>Students could be encouraged to contrast the perceived relationship between God and the Pope and God and Peter the Great.</p> <p>Research on the personalities involved in the church, eg Yavorsky, Prokopovich and their careers.</p> <p>Add to the glossary of key terms and concepts.</p>	<p>Guided worksheets and reading to aid in research tasks.</p> <p>Information sheets on the major religious groups in Russia in the period.</p> <p>Extracts from ukases on religion.</p>

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Week 19		Attempts to increase the power of the Tsar.	<p>A PowerPoint introduction to the idea of caesaropapism.</p> <p>Look at the changes in the church, including:</p> <ul style="list-style-type: none"> <li>• the title of the leader of the church <ul style="list-style-type: none"> <li>○ exarch</li> <li>○ ober procurator</li> </ul> </li> <li>• the establishment of civil procurator fiscals in church courts</li> <li>• the establishment of the Most Holy Synod.</li> </ul> <p>Students could annotate a frame to show the new structure of the church after 1721.</p> <p>Identify and discuss the reasons for the reforms of the Church.</p> <p>Plenary discussion: was Peter the Great really interested in caesaropapism?</p>	<p>Add new terms and concepts to the glossary.</p> <p>Students could read more widely on the concept of caesaropapism, looking at the examples of Henry VIII or Louis XIV.</p> <p>A ukase of 1701 forbade kneeling or doffing the hat before the Imperial Palace. Peter explained, "What difference is there between God and the Tsar, if equal honour be shown to both?" Students could consider what Peter meant.</p>	<p>Frame for organisational diagram.</p> <p>PowerPoint on the issue of caesaropapism.</p> <p>Directed reading and source material.</p> <p>Extracts from the 1701 ukase on religion and deference to the tsar.</p>



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Week 20	Changes to central and local government.	The reform of the army.	<p>Revise the changes already made to the army, including the abolition of the Streltsy.</p> <p>Students could research and explain the significance of key changes in the navy such as:</p> <ul style="list-style-type: none"> <li>• the mapping of the Azov and Baltic Seas</li> <li>• Farquharson's School of Mathematics and Navigation</li> <li>• 1718 Admiralty Board</li> <li>• 1720 Naval Regulations</li> <li>• development of naval warfare techniques</li> <li>• construction of fortresses like Kronstadt</li> <li>• the role of individuals like Cruys.</li> </ul> <p>Examine the role played by Menshikov and further army reforms.</p> <p>Create a profile for Menshikov.</p>	<p>A discussion about the role of personalities in the past compared to great forces in causation.</p> <p>Consider whether Peter achieved his aims in terms of the development of the military in Russia.</p>	<p>Notes from previous lessons on military reform.</p> <p>Statistics on the armed forces.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic interpretations concerning the military status of Russia at this time.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 21		The introduction of the Table of Ranks and the Service State.	<p>Students discuss and define meritocracy.</p> <p>Discuss why a meritocracy would be hard to introduce into feudal Russia.</p> <p>Students could be given a definition of a Service State. They could brainstorm ideas about its nature and characteristics in practice.</p> <p>Students could research developments, such as:</p> <ul style="list-style-type: none"> <li>the creation of the Ukaz</li> <li>permanent advisers by appointment</li> <li>replacement of Prikazs by the Collegia</li> <li>the transformation of the system of Uyzeds</li> <li>its further revision after the creation of the Collegia.</li> </ul> <p>Students might consider:</p> <ul style="list-style-type: none"> <li>what was the Table of Ranks</li> <li>how do historians differ on why the Table of Ranks was effective</li> <li>what sort of criteria could be used to assess which view of the Table of Ranks is the more accurate?</li> </ul> <p>Students could review their notes and compile a summary table of Peter the Great' aims in government reform, using the headings:</p> <ul style="list-style-type: none"> <li>detail of the reform</li> <li>aim</li> <li>degree of success.</li> </ul>	<p>Add any new terms to the glossary.</p> <p>Some students might read more widely on the Table of Ranks.</p> <p>Differentiation through participation in discussions.</p> <p>Students might read different historians' accounts of what Peter established in Russia:</p> <ul style="list-style-type: none"> <li>a well regulated police state</li> <li>a modernised service state</li> <li>a patrimonial state.</li> </ul>	<p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic interpretations concerning the Table of Ranks. Diagrams and charts illustrating the nature of government in Russia.</p> <p>Contemporary sources on the Table of Ranks and the Collegia.</p>

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Week 22	Social developments.	Westernisation.	<p>Review learning so far with a brainstorming session, asking, eg:</p> <ul style="list-style-type: none"> <li>• why was Peter the Great determined to westernise Russia</li> <li>• what progress had Peter made in westernising Russia before 1707</li> <li>• how had development since 1707 changed Russia?</li> </ul> <p>Students could research other changes to make presentations on westernising Russia. These may include:</p> <ul style="list-style-type: none"> <li>• cultural changes</li> <li>• education</li> <li>• the alphabet</li> <li>• newspapers</li> <li>• changes in serfdom</li> <li>• deliberate copying of western trends</li> <li>• architecture.</li> </ul> <p>Students might make presentations with hand-outs to the rest of the class (this task could be done in Week 23 subject to timing issues).</p>	<p>Differentiation could be evidenced by ideas presented in the brainstorming session.</p> <p>Student choice of presentations will provide an opportunity for challenge.</p> <p>Wider reading on westernisation.</p>	<p>Access to the internet to research the presentations.</p> <p>Notes from previous lessons.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic interpretations of westernisation.</p> <p>Contemporary accounts of the developments.</p> <p>Add to the booklet made up of trios of academic interpretations on common themes.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 23		Westernisation.	<p>Students might make presentations on aspects of change linked to westernisation to the rest of the class (this task could be done in Week 22 subject to timing issues).</p> <p>Present an overview of Peter's attempts at westernisation.</p> <p>Students could identify Peter's main objectives for westernisation. In particular they should think about his motivation.</p> <p>Discussion: was Peter the Great following a deliberate policy of westernisation, or was it simply a means to an end?</p> <p>Students might construct a table illustrating the advantages and disadvantages of westernisation for Russia. This could be extended to consider the effects on different groups of people.</p> <p>Discussion: was westernisation beneficial to Russia?</p>	<p>Students should have an understanding of subjective nature of many interpretations.</p> <p>Add to the glossary.</p> <p>Consider whether westernisation increased corruption in Russia.</p> <p>Differentiation through participation in discussions.</p> <p>Wider reading on Peter and westernisation.</p>	<p>PowerPoint overview of westernisation.</p> <p>Images of St Petersburg before and after westernisation.</p> <p>Access to the internet.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic interpretations of westernisation.</p> <p>Contemporary accounts of the developments due to westernisation.</p>

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Week 24		The extent of change by 1725.	<p>Students could work in groups, each one reviewing an area of domestic policy, eg:</p> <ul style="list-style-type: none"> <li>• military reforms (army and navy)</li> <li>• economic/ financial reforms</li> <li>• religious reforms</li> <li>• social reforms, especially in relation to the serfs</li> <li>• political reforms.</li> </ul> <p>The focus of the review should be on:</p> <ul style="list-style-type: none"> <li>• the objective of reforms</li> <li>• main events and developments</li> <li>• the relative success of the reforms.</li> </ul> <p>Students should use previous notes, source material and academic interpretations to support their findings. These might be presented in the form of wall posters, hand-outs or PowerPoint.</p> <p>The class might attempt to identify links between the various perspectives.</p> <p>Plenary discussion: the Tsar became the Emperor of all Russia in 1721 and was recognised as such by many western states:</p> <ul style="list-style-type: none"> <li>• why did foreign states do this</li> <li>• did everyone approve of Peter's changes at home?</li> </ul>	<p>Stretch might be evidenced by student discussions, in pairs or groups, to establish the importance of the various reasons for Peter's reforms.</p> <p>Differentiation through participation in the plenary discussion.</p> <p>Review and update the glossary.</p> <p>Wider reading of conflicting opinion on the success of Peter's reforms.</p>	<p>Notes from previous lessons.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic interpretations of Peter's reforms.</p> <p>Contemporary accounts of the developments.</p> <p>Statistics, tables and charts covering the various perspectives.</p>

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Week 25	Opposition.	Opposition to reform.	<p>Students could work in pairs or small groups, each looking at one element of Russian society, including:</p> <ul style="list-style-type: none"> <li>• the Church</li> <li>• the nobility</li> <li>• the peasantry</li> <li>• the military</li> <li>• army officers</li> <li>• ethnic minorities</li> <li>• western migrants</li> <li>• Cossacks.</li> </ul> <p>In each case, students should review Peter's reforms and decide which ones their allocated social group would support; which ones they would oppose; reasons for support or opposition.</p> <p>Students report back to the group with presentations and hand-outs.</p> <p>Plenary discussion: students might assess the level of opposition faced by Peter and try to identify who or what posed the most serious threat. They should be able to justify their choices and to use evidence to back their assertions.</p>	<p>Choice of students in groups and of topics allocated can provide an opportunity for stretch and challenge.</p> <p>Differentiation through participation in the plenary discussion.</p> <p>Wider reading of conflicting opinion on the success of Peter's reforms.</p>	<p>Previous notes.</p> <p>Teachers should be compiling parallel and conflicting interpretations to use in class.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Contemporary accounts of the developments.</p> <p>Statistics, tables and charts covering the various perspectives.</p>

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Week 26		Astrakhan; Bashkir; Don Cossacks.	<p>PowerPoint presentation on the Cossacks.</p> <p>Students might annotate maps to illustrate the host locations of the various Cossack groups.</p> <p>Students could research the development of the Astrakhan. This might be done in pairs or small groups.</p> <p>Students might draw an annotated timeline of the Astrakhan Revolt (Bulavin Rebellion) and subsequent conflict, including the causes, course and consequences.</p> <p>Create a profile for leading Cossacks such as Bulavin.</p> <p>Plenary discussion: how effectively did Peter the Great deal with opposition in these cases?</p>	<p>Students could look in more detail at the expansion of Russia and the issues of ethnic minorities within the state.</p> <p>Add to the glossary.</p> <p>Wider reading on the Cossacks.</p>	<p>Notes from previous lessons.</p> <p>Maps of Russia.</p> <p>PowerPoint on the Cossacks.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Contemporary accounts of the Cossack system.</p>

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Week 27		Tsarevich Alexis.	<p>Students could research and write a biography of Tsarevich Alexis, focusing on:</p> <ul style="list-style-type: none"> <li>• his early life with his mother</li> <li>• those with influence over him</li> <li>• his character</li> <li>• military career</li> <li>• marriage</li> <li>• self-exile</li> <li>• return to Russia.</li> </ul> <p>Identify the main players in the life of the Tsarevich, such as Eudoxia Lopukhina, the boyars and Kikin.</p> <p>Students might examine the terror that followed Alexis' return to Russia and the events leading to his death.</p> <p>Plenary discussion: why did Peter sanction the execution of his son?</p>	<p>Students consider whether we should judge historical characters like Peter the Great by 'his own lights', especially in the treatment of his son but against other opponents.</p> <p>Wider reading on the life and death of Tsarevich Alexis.</p>	<p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic interpretations of Peter's relationship with his son.</p> <p>Contemporary accounts of the life and death of the tsarevich.</p> <p>Add to the booklet made up of trios of academic interpretations on common themes.</p>



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Week 28	Foreign affairs and wars.	Wars with Sweden and Turkey.	<p>Revision: using their notes from Week 15, students could review why Peter the Great went to war against Sweden in 1700.</p> <p>Students might draw a spider diagram to illustrate the causes of the two wars; the course of the war; the entry of other parties into the war.</p> <p>Students could work in two groups, each producing a timeline of events; one group should look at the wars against Sweden after 1707, the other should look at the Pruth Campaign against the Turks.</p> <p>For each event students should identify:</p> <ul style="list-style-type: none"> <li>• why did Russia go to war</li> <li>• how events related to Peter's objectives in foreign policy</li> <li>• the events</li> <li>• the outcome.</li> </ul> <p>The groups might compare Peter's objectives in each case:</p> <ul style="list-style-type: none"> <li>• what objectives were similar</li> <li>• what objectives were different from those in the wars against the Ottomans</li> <li>• why were there differences?</li> </ul>	<p>Decreasing level of planning with students when approaching practice questions, could allow stretch and challenge for stronger students.</p> <p>Some students might hold a discussion on the dynastic nature of foreign policy in the 17<sup>th</sup> century, informed by last week's work on Tsarevich Alexis.</p> <p>Consider conflicting accounts of the outcome of wars with Turkey and Sweden.</p> <p>Wider reading of academic texts on Peter's foreign policy.</p>	<p>Notes from Week 15.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Contemporary accounts of the wars.</p> <p>Maps of the theatres of war.</p> <p>Statements about the key battles in the war, such as Narva and Poltava.</p>

			<p>Students could be given statements relating to reasons Peter engaged in battle or the achievements of each battle. Some of these statements may well be fictitious. They should use their knowledge to support or discredit each source.</p> <p>Research task: produce an account of both battles, relating clearly prioritised reasons for success and/or failure.</p>	<p>Whole class to consider which battle was the most significant for Russia. Students use source material collected for previous exercise to support their arguments.</p>	
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Week 29		Involvement in European conflicts.	<p>Review notes from Week 14 on the broader context of foreign policy.</p> <p>Students could discuss the events that were taking place in Europe at this time. They might capture developments in a series of timelines or in a table.</p> <p>Students might try to identify Peter's broader aims in foreign policy.</p> <p>Discussion points:</p> <ul style="list-style-type: none"> <li>• had Peter increased his authority and established an absolutist state</li> <li>• the role of foreign policy in this.</li> </ul>	<p>Differentiation will be evidenced through participation in discussions.</p> <p>Wider reading on European affairs in the period.</p> <p>Add any new terms to the glossary.</p>	<p>Students notes from Week 14.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic opinion on Peter's achievements to this point.</p> <p>Add to the booklet made up of trios of academic interpretations on common themes.</p>

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Week 30	Overview.	Revision.	<p>Look back at material in this Part and, selecting from earlier work, put together overview timelines of:</p> <ul style="list-style-type: none"> <li>political developments</li> <li>opposition movements</li> <li>economic and social developments</li> <li>key dates and turning points.</li> </ul> <p>Limit the number of entries to 30 to ensure careful selection. This could be undertaken in groups and results compared to create class timelines.</p> <p>Select the 'top' ten individuals that had an influence in this period (could hold balloon debate to determine the most influential).</p> <p>Identify the main ideas and ideologies and the points at which these were most influential.</p> <p>Match key terms and concepts with definitions (a card sort activity).</p> <p>Debate all six key questions and produce one paragraph summary responses to each. This might be done in six groups and the summaries shared.</p> <p>Students might write individual responses to each of the six key questions.</p>	<p>Comparison of different factors; ability to draw the course together in a more synoptic manner.</p> <p>Students might tackle practice questions.</p> <p>Students could return to domestic policy, especially westernisation and consider the impact that foreign policy had on developments during the reign.</p> <p>Students might produce a prioritised list of developments and events. Draw a table of objectives and establish whether Peter achieved these or not.</p> <p>Students could construct a timeline illustrating how these objectives changed through the reign.</p>	<p>Cards with definitions and terms.</p> <p>Notes from Part One of the course.</p> <p>Academic interpretations of key developments.</p> <p>Passages from academic history books to illustrate themes and areas of debate.</p> <p>Reference books.</p> <p>Practice exam style questions.</p>

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<b>PART TWO: ENLIGHTENMENT RUSSIA, 1725–1796; Section 1: The Epoch of Palace Coups, 1725–1762 (A-level only)</b>					
Week 1	The legacy of Peter the Great.	The Service State; the role of the Church.	<p>Look at maps of Russia in 1682 and 1725. Students should annotate the maps to denote any changes.</p> <p>Students might draw a table comparing Russia in 1682 and 1725 in terms of:</p> <ul style="list-style-type: none"> <li>• religion</li> <li>• economy and finance</li> <li>• communications</li> <li>• trade</li> <li>• military power</li> <li>• influences on its rulers</li> <li>• relations with other countries</li> <li>• authority</li> <li>• the legacy of Peter the Great.</li> </ul> <p>Students could work in pairs with Part One notes to consider:</p> <ul style="list-style-type: none"> <li>• the development of Russia between 1682 and 1725</li> <li>• the position of Russia by 1725.</li> </ul> <p>Points for discussion:</p> <ul style="list-style-type: none"> <li>• had Russia grown stronger or weaker</li> <li>• to what extent had Russia become a more absolutist state</li> <li>• what were the major problems faced by Russia.</li> </ul>	<p>Differentiation may be evidenced by the pairing of students and the framing of questions according to ability.</p> <p>Add new terms to the glossary.</p> <p>Students might review of their notes from Part One on the Service State and the role of the Church.</p> <p>Consider three contrasting interpretations on each feature.</p>	<p>Maps of Russia 1682 and 1725 to show change of borders.</p> <p>Romanov family tree.</p> <p>Notes from Part One of the course.</p> <p>Add to the booklet made up of trios of academic interpretations on common themes.</p>

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Week 2		The gentry and serfdom.	<p>Students could work in two groups to examine the impact of Peter's reforms on the gentry and the serfs:</p> <ul style="list-style-type: none"> <li>• gentry <ul style="list-style-type: none"> <li>○ personal service to the state</li> <li>○ loss of ownership rights to timber and mines on estates</li> </ul> </li> <li>• serfs <ul style="list-style-type: none"> <li>○ conversion of house slaves into serfs</li> <li>○ impact of poll tax</li> <li>○ compulsory military service.</li> </ul> </li> </ul> <p>Each group might draw a table to record their findings and share this with the other group.</p> <p>Consider Peter's aims and objectives in instigating these reforms.</p> <p>Students might look at the responses of the gentry and serfs and consider the opportunity for influencing reform.</p>	<p>Add new terms to the glossary.</p> <p>Differentiation will be evidenced through participation in discussions.</p> <p>Table creation will allow students to add their ideas independently. Wider reading on the class structure in Peter's Russia.</p>	<p>Notes from Part One of the course.</p> <p>Add to the booklet made up of trios of academic interpretations on common themes.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic reading.</p> <p>Contemporary opinion on the reforms.</p>

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Week 3		Russia's involvement in international affairs.	<p>Students might review the main developments in Russia's international relations by 1725. This could be captured in a timeline with Russia on one side and Europe on the other.</p> <p>PowerPoint presentation on the situation in Europe by 1725.</p> <p>Students could research the major European powers and draw tables with headings:</p> <ul style="list-style-type: none"> <li>• foreign policy aims</li> <li>• importance for Europe</li> <li>• significance to Russia</li> <li>• Russia's involvement.</li> </ul> <p>Students might work in small groups, each looking at one country and then share their findings with the class.</p> <p>Discussion: to what extent was Russia in a strong position by 1725 in terms of international relations?</p>	<p>Add new terms to the glossary.</p> <p>Differentiation will be evidenced through participation in discussions and contribution to group research.</p> <p>Wider reading on foreign policy developments.</p>	<p>Notes from Part One of the course on foreign policy.</p> <p>Maps of Europe.</p> <p>PowerPoint on Europe in 1725.</p> <p>Information sheet and internet access for research on Russia's foreign policy and position.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic reading.</p> <p>Contemporary opinion on international relations.</p>

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Week 4	Disputed successions	The succession.	<p>Students might research how Peter the Great arranged matters for his succession.</p> <p>Students could draw an annotated timeline to show the changes in government and the main developments that followed Peter's death up to 1740.</p> <p>They should try to explain reasons for the changes and the roles of key individuals, including:</p> <ul style="list-style-type: none"> <li>• Catherine</li> <li>• Menshikov</li> <li>• Apraxin.</li> </ul> <p>Discussion: why was the succession so problematic and what dangers might result from this period of uncertainty in Russia?</p>	<p>Students should be able to draw parallels between when Peter was young and the situation of Russia after his death.</p> <p>Wider reading on key figures such as Menshikov.</p> <p>Add any new terms to the glossary.</p>	<p>Romanov family tree.</p> <p>Add to the booklet made up of trios of academic interpretations on common themes.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic reading.</p> <p>Contemporary opinion on the life and legacy of Peter the Great.</p> <p>Conflicting views on Menshikov and his rivals.</p>



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Week 5		The role of the Supreme State Council and the Preobrazhensky Regiment.	<p>Brainstorm session: students could try to identify key interest groups and their objectives in the period 1725–1740.</p> <p>Capture the findings in a spider diagram.</p> <p>Examine the role of:</p> <ul style="list-style-type: none"> <li>• the Supreme State Council</li> <li>• the Preobrazhensky Regiment</li> <li>• Germans in the reign of Anna.</li> </ul> <p>Students could undertake a role play exercise exploring reactions to events identified in the timeline created last lesson, from the point of view of different individuals and groups.</p> <p>Students might debate the significance of each group in the era of palace plots.</p> <p>Students could consider whether the lack of a clear rule about succession was the main cause of the era of palace plots.</p>	<p>Role play gives obvious opportunities to stretch and challenge students.</p> <p>Add to the glossary.</p> <p>Wider reading on the era of palace plots.</p> <p>Differentiation will be evidenced through participation in discussions and contribution to group research.</p>	<p>Timeline from last week.</p> <p>Add to the booklet made up of trios of academic interpretations on common themes.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic reading.</p> <p>Contemporary opinions.</p>

<b>Time</b>	<b>Specification Topic</b>	<b>Content detail</b>	<b>Content coverage with some suggested activities</b>	<b>Differentiation and stretch and challenge opportunities</b>	<b>Resources</b>
Week 6	Tsarina Elizabeth.	Accession to the throne.	<p>Present a PowerPoint on the main events and developments leading to the succession of Elizabeth.</p> <p>Students could individually construct a list of factors which led to Elizabeth becoming the ruler of Russia.</p> <p>They should rank these in order of priority and explain each one. Students should be encouraged to find supporting evidence to justify their decisions.</p> <p>Class discussion on each student's prioritised list of factors.</p> <p>Students might research the early life of Elizabeth and create a profile up to her succession. This could be added to as the course progresses.</p>	<p>Stretch and challenge could be achieved by consideration of why the role of women had been so highly significant in this period of Russian history.</p> <p>Wider reading on Elizabeth.</p> <p>Differentiation will be evidenced through participation in discussions and contribution to group research.</p>	<p>PowerPoint on the succession of Elizabeth.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic opinion on Elizabeth.</p> <p>Add to the booklet made up of trios of academic interpretations on common themes.</p>

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Week 7		Education and westernisation.	<p>Students could be divided into three groups, each reading extracts from a different biography of Tsarina Elizabeth.</p> <p>Each group should produce a report on her character which they then compare with the findings of the other two groups, looking for points of similarity and difference.</p> <p>Students discuss the key influences on Elizabeth and the differing opinion on her character and reign.</p> <p>Students might complete a worksheet on the means by which Elizabeth maintained control of the country.</p> <p>Students could work in pairs to discuss the most important ways in which Elizabeth retained authority. Students might complete a worksheet on Elizabeth's key westernising policies, including:</p> <ul style="list-style-type: none"> <li>the repeal of all the legislation passed since her father's death</li> <li>her educational changes</li> <li>publishing an Orthodox authorised version of the bible.</li> </ul> <p>Plenary discussion: what problems would Elizabeth face in reverting to her father's westernisation policies and how might she overcome these?</p>	<p>Extension reading on Tsarina Elizabeth and her reign.</p> <p>Differentiation will be evidenced through participation in discussions and contribution to group research.</p> <p>The allocation of research tasks could pair students of differing abilities to offer peer support in learning.</p> <p>Wider reading on the clash between traditionalists and westernisers.</p> <p>Add to the glossary as necessary.</p>	<p>Three short biographies of Elizabeth.</p> <p>Worksheets on Elizabeth's means of controlling the country and her westernising policies.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Conflicting opinion on Elizabeth.</p> <p>Guided reading of academic texts.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 8		Legal reforms.	<p>Class discussion: why might the westernising Tsarina believe that there was a need for legal reforms?</p> <p>Students could examine the state of the Russian legal system under the 1649 Law Code.</p> <p>Students might further research legal reforms, focusing particularly on:</p> <ul style="list-style-type: none"> <li>the abolition of the death penalty</li> <li>changes in the governance of the Church.</li> </ul> <p>Discussion points:</p> <ul style="list-style-type: none"> <li>to what extent was Elizabeth building on Peter's reforms</li> <li>was she as 'westernising' as her father.</li> </ul>	<p>Differentiation will be evidenced through participation in discussions and contribution to group research.</p> <p>Wider reading on the influence of Elizabeth's religious beliefs.</p> <p>Add to the glossary.</p>	<p>Add to the booklet made up of trios of academic interpretations on common themes.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic reading.</p> <p>Contemporary opinions.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 9		Taxation.	<p>Students review notes from Week 6 and identify the role of taxation issues in Elizabeth's succession.</p> <p>Students could write a report, from the point of view of a member of Russian society, commenting on Elizabeth's lifestyle and extravagance.</p> <p>These could be shared with the class and a table drawn up to illustrate the positive and negative effects of Elizabeth's spending.</p> <p>Students analyse statistics relating to expenditure, state finances, debt and taxation and the costs of warfare.</p> <p>Discuss: did Elizabeth's conspicuous consumption encourage the development of Russian industry and communications?</p>	<p>Differentiation will be evidenced through participation in discussions and contribution to group research.</p> <p>Wider reading on the construction of the Winter Palace.</p>	<p>Student notes from Week 6.</p> <p>Statistics and tables on Elizabeth's expenditure, state finances, debt and taxation in Russia.</p> <p>Contemporary accounts of Elizabeth's extravagance.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 10	Social developments.	The redefinition of the Service State.	<p>Review previous notes on the Service State.</p> <p>Discussion: why did this period give great opportunities for landowners to increase their power and authority? Students could draw a timeline illustrating the main developments and changes to the Service State. Annotations should be made to explain the changes.</p> <p>Look at the increased powers of the senate to make laws.</p> <p>Teacher led discussion based on the timeline:</p> <ul style="list-style-type: none"> <li>• how was the Service State redefined by 1762</li> <li>• what elements of the Petrine service state remained</li> <li>• why had the changes taken place?</li> </ul>	<p>Students should demonstrate their understanding by participation in discussions.</p> <p>Wider reading on social developments during this period.</p> <p>Add to the glossary as relevant.</p> <p>Spot test on key terms and concepts (card sort activity).</p>	<p>Student notes from Part One, Week 21 and Week 1 of Part Two of the course.</p> <p>Information sheets on changes in the Service State.</p> <p>Add to the booklet made up of trios of academic interpretations on common themes.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic reading.</p> <p>Contemporary opinions.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 11		Serfdom and serf unrest.	<p>Review of the Estates system and the powers of landowners over serfs.</p> <p>Students should revisit the condition of the gentry and the serfs as studied in Week 2.</p> <p>Students could research to identify sources of discontent and unrest amongst the serfs. This research could be undertaken in pairs or small groups and then the findings shared with the whole class.</p> <p>Discussion: why would the nobles be in a strong position to increase their powers over the serfs at this time?</p> <p>Students might produce a table of the various forms or protest that serfs could undertake and the danger to the state.</p> <p>Students could draw a timeline of key events and changes in the state of serfdom in Russia between 1725 and 1762.</p> <p>Discussion: why, as a westerniser, did Elizabeth allow the system of serfdom to harden?</p>	<p>Differentiation will be evidenced through participation in discussions and contribution to group research.</p> <p>Add to the glossary.</p> <p>Wider reading on the lives of the serfs during this period.</p> <p>Students might create a spider diagram considering evidence for and against the view of Elizabeth as a westerniser.</p>	<p>Students notes from Week 2.</p> <p>Sources of information on the changes in serfdom between 1725 and 1762.</p> <p>Statistics and tables on social issues.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic reading.</p> <p>Contemporary opinions.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 12	Foreign affairs.	Intervention in Poland.	<p>Students could review foreign policy notes from Week 3 and make a list of Russian objectives in foreign policy.</p> <p>Students might discuss and identify possible limitations to effective foreign policy between 1725 and 1741.</p> <p>Students could draw a table illustrating foreign policy events, using the headings:</p> <ul style="list-style-type: none"> <li>• year</li> <li>• event</li> <li>• Russian interests</li> <li>• consequences – both positive and negative.</li> </ul> <p>This table may be extended and added to next week.</p> <p>Students look at three extracts from modern historians relating to Russia’s involvement in Poland.</p> <p>Students to decide which one of the extracts is the most convincing in explaining why Russia was involved in Poland at this time and to come up with positive justifications for their choice and negatives about the alternative choice.</p>	<p>Developed understanding with be evident by contribution to the analysis of the three modern sources on Russia’s involvement in Poland.</p> <p>Differentiation will be evidenced through participation in discussions and contribution to group research.</p> <p>Wider reading on the intervention in Poland.</p> <p>Add to the glossary.</p>	<p>Student notes from Week 3.</p> <p>Sources of information on foreign policy from 1725 to 1762</p> <p>Three suitable and differing versions of Russia’s involvement in Poland in this period.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic reading.</p> <p>Contemporary opinions.</p>



Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 13		Failure to secure the Crimea; involvement in the Seven Years War.	<p>Add further detail to the table of key foreign policy events, including:</p> <ul style="list-style-type: none"> <li>• the Russo Turkish War</li> <li>• negotiated peace with Sweden</li> <li>• the Seven Years War.</li> </ul> <p>Students might draw a spider diagram or flowchart to illustrate development in the war with Turkey and the failure to secure the Crimea.</p> <p>Students could work in groups to research the wider context of the Seven Years War and create fact files for each of the combatant countries.</p> <p>Discussion: what was Russia's role in the conflict and what were the consequences for Russia?</p>	<p>Students could consider whether Elizabeth was more successful in foreign policy than her father and suggest reasons for any differences.</p> <p>Wider reading on the Seven Years War.</p> <p>Students might attempt an exam-style question of foreign policy.</p>	<p>Tables from last lesson.</p> <p>Sources of information on foreign policy from 1725 to 1762.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic reading.</p> <p>Contemporary opinions.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 14	Russia by 1762.	The extent to which Petrine reforms survived.	<p>Students look at the main areas of reform, such as the military, and then create a table to record their findings, under the headings:</p> <ul style="list-style-type: none"> <li>• area of reform</li> <li>• Petrine reforms to 1725</li> <li>• the situation by 1762</li> <li>• extent of change.</li> </ul> <p>Students might discuss the implications of each reform or development and its possible connection to other reforms.</p> <p>Students could look back at the reign of Elizabeth (Weeks 6 to 14) and discuss whether or not she had achieved her goals as ruler of Russia.</p> <p>Students might do this in two groups and debate the evidence in support of Elizabeth and against her.</p>	<p>Discussion of implications and links between events will give students opportunities to show their abilities.</p> <p>Differentiation will be evidenced through participation in discussions and contribution to group research.</p> <p>Wider reading of academic assessments of Elizabeth's reign.</p>	<p>Students notes.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic reading.</p> <p>Contemporary opinions.</p> <p>Extracts on the Petrine reforms.</p> <p>Add to the booklet made up of trios of academic interpretations on common themes.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 15		The accession of Catherine the Great.	<p>Students might complete an annotated timeline to show the key events leading to the accession of Catherine the Great.</p> <p>Students could be given a set of cards with reasons and pieces of evidence relating to the succession. These are to be used to prioritise the factors which led to Catherine the Great becoming Tsarina of Russia. Students circulate and share the information they have with as many others as they can during a limited time frame. Each student writes a summary of the succession based on the evidence they have gathered.</p> <p>These accounts can then be compared and students discuss the limitations of evidence and the relative value of different extracts.</p>	<p>The discussion during the circulation of students will allow students to help their peers.</p> <p>Differentiation will be evidenced through participation in discussions and contribution to group research.</p> <p>Wider reading on Catherine the Great.</p>	<p>Information sheets or internet access for research on the events.</p> <p>Cards with reasons and pieces of evidence relating to the succession.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic reading.</p> <p>Contemporary opinions.</p> <p>Add to the booklet made up of trios of academic interpretations on common themes.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
<b>PART TWO: ENLIGHTENMENT RUSSIA, 1725–1796; Section 2: Catherine the Great and Russia, 1762–1796 (A-level only)</b>					
Week 16	Catherine.	Character and aims.	<p>Students might research and write a short biography of Catherine, detailing:</p> <ul style="list-style-type: none"> <li>• her early life</li> <li>• the influences on her character</li> <li>• how these influenced her aims</li> <li>• what problems she faced in ruling Russia</li> <li>• how she might try to overcome them.</li> </ul> <p>Once completed, students read each other's biographies to identify differences and similarities and they discuss any points of variance.</p> <p>Students update their own biographies, indicating where there are debates on the character and aims of Catherine.</p> <p>Students could work in pairs or small groups to further research the influence of leading male favourites within Catherine's government, eg:</p> <ul style="list-style-type: none"> <li>• Orlov</li> <li>• Potemkin</li> <li>• Ushakov.</li> </ul> <p>Students then report back to the class, leading to a discussion of the role of favourites in Catherine's government.</p>	<p>There are many biographies of Catherine the Great available for extension activity.</p> <p>Students could be invited to consider why Russia at this time was so influenced by women compared to other historical periods.</p> <p>The broader discussion of the significance of women in this area of history, possibly in comparison to the other option studied, would enable students to formulate ideas.</p> <p>Wider reading on courts favourites such as Orlov and Potemkin.</p>	<p>Access to the internet.</p> <p>Catherine's family tree.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic reading.</p> <p>Contemporary opinions.</p> <p>Conflicting accounts of the character of Catherine the Great.</p> <p>Add to the booklet made up of trios of academic interpretations on common themes.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 17		Extent of influence of the Enlightenment and the impact of the French Revolution on Catherine.	<p>Students should review previous learning and notes on westernisation.</p> <p>Present a PowerPoint to introduce:</p> <ul style="list-style-type: none"> <li>• the Enlightenment</li> <li>• the idea of Enlightened Despotism</li> <li>• the French Revolution.</li> </ul> <p>Students could work in three groups to research:</p> <ul style="list-style-type: none"> <li>• elements of the Enlightenment, including the encyclopaedists and Voltaire</li> <li>• characteristics of 'enlightened despots'</li> <li>• the French Revolution.</li> </ul> <p>Students might make presentations of their findings with hand-outs for the rest of the class.</p> <p>Discussion: how the Enlightenment and the French Revolution might have influenced Catherine.</p> <p>Students could agree on a set of characteristics for an ideal enlightened despot to be made into a poster for future reference.</p>	<p>Choice of students for groups will allow for differentiation.</p> <p>An opportunity for stretch when students research enlightened despots.</p> <p>Consider: how important were ideology and ideas during this period?</p> <p>Wider reading on the Enlightenment and the French Revolution.</p>	<p>Student notes on westernisation.</p> <p>PowerPoint to introduce the Enlightenment and the French Revolution.</p> <p>Poster materials.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic reading.</p> <p>Contemporary opinions.</p> <p>Add to the booklet made up of trios of academic interpretations on common themes.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 18	Developments in central and local government.	Codification of the law; the Great Commission.	<p>Students should review their notes from Week 8 and identify the condition of the legal system on Catherine's accession.</p> <p>Brainstorming session:</p> <ul style="list-style-type: none"> <li>• what is codification</li> <li>• what would codification of a legal system mean in practice</li> <li>• what benefits would it bring</li> <li>• what hurdles might prevent its introduction?</li> </ul> <p>Students could draw a table to illustrate the issues and details of the Great Commission, including:</p> <ul style="list-style-type: none"> <li>• the intellectual origins</li> <li>• why it was needed</li> <li>• its purpose</li> <li>• Catherine's Nakaz</li> <li>• the nature of the commission</li> <li>• its problems</li> <li>• narrow and broader consequences</li> <li>• success and failure.</li> </ul> <p>Discussion points:</p> <ul style="list-style-type: none"> <li>• why did the Great Commission fail to fully codify the law</li> <li>• to what extent was the Great Commission a failure?</li> </ul>	<p>Students could consider why Britain has not codified its laws. What problems might there be in doing this?</p> <p>Differentiation will be evidenced through participation in discussions and contribution to group research.</p> <p>Wider reading on Catherine the Great.</p> <p>Students might consider to what extent the Nakaz was influenced by Enlightenment ideas.</p>	<p>Previous notes from Week 8.</p> <p>Extracts on the 1649 law code and its subsequent modifications.</p> <p>Sources of information on the Great Commission and the codification of the law.</p> <p>Extracts from the 1774 Civil Law code and the criminal codes of the later 1770s.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic reading.</p>

					<p>Add to the booklet made up of trios of academic interpretations on common themes.</p> <p>Contemporary opinions.</p>
Week 19		Reform of the Senate.	<p>Students should review their learning on the Service State and the Senate.</p> <p>Brainstorming session: what influences were there on Catherine to reform the Senate?</p> <p>The results of this session might be captured in a spider diagram. Students should look for links between influences.</p> <p>Students then use a worksheet on the reform of the Senate to aid their research into the developments.</p> <p>They should draw up a list of changes and suggest influences for each of the reforms. Further annotation of the spider diagram might draw these findings together.</p> <p>Discussion: was Catherine more committed to reform or to the maintenance of her own power?</p>	<p>Students could consider how far the rulers of Russia were able to establish and maintain authority.</p> <p>Debate: was this a greater influence across the period than any other factor?</p> <p>Wider reading on the Senate and the Service State.</p>	<p>Student notes from Week 10.</p> <p>Worksheet on the Senate.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic reading.</p> <p>Contemporary opinions.</p> <p>Add to the booklet made up of trios of academic interpretations on common themes.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 20		Changes to local government in towns and rural areas.	<p>Students should review the system of local government (refer to notes from Part One).</p> <p>Students could work in pairs or small groups to research and identify changes in local government.</p> <p>Students might design a poster with before and after sections to illustrate the changes in local government. Discussion point: to what extent did these developments represent a significant change in local government?</p> <p>Students could study three conflicting interpretations on some aspect of Catherine's changes to government and decide which one of the three provides the most convincing explanation of the changes addressed.</p>	<p>The poster activity will give opportunities for students to establish their case more robustly.</p> <p>Students could act as study buddies on the source question.</p> <p>Add to the glossary as necessary.</p> <p>Wider reading on local government and life in rural areas.</p> <p>Students might attempt a practice extract based question.</p>	<p>Notes from Part One of the course.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic reading.</p> <p>Add to the booklet made up of trios of academic interpretations on common themes.</p> <p>Contemporary opinions.</p> <p>Relevant statistics and information on the changes in local government.</p> <p>Three suitable interpretations with different views on Catherine's changes to local government.</p>



Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 21	Changes to society.	The importance of landownership and the gentry.	<p>Students should begin with a review of the role of landownership and the gentry in Russian government.</p> <p>Students to research the importance of the gentry and landownership, including:</p> <ul style="list-style-type: none"> <li>• the gentry's influence on Catherine</li> <li>• the keeping of genealogies</li> <li>• automatic promotions for service after 1764</li> <li>• the role of landownership.</li> </ul> <p>Students might compile a report as if they were an ambassador to a foreign power reporting on the changes in government undertaken by Catherine to this point, including:</p> <ul style="list-style-type: none"> <li>• Catherine's aims</li> <li>• details of reforms</li> <li>• reaction to her reforms</li> <li>• successes</li> <li>• failures</li> <li>• potential opposition.</li> </ul> <p>Discussion point: what might Catherine have done in order to ensure that her policies gained wider acceptance?</p>	<p>The reporting activity and the plenary discussion would give students an opportunity to express fully their own ideas and understanding.</p> <p>Differentiation will be evidenced through participation in discussions and contribution to group research.</p> <p>Wider reading on Catherine the Great.</p> <p>Add any new terms to the glossary.</p> <p>Further reading on the influence of the gentry on the monarchy in Russia.</p>	<p>Previous notes on landownership and the gentry.</p> <p>Information on the keeping of genealogies amongst the gentry.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic reading.</p> <p>Contemporary opinions.</p> <p>Add to the booklet made up of trios of academic interpretations on common themes.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 22		Enlightenment and education.	<p>Students should review the effects of the Enlightenment and note the condition of education in Russia on Catherine's accession.</p> <p>Students might participate in a brainstorming session to establish a list of reasons why Catherine placed great emphasis on education. Students should prioritise Catherine's motives, using evidence and argument to support the chosen rank order.</p> <p>Students could then examine the developments in education during Catherine's reign. These might be captured on an annotated timeline or in a table.</p> <p>Present a PowerPoint on the Enlightenment and education in Russia. Students add to their own findings and look for links between developments.</p> <p>Discussion points:</p> <ul style="list-style-type: none"> <li>• how significant were Catherine's reforms of education</li> <li>• were they effective in achieving her aims?</li> </ul>	<p>Students could be asked to consider the division between direct and situational causes in history, with the Enlightenment and Catherine the Great as examples.</p> <p>Catherine's aims in education could be compared to modern dictators like Hitler or Stalin.</p> <p>Differentiation will be evidenced through participation in discussions and contribution to group research.</p>	<p>Academic interpretations on Catherine's reforms in education.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Contemporary opinions.</p> <p>Add to the booklet made up of trios of academic interpretations on common themes.</p> <p>PowerPoint presentation on the influence of the Enlightenment.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 23		Reforms to religion.	<p>Students should begin by reviewing the condition of religion in Russia at the start of Catherine’s reign, the consequences of Peter’s reforms to the Orthodox church and by identifying the main religious groups within the Russian Empire.</p> <p>Students could take part in a brainstorming session:</p> <ul style="list-style-type: none"> <li>• what might be expected of Catherine’s religious policy given: <ul style="list-style-type: none"> <li>○ her commitment to the Enlightenment</li> <li>○ her personal attitude</li> <li>○ her foreign background</li> </ul> </li> <li>• how might religious developments in the west and south of the Empire be influenced by: <ul style="list-style-type: none"> <li>○ the ongoing expansion of Russia</li> <li>○ the immigration of western advisers started under Peter</li> </ul> </li> </ul> <p>Students could research and prepare presentations, including annotated timelines, to show changes in policy over time and their impact on religious groups.</p>	<p>Students of differing abilities could be paired for the research topics.</p> <p>Add to the glossary of terms.</p> <p>Differentiation through participation in the brainstorming session.</p> <p>Debate: to what extent did Catherine’s religious policy achieve its aims?</p> <p>Wider reading on religion and religious reform in Russia.</p> <p>Students might annotate maps of Russia to identify the main religions across the Empire.</p>	<p>Academic interpretations on Catherine’s reforms to religion.</p> <p>Academic reading.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Map of the Russian Empire.</p> <p>Contemporary opinions.</p> <p>Add to the booklet made up of trios of academic interpretations on common themes.</p>

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			<p>Students might work in pairs or small groups to look at Catherine's reforms and their consequences, including:</p> <ul style="list-style-type: none"><li>• religious dissent</li><li>• the Orthodox Church</li><li>• Old Believers</li><li>• Islam</li><li>• Judaism.</li></ul> <p>Findings to be shared with the class.</p>		
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Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 24	The economy, the persistence of serfdom and its impact on economic development.	The economy.	<p>Present a PowerPoint on ideas about the development of capitalism, such as Marxism and the ideas of Adam Smith.</p> <p>Students could research and identify economic changes and developments under Catherine.</p> <p>Students could examine various facts and statistics on Russia's economic performance up to Catherine's accession and afterwards to decide:</p> <ul style="list-style-type: none"> <li>• did Catherine's policies improve the economy</li> <li>• what were the main influences on policy?</li> </ul> <p>Discussion: what had the greater influence on Catherine's economic policies; the Enlightenment or the need to maintain the support of the nobility?</p>	<p>Students might consider whether the desire of the nobility to indulge in growing western tastes had a strong influence on economic policy.</p> <p>Participation in research and discussion will evidence developing understanding amongst students.</p> <p>Wider reading on the economy.</p>	<p>PowerPoint on Marxism and the ideas of Smith.</p> <p>Statistics and tables on Russia's economic performance.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Contemporary opinions.</p> <p>Add to the booklet made up of trios of academic interpretations on common themes.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 25		The persistence of serfdom and its impact on economic development.	<p>Students should review what they have learned about serfdom so far and refer to their notes from Week 11.</p> <p>They might identify facts about serfdom and draw spider diagrams to illustrate the serf system. Students could then be given various facts and evidence about serfdom under Catherine the Great and use these to add to their diagram.</p> <p>Students could try to determine how serfdom changed during the period; they should use evidence to support their judgement.</p> <p>Students might review the economic statistics used last lesson and decide what impact the persistence of serfdom had on economic development.</p> <p>Review Catherine's economic, social, religious and administrative changes.</p> <p>Students might work in groups to create a large wall poster illustrating these reforms and developments.</p>	<p>Some students might clearly recognise that westernisation would need the development of capitalism, including in terms of agriculture.</p> <p>Given this fact, they might consider why Catherine endorsed continued feudalism.</p> <p>Add to the glossary. Participation in research and discussion will evidence developing understanding amongst students.</p> <p>Wider reading on the serfs and feudalism.</p>	<p>Previous notes from Week 11.</p> <p>Factsheets on serfdom under Catherine the Great.</p> <p>Statistics and tables on Russia's economic performance.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Contemporary opinions on serfdom.</p> <p>Add to the booklet made up of trios of academic interpretations on common themes.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 26	Opposition and rebellion.	Plots against her and Catherine's reaction.	<p>Brainstorm session:</p> <ul style="list-style-type: none"> <li>• why was Catherine's position as Tsarina so weak</li> <li>• how had Catherine actually able to become Tsarina</li> <li>• why were there great opportunities for pretenders?</li> </ul> <p>Students to construct a flow chart of the plots against Catherine, to include:</p> <ul style="list-style-type: none"> <li>• details of the plots</li> <li>• Catherine's reaction</li> <li>• an evaluation of their danger to her government.</li> </ul> <p>Discuss and form a list of the main reasons for plots against Catherine and common features of her reactions to the plots. Each student could be given one reason or feature of the plots and has to construct an argument to justify why it is the most important.</p> <p>Class debate and vote on which was the most important reason and feature.</p> <p>Plenary session: how dangerous were the plots against Catherine and how effective were her methods of dealing with them?</p>	<p>The brainstorm sessions provide students with the chance to think creatively.</p> <p>In the plenary session some students should realise that policies like increasing expenditure on the court and automatic promotion for service, would inhibit plots.</p> <p>Wider reading on the pretenders.</p> <p>Students might research Yemelyan Pugachev.</p>	<p>Previous notes from Weeks 15 and 16 would inform the brainstorm session.</p> <p>Romanov family tree.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic interpretations on the plots and the pretenders.</p> <p>Contemporary accounts of the plots.</p> <p>Summary biographies of the pretenders and plotters.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 27		The Pugachev Revolt and its consequences.	<p>Students should begin with a brainstorming session:</p> <ul style="list-style-type: none"> <li>the reasons for revolts generally</li> <li>those which apply to Russia.</li> </ul> <p>Present a PowerPoint outlining the basic causes and groups involved in the revolt and a brief history of events.</p> <p>Students could be split into three groups:</p> <ul style="list-style-type: none"> <li>one formed of rebels</li> <li>one of landowners</li> <li>one of Catherine and her advisers.</li> </ul> <p>Students then examine the events leading to, during and after the revolt and decide what their group's reactions would be. They should support their ideas with evidence, perhaps using contemporary accounts of the revolt.</p> <p>Students could write a report on the revolt from the viewpoint of one of the three groups with a commentary to explain why they agree or disagree with this group's view.</p> <p>Students could be given a card sort exercise on the consequences of the revolt. They should match each consequence with its supporting evidence. Students then prioritise the most important consequence and justify their choice.</p> <p>Plenary discussion leading to note making exercise on the consequences of the revolt.</p>	<p>Students could be allocated to groups to encourage peer support.</p> <p>The brainstorm sessions provide students with the chance to think creatively.</p> <p>Participation in research and discussion will evidence developing understanding amongst students.</p> <p>Wider reading on the revolt.</p> <p>There is an opportunity for differentiation through the card sort activity.</p> <p>Students might discuss whether plots or popular rebellions were the greater threat to Catherine's rule.</p>	<p>PowerPoint presentation on the Pugachev Revolt.</p> <p>Scenario and note making grids for reactions to the key events surrounding the rebellion.</p> <p>Romanov family tree.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic interpretations and contemporary accounts of the revolt.</p> <p>Materials for the card sort activity.</p> <p>A biography of Yemelyan Pugachev.</p>



Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 28	Foreign affairs and wars.	Sweden; Turkey and Crimea.	<p>Students should review the aims and ambitions of Russia in foreign policy under Peter and Elizabeth.</p> <p>Brainstorm leading to a teacher led discussion:</p> <ul style="list-style-type: none"> <li>what might be Catherine's objectives in foreign policy?</li> </ul> <p>Present a PowerPoint explaining the main diplomatic issues of the period, developments in Europe and the Middle East.</p> <p>Students could examine information sheets on Sweden, Turkey and the other main states of Europe and the Middle East.</p> <p>Individual students might look at one country and, from the point of view of a minister, offer their advice to Catherine on relations with that state.</p> <p>Students might research developments in Sweden and Turkey and the Crimea and consider the effects on Russia.</p> <p>Students annotate maps to illustrate events in Sweden, Turkey and Crimea.</p>	<p>Some students could consider the wider issue of whether foreign policy aims for any country are always the same or whether the personality of the ruler alters them to any great extent.</p> <p>Comparisons might be drawn with Louis XIV, Hitler, Stalin or any other historical leader known to students.</p> <p>Wider reading on relations with Sweden and Turkey.</p> <p>The brainstorm sessions provide students with the chance to think creatively.</p> <p>Participation in research and discussion will evidence developing understanding amongst students.</p>	<p>Notes from previous lessons on foreign policy.</p> <p>Map of Russia and her neighbours.</p> <p>Information sheets on major European states, the Middle East and developments in European affairs.</p> <p>Academic texts.</p> <p>PowerPoint on developments in Europe.</p> <p>Add to the booklet made up of trios of academic interpretations on common themes.</p>

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			<p>Students could draw a table of events, under the headings:</p> <ul style="list-style-type: none"><li>• date</li><li>• event</li><li>• Russia's interest or involvement</li><li>• consequences for Russia</li></ul> <p>Students should allow space on this table to add details of the wars with Poland.</p>		
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Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 29		Wars with Poland and its partition.	<p>Completion of table from last week to include events and developments in relations with Poland.</p> <p>Present a PowerPoint to include:</p> <ul style="list-style-type: none"> <li>• a brief history of Poland</li> <li>• reasons for its weakness</li> <li>• interests of other states in it.</li> </ul> <p>Students discuss and then write a brief explanation of why Poland was conquered and what Russia gained by conquest. Students might annotate a map of Poland to illustrate the successive partitions.</p> <p>Plenary discussion:</p> <ul style="list-style-type: none"> <li>• to what extent did Catherine achieve her aims in foreign policy</li> <li>• what were the consequences for Russia?</li> </ul>	<p>Students should be able to give supported reasons for Russia's interest in Poland.</p> <p>Participation in research and discussion will evidence developing understanding amongst students.</p> <p>Wider reading on the wars with Poland.</p> <p>Spot test on terms and concepts from the glossary.</p>	<p>Map of Poland.</p> <p>PowerPoint on Poland.</p> <p>Guided worksheets and reading to aid in research tasks.</p> <p>Academic interpretations and contemporary accounts of developments in Poland.</p> <p>Add to the booklet made up of trios of academic interpretations on common themes.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 30	Overview.	Revision.	<p>Look back at the material from both parts of the course and the overview materials created at the end of Part One. Compile overview timelines and charts in relation to:</p> <ul style="list-style-type: none"> <li>political developments</li> <li>opposition movements</li> <li>economic and social developments</li> <li>key dates and turning points.</li> </ul> <p>This could be undertaken in groups and results compared to create class timelines.</p> <p>Select the 'top' ten individuals that had an influence in this period (could hold balloon debate to determine the most influential).</p> <p>Identify the main ideas and ideologies and the points at which these were most influential. Debate all six key questions and produce one paragraph summary responses to each. This might be done in six groups and the summaries shared.</p> <p>Students might write individual responses to each of the six key questions</p>	<p>Opportunities for differentiation in students' research and selection.</p> <p>Some could find passages from academic history books to illustrate themes and areas of debate.</p> <p>Students could be divided into two groups; those viewing Catherine positively and those viewing her negatively, for a debate.</p> <p>Consideration of the 'Great Man' theory of history: were Peter the Great and Catherine the Great the dominant forces of their times or were they prisoners of a range of wider forces?</p> <p>Practice exam style questions.</p>	<p>Notes and materials from Parts One and Two of the course.</p> <p>Reference books.</p> <p>Practice exam style questions.</p> <p>Academic interpretations of key developments.</p> <p>Passages from academic history books to illustrate themes and areas of debate.</p> <p>The booklet made up of trios of academic interpretations on common themes.</p>

