
Scheme of work

AS/A-level History 7041/7042

Tsarist and Communist Russia, 1855–1964, 1H

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.

Scheme of work

HISTORY: Tsarist and Communist Russia, 1855–1964

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>Part 1 of this SOW is suitable for both AS and A-level students. Please refer to the Specification for the different types of AS and 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, power point 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>Both AS and A-level practice questions can be found on the AQA web site 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

Tsarist and Communist Russia, 1855–1964

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART ONE: AUTOCRACY, REFORM AND REVOLUTION: RUSSIA, 1855–1917; Section 1: trying to preserve autocracy, 1855–1894					
Week 1	Political authority and the state of Russia	Autocracy; the political social and economic condition of Russia in 1855	<p>PowerPoint introduction and overview of period.</p> <p>Consider state of Russia in mid-19th century. Using a map consider: geography/problems of rule/economic issues/backwardness/social issues, ethnic groupings and divisions including serfdom/tsarist government.</p> <p>Compile some key statistics; make a pie chart to represent the social make-up of Russia; create a diagram to illustrate the key features of Tsarist Autocracy; begin glossary of key terms.</p>	<p>Use key terms to develop conceptual understanding eg meaning of autocracy.</p> <p>Create a chart of Russia's strengths and weaknesses.</p> <p>Create a chart to illustrate forces of change and forces of continuity.</p>	<p>Map of Russia in mid-19th century</p> <p>Family Tree of Romanov dynasty</p> <p>Guided worksheets and reference material for reading</p>
Week 2		The impact of the Crimean War	<p>Plot outline of war on a map.</p> <p>Consider impact of war by creating chart of political /economic /social and military issues.</p>	<p>Debate on the enormity of problems facing Russia, 1855 – linking previous week's learning to war issues.</p>	<p>Map of Crimean War</p> <p>Reference sheets or reading</p>

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Week 3	Political authority and attempts at reform	Alexander II; emancipation of the serfs	Spider diagrams to show (i) pressures for change and reform and (ii) specific reasons for the abolition of serfdom. Use details of emancipation to create chart of peasant gains and losses, noting problems that remained.	Consider issues from viewpoint of Tsar; ministers; noble serf-owners and serfs.	Illustrated worksheet of a serf/peasant with opportunity to record details of serfdom before 1861 Sheet outlining the Emancipation terms Guided reading Academic interpretations
Week 4		Attempts at domestic and military reform	Allocate key reforms to pairs and groups to give a 3-slide PowerPoint presentation to class. Local government /military reforms /judicial reforms /education, church and censorship reforms /economic reforms. Class could fill in a worksheet to record information.	Allocation of topics permits differentiation and class discussion could promote understanding of the problems being tackled and the strengths/ weaknesses of reforms.	Fill in worksheet or chart of Alexander II's reforms

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Week 5	Government and tsars	Alexander II and Alexander III as rulers	<p>Compile character profiles of Alexander II and Alexander III.</p> <p>Compare and contrast attitudes by considering extent of reaction in later years of Alexander II.</p>	Debate: 'To what extent does Alexander II deserve the title of 'Tsar Liberator'?	<p>Guided reading</p> <p>Source material on Tsardom – particularly Alexander II and Alexander III</p>
Week 6		Attitudes to and imposition of autocracy; key developments	<p>Alexander III and autocracy.</p> <p>Using a list of Alexander II's reforms, record their fate under Alexander III.</p> <p>Assess the positives/negatives of Alexander III's style of rule.</p> <p>Create a timeline recording political developments, 1855–1894.</p>	Research tasks looking at Land Captains, judicial change, education policy and the development of police powers.	<p>Outline charts and guided reading</p> <p>Conflicting opinions from academic History books</p>
Week 7	Political authority in action	Russification; treatment of ethnic minorities and Jews	<p>Consider attitudes of Alexander II, Alexander III and Pobodonestev.</p> <p>Look at ethnic groupings on map.</p> <p>Examine Russification measures.</p> <p>Identify Pale of settlement on map.</p> <p>Examine anti-Semitic measures and define Pogrom.</p> <p>Debate justification and whether Russification strengthened the autocracy.</p>	Consider dilemma: should Tsars suppress so nationalities are unable to rebel or grant more autonomy so they will not want to rebel?	Maps to illustrate ethnic groupings and Pale of Settlement

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Week 8	Opposition	Ideas and ideologies; individuals; liberals and radicals	<p>1. Intellectual opposition. Compile chart to show Westernisers/Slavophiles and consider attitudes in relation to Alexander II's reforms.</p> <p>2. Create a time line to illustrate emergence of opposition, 1855–1894 with date/ type of opposition/development and significance. Colour code to differentiate liberal (moderate)/radical (extreme) opposition.</p>	<p>How and why did opposition movements change during (i) reign of Alexander II and (ii) reign of Alexander III?</p> <p>Consider significance of movements.</p>	<p>Outline charts</p> <p>Reading and sources to illustrate different groups</p> <p>Guided reading</p> <p>Academic interpretations</p>
Week 9		Radical ideas ideologies and groups and the Tsarist reaction	<p>Consider influence of Marxism and create illustrated diagram of Marxist theory</p> <p>Produce fact-files on influential revolutionary theorists, e.g. Bakunin; Lavrov; Plekhanov; Nechayev; Milkhailov, etc.</p> <p>Students could work in pairs on different thinkers and provide feedback to class in following week.</p>	<p>Key concepts: nihilism; Marxism; socialism; populism.</p> <p>Discuss importance of 1881 as a turning point.</p>	<p>Quotations from and about key theorists and groups</p>
Week 10		Radical ideas ideologies and groups and the Tsarist reaction (continued)	<p>Class presentations on revolutionary thinkers.</p> <p>Examine populism and its aftermath</p> <p>State of autocracy in 1894 – get ideas from group and then classify/order by type.</p>	<p>Presentations as opportunity for questioning.</p> <p>Thinking about autocracy, 1894 – continuity and change, strengths and weaknesses.</p>	<p>PowerPoint presentations/ hand-outs from students</p>

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Week 11	Economic and social developments	Industrial developments – policies	Reutern /Vyshnegradsky and an analysis of Russia's economic needs and ministers' solutions. Debate the advantages/disadvantages of their approaches, e.g. state-direction, taxation policies and investment.	Concepts and terms such as direct/indirect taxation /tariffs /capital currency /economic inter-dependence.	Use map to locate areas of developing industry and transport
Week 12		Industrial developments – results	Survey of change in railways and heavy industry. Limitations to change by 1894. Create a balance sheet; working with statistics.	Thinking about the economy, 1894 – continuity and change, strengths and weaknesses.	Statistical table to show industrial take-off and growth
Week 13		Agriculture and the land issue	Recap on aftermath of Emancipation. Survey of 'issues' affecting the countryside considering nobles, peasants/ requisitioning /famine / and need for economic modernisation. Create glossary of economic terms relating to town and countryside.	Understanding 'land-hunger'. Understanding link between agriculture and industry.	Guided reading Academic interpretations of economic issues for discussion

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Week 14		Social divisions; nobles, landowners and position of the peasantry	<p>Create table to illustrate the impact of economic change on differing social groups.</p> <p>Consider whether it is possible to speak of a 'middle class' or urban working class before 1894.</p>	<p>Discuss causes of social change and extent of consequences of economic change</p> <p>Significance of economic change for political development (linking back to earlier learning).</p>	Sources, statistics and guided reading
Week 15		The cultural influence of the Church	<p>Consider power of Orthodox Church politically and socially.</p> <p>Link to Russification and consider whether Orthodoxy strengthened/weakened the state and to economic change to consider whether its influence was growing or weakening and why.</p> <p>Overview of the economic and social state of Russia in 1894.</p>	<p>Develop concepts Orthodoxy</p> <p>Consideration of importance of religion in society.</p> <p>Develop understanding of peasant attitudes (linking political/ economic /social understanding).</p>	<p>Collating previous materials</p> <p>Looking at academic interpretations of economic/social change by 1894</p>

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PART ONE: AUTOCRACY, REFORM AND REVOLUTION: RUSSIA, 1855–1917; Section 2: the collapse of autocracy, 1894–1917					
Week 16	Political authority, government and Tsar	Nicholas II as ruler; political developments	An overview of the reign of Nicholas II. Character profile of Nicholas II (plus Alexandra and family); assessment of personal qualities and limitations; comparison with Alexander II and Alexander III.	Nicholas' views/actions re Nationalism, Autocracy and Orthodoxy.	PowerPoint overview of Nicholas II's reign Research tasks
			Problems of government; years of unrest c.1894–1904.		
Week 17		1905 Revolution	The Russo-Japanese War: cause, developments and issues. Spider diagram to illustrate causes of 1905 revolution; consider both short and long term/ exercise to prioritise and evaluate causes. Bloody Sunday and its immediate aftermath: Events of 1905–1906 could be the subject of individual or pair research and feedback.	What is a revolution? Link between causes of 1905 'revolution'.	Map to illustrate Russo-Japanese war Sources and extracts on 1905 Revolution
Week 18		Response to the 1905 Revolution	Student feedback and consideration of October Manifesto, Fundamental Laws. State of Tsarist Autocracy by end of 1905. Why did Tsar survive the revolution? What was significance of the revolution?	Was there a revolution in Russia in 1905? Was 1905 a turning point?	Interpretations from academic historians on significance of 1905

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Week 19		Duma government 1906–1914	<p>Create chart to illustrate the four dumas, their composition, debates, issues and legislation/ outcomes.</p> <p>Debate franchise changes and election results Consider Stolypin as a political figure.</p>	<p>Consider democracy; where power lay</p> <p>Do developments from 1905 to 1914 alter view of 1905 as a 'revolution'?</p>	Chart to illustrate different political groupings with details
Week 20	Economic developments to 1914	Industrial growth and change	<p>Examine the contribution of Witte and change/continuity from Vyshnegradsky.</p> <p>Look at areas of industrial growth to assess degree of economic modernisation.</p> <p>Look at statistics. Evaluate strengths and weaknesses.</p> <p>Create time line of economic developments 1855–1914.</p>	Some students could undertake in-depth research into a particular type or geographical area of economic growth in 1855–1914 periods.	<p>Economic statistics</p> <p>Guided reading</p>

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Week 21		Agricultural growth and change	<p>Recap on land issues to 1894 and compile list of main features of Russian agriculture in 1905.</p> <p>Before considering work of Pyotr Stolypin debate students' ideas on how problems might have been solved.</p> <p>Critically consider Stolypin's measures and assess results by 1914.</p> <p>Create chart on overall state of Russian economy – looking at industry, agriculture, transport and infrastructure.</p>	<p>Debate Stolypin's contribution, combining contributions to politics and the economy: reactionary or reformer?</p> <p>Encourage students to find passages advancing different interpretations of Russia's economic development by 1914.</p>	<p>Historical opinions on the land issue to consider and debate</p> <p>Earlier notes and further reading /research</p>
Week 22	Social developments to 1914	Change and conditions of working and living in towns; social divisions	<p>Consider impact of industrialisation with particular reference to 'middle class' and urban working class. Look back at developments by 1894 and comment on further change and/or continuity. Use sources as stimulus for discussion.</p> <p>List, in order of importance, the most serious urban social problems by 1914 and explain reasons for choice.</p>	<p>Consider drivers of social change and social re-alignment.</p> <p>Undertake further research into conflicting historical opinions of society in Russia 1855–1914.</p>	Sources-written and visual to illustrate living/working conditions

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Week 23		Change and conditions of working and living in countryside	<p>Examine social impact of Stolypin's reforms; consider migration, emergence of kulaks; extent of poverty. Explain continuity and assess significance of change.</p> <p>List, in order of importance, the most serious rural social problems by 1914 and explain reasons for choice.</p>	<p>Explore the emergence of the 'kulak' class and its significance.</p> <p>Further research into conflicting historical opinions.</p>	Sources – written and visual to illustrate social conditions on the countryside
Week 24		Cultural changes	<p>Invite students to prepare presentations on an aspect of cultural change which interests them. Examples could include: women; education; writers/playwrights, eg Chekhov; music, eg Stravinsky; ballet eg, Diaghilev; artists, eg Chagall and Malevich.</p> <p>Look at the 1913 Tercentenary celebrations and their significance politically as well as culturally.</p>	<p>Prepare short class presentations on cultural topics or figures. Explain challenge to convention and the link cultural to political, economic and social developments.</p>	Individual research and illustrated presentations

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Week 25	Opposition	Ideas and ideologies; liberalism, socialism, Marxism; individuals and radical groups	<p>Look back at material on the Zemstva/ the 1905 revolution/the Duma experiment to 1914 and make a timeline to trace the development of liberal/moderate opposition.</p> <p>Examine the growth of Marxism/socialism and the emergence of the Social Revolutionaries and Social Democrats – with subsequent Bolshevik/Menshevik split. Make a chart of key beliefs. Undertake further research into key personalities e.g. Prince Lvov, Lenin, Martov and/or the various opposition groups.</p> <p>Assess contribution of opposition to the course of political development and state of opposition by 1914.</p> <p>Consider 'opposition' and treatment of national minorities.</p>	<p>Individual research into individuals and groups.</p> <p>Consider what makes opposition effective.</p> <p>Is radical opposition more effective than moderate opposition?</p>	Drawing together earlier material and supplementing with further guided research
Week 26		Summary of the state of Russia in 1914	<p>Working in groups, assess the state of Russia in 1914 by creating an A3 (or larger) chart with 2 columns for strengths and weaknesses and 3 rows for political /economic /social factors. Ensure every comment carries at least one piece of supporting evidence.</p> <p>Groups might like to add some visual illustrations to turn charts into wall posters.</p>	<p>Differentiation by task. Consideration of how political/economic and social factors interact</p> <p>Debate: Was the tsarist autocracy doomed by 1914 or could it have survived had there been no war?</p>	<p>Using earlier materials and reference books</p> <p>Consideration of Historians' interpretations for extension task</p>

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Week 27	Political authority, opposition and the state of Russia in Wartime	The political, economic and social problems of wartime; opposition and the collapse of autocracy	<p>As a class, consider, why did Russia go to war?</p> <p>Use guided reading or worksheet of factual information and invite students in pairs or groups to select and re-order information in different ways. One group could look at the effect of war 'at the top of society' – Tsar, royal family, Rasputin; another its effect 'at the bottom' – soldiers/ peasants /urban workers; a third could look at the military impact and the effect on the army; a fourth, the economic and social impact, a fifth, the impact for the Duma and moderate political opposition and the sixth, the impact on Tsarist autocracy.</p> <p>Share and reconsider information to consider different ways of looking at the impact of war on Russia.</p>	<p>Research tasks allow for differentiation.</p> <p>Debate issues of incompetence and whether wars are accelerators of change.</p>	<p>Worksheets or guided reading on Russia at war</p> <p>Timeline of key military and political developments, 1914–1917</p> <p>Statistics (military/economic) to illustrate impact</p>
Week 28		The political developments of 1917	<p>Diagram to illustrate short and long-term causes of the February/March Revolution.</p> <p>PowerPoint presentation on developments between the two 1917 revolutions – students to research key individuals and developments.</p> <p>Create a timeline of key events.</p> <p>Could the Dual authority have survived?</p>	<p>Consider how far the problems of 1917 were new and how far a repetition of those facing governments before 1914.</p>	<p>Look at historians' interpretations of 1917 – particularly the role of Lenin v. contextual state of Russia</p>

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Week 29	Political authority: opposition and government	The Bolshevik takeover and the establishment of Bolshevik government by December 1917; opposition	Use sources and information sheets to consider why the Bolsheviks were successful in October 1917. Students could present their own views to debate in class. Consider problems of establishing a new government and the extent of opposition (looking particularly at other socialists). Make a chart to show how Lenin dealt with the issues he faced. Award a mark on a scale of 1–10 to indicate where his solution deserves to be placed – from very effective (10) or inadequate (1).	Debate on whether October 1917 was a ‘peoples’ revolution or a ‘coup’. Compare with 1905.	Sources and information sheets Guided reading
Week 30	Overview /Revision	The failure of Autocracy 1855–1917	Look back at material in this Part and, selecting from earlier work, put together overview timelines of the key political developments/ opposition movements / economic and social developments / key dates and turning points. Limit number of entries to 30 to ensure careful selection. This could be undertaken in groups and results compared to create class-timelines. Select the ‘top’ 10 individuals that had an influence in this period (could hold balloon debate to determine the most influential). Identify the key ideas and ideologies and the points at which these were most influential Debate all key questions and produce one paragraph summary responses to each.	Opportunities for differentiation in students’ research and selection. Written and aural feedback and class discussion. Some could find key passages from academic history books to illustrate key themes and areas of debate.	Notes and materials from Part 1 of this course, as above Reference books Practice exam-style questions

			Students might produce paragraph summary responses to each of the six key questions.		
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PART TWO: AUTOCRACY: THE SOVIET UNION, 1917–1964; Section 1: the emergence of Communist dictatorship, 1917–1941 (A-LEVEL ONLY)					
Week 1	Political authority and government	New leaders and ideologies Lenin's Russia, ideology and change	PowerPoint introduction including recap of Part 1 and overview of Part 2. Revise diagram of Marxist theory (Part one, week 9). Create timeline of Lenin's rule. Consider importance of ideology/pragmatism in: <ul style="list-style-type: none"> • the end to war • the creation of one party government (Sovnarkom/ the Constituent Assembly) • the preservation of the state (Cheka, impact of Civil War, 1921: political change and ban on factions, attitude to nationalities). Some students could write/give speeches as Lenin might have delivered to justify actions, or as opponents might have delivered to criticise them.	Debate whether Lenin was driven more by pragmatism than ideology. Link Lenin's actions to earlier Bolshevik aspirations. Further material for discussion might include: How successful was Lenin? Could he have acted differently? More able students could be invited to research/present a character profile of Lenin.	PowerPoint overview Statistics for the Constituent Assembly election results Reading materials for research

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Week 2		Stalin's rise to power; ideology and change	<p>Consider Lenin's Testament and power vacuum.</p> <p>Create poster-presentation of potential leaders (including Stalin); students could research different individuals and provide an information sheet for the class.</p> <p>Make chronological chart of leadership struggle by stages; add column to record part of ideology at each stage.</p> <p>Recreate the scenario of one or more stage of the leadership struggle.</p>	<p>Debate the importance of ideology in the power struggle.</p> <p>Consider Stalin's motivation/ambition.</p> <p>Some could research further into the 'Young Stalin' and how far his political ideas had been moulded by 1920s.</p> <p>Allocation of roles in scenario offers 'stretch and challenge' /differentiation opportunities.</p> <p>Able students could explore position of Trotsky further.</p>	<p>Copy of (parts of) Lenin's testament</p> <p>Books/internet for research 'Young Stalin' by Simon Sebag Montefiore for 'stretch'</p> <p>Provide some academic interpretations for debate</p>

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Week 3	Political Authority and government	The consolidation of Bolshevik authority	Use time line of Leninist rule to establish form of government and political developments, eg constitutions of 1918 and 1922; rule 1917–1918 and rule during/after Civil War. Chart to show why Bolsheviks won Civil War. Make diagram to show how Lenin and Bolsheviks consolidated power 1917–1924.	Consider developments from viewpoint of Lenin/ other radical groups eg SRs, conservative groups and former Tsarists, peasants. How strong was Bolshevik rule by 1924 and why?	Maps to illustrate territories before/after 1922 constitution Maps to accompany material on Civil War Guided reading
Week 4		The development of the Stalinist dictatorship	Diagram to show structure of party and government; consider Stalin's methods of rule Examine the 1936 constitution (and compare with those of 1918 and 1922). Reflect on Cult of Personality; students could find and present propaganda materials and extracts and/or create a poster on theme of 'Stalinism'.	Understanding 'democratic centralism'. Extending vocabulary eg congress, nomenklatura, 'apparat(chik)', 'Stalinism'. Differentiation by tasks relating to work on Cult of Personality.	Worksheet hand-outs with questions and opportunity for reflection PowerPoint or source pack on Cult of personality (either created by teacher or students)

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Week 5		Leninism and Stalinism	<p>Consolidate understanding of political authority 1917–1941 by comparing Leninism and Stalinism politically:</p> <p>How far was Stalin, Lenin's heir? Hold a conference where different pairs of students are assigned to present a paper on this topic. They should be ready to submit to group questioning and have evidence to support their views in discussion.</p> <p>This could lead into an essay assignment.</p>	<p>Pair students to ensure more able can help the less able in preparing contribution to conference.</p> <p>Choose an able/more extrovert student as 'chair'.</p> <p>Extension activity to compare Leninist State with tsarist State.</p>	<p>Material from weeks 1-4; student preparation of materials</p> <p>Provide some academic interpretations as a starting point</p> <p>Extra reading: Simon Sebag Montefiore: 'The Court of the Red Tsar'</p>
Week 6	Economic developments	Lenin's decrees	<p>Lenin's inheritance and approaches to change: State Capitalism/ War Communism/NEP; understand detail and impact.</p> <p>Create a Venn Diagram to show separate and overlapping characteristics of War Communism and the NEP.</p> <p>Look at or create Propaganda posters from Civil War period.</p> <p>Create spider diagram to show why Lenin changed from War Communism to NEP.</p>	<p>Development of specialist vocabulary e.g. Veshenka, nationalisation, Gosplan, nepmen.</p> <p>Some could undertake further research into Tambov revolt and Kronstadt mutiny.</p>	<p>Guided reading</p> <p>Statistics from each of the three periods</p> <p>Graph to illustrate scissors crisis</p> <p>Propaganda posters</p>

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Week 7		The Stalinist economy: collectivisation	<p>Consider factors creating the 'Great Turn' and make diagram to show inter-linkage between agriculture and industry.</p> <p>Fill in chart to illustrate developments.</p> <p>Create illustrated diagram to show workings of a kolkhoz.</p>	<p>Consider significance of changes and look at these from point of view of Stalin/ kulaks/landless peasants and industrial workers.</p>	<p>Reading/source materials to support changes in agricultural organisation and methods</p>
Week 8		The Stalinist economy: Five Year Plans	<p>Create a 3 column chart to show the targets; achievements and overall success/ significance of the first three Five Year Plans.</p> <p>Look at issues surrounding Central planning and the command economy.</p>	<p>Some might undertake further research into major economic projects, eg development of Magnitorsk.</p>	<p>Outline charts</p> <p>Reading, sources and statistics for the Five Year Plans</p> <p>Academic interpretations on Stalinist economic policy</p>

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Week 9	Social developments	Effect of Leninist/Stalinist rule on: class, women	<p>List Lenin's measures to create a new society (e.g. attitudes to wealthy/ proletariat/peasants) and alongside indicate how attitudes developed or changed under Stalin.</p> <p>Consider the Stakhanovite movement and whether workers were better or worse off: (1) before the advent of the Soviet state; (2) under Lenin; (3) under Stalin.</p> <p>Make a chart to show attitudes to women and developments under Lenin and Stalin (to 1941).</p> <p>Create an illustrated page for each of</p> <ul style="list-style-type: none"> • the ideal 'Socialist man' • the ideal 'Socialist Woman'. <p>Debate how far measures had created these ideals.</p>	<p>Key concepts and vocabulary e.g. burzui; work-value; kommunalki; proletarianism; wage differentials; real wages; work discipline.</p> <p>Opportunity for further reading to share ideas on what makes a 'socialist society'.</p>	<p>Worksheets for key facts</p> <p>Further academic reading</p> <p>Posters of 'ideal' socialist citizens</p>

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Week 10		Effect of Leninist/Stalinist rule on: young people, religion and national minorities	<p>Divide class in two: one group researches education and youth organisations (Komsomol), the other looks at Religion – both the position of the Orthodox Church and treatment of non-Orthodox religions. Both groups should find some detail from the time of both Lenin as well as from the Stalinist period to 1941.</p> <p>Groups should present/share their findings and respond to questions.</p>	<p>Presentations as opportunity for differentiation; further opportunities in questioning and responses.</p> <p>Debate the morality of the deportations pre-1941.</p>	PowerPoint presentations/ hand-outs from students
Week 11		Propaganda and cultural change	<p>Make lists of propaganda themes and propaganda methods across period.</p> <p>Find examples to illustrate the above.</p> <p>Consider cultural control and censorship; research position of individual artists, musicians and writers pre-1941.</p> <p>Understand 'Socialist realism'. Look at pictures/extracts.</p>	<p>Some may like to investigate a cultural area that interests them.</p> <p>Some could create a 'propaganda gallery' for wall display.</p>	<p>Guided reading</p> <p>Propaganda material</p> <p>Research materials and examples for cultural figures</p> <p>PowerPoint of examples of socialist realism in architecture and the visual arts</p>

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Week 12	Opposition	Faction and the Red Terror	<p>Survey of opposition to Lenin: chart to show political/social opponents (or supposed opponents) and how Lenin dealt with them.</p> <p>Debate reasons for and significance of ban on factions.</p> <p>Examine the 'Red Terror' and historians' view on this; why it occurred; how extensive; how responsible Lenin himself was; its significance.</p>	Finding/considering and commenting on historiography of the Red Terror.	<p>Earlier materials on Lenin – political authority and social policies</p> <p>Academic reading/extracts on Red Terror</p>
Week 13		Opposition to Stalin up to and including 1934	<p>Revision on opposition to Stalin in 1920s and how Stalin established authority in 1930s.</p> <p>Examine the Shakhty and other industrial trials.</p> <p>Consider murder of Kirov and potential responsibility. Use some original sources and historians' accounts to analyse issue. Could have different students presenting alternative arguments for culpability.</p>	<p>Understanding link between economic /social policy and the crushing of opposition.</p> <p>Opportunity for differentiation in work on Kirov's murder.</p>	<p>Earlier materials on Stalin-political authority and economic and social policies</p> <p>Guided reading</p> <p>Academic interpretations of Kirov murder for discussion</p>

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Week 14		The great Purges and Yezhovshchina	<p>Create chart to illustrate great Purges. Individual students could present findings on some of the individuals who were purged.</p> <p>Research on Yaghoda, Yezhov and Beria and the work of the NKVD.</p> <p>Why the purges escalated into terror and diagram of the similarities/differences between the Terror under Lenin and under Stalin.</p> <p>Examine some historical interpretations and consider the ways in which the Yezhovshchina has been represented.</p>	<p>Able students might like to research and present findings on what happened to Stalin's opponents of 1920s/old Bolsheviks.</p> <p>Opportunities for discussion on Yezhovshchina.</p>	<p>Sources, and guided reading</p> <p>Academic interpretations of the Stalinist Terror for discussion and comparison with Lenin's Red Terror</p> <p>The fictitious, 'Child 44' by Tom Rob Smith would give students further insight into the fear created by the Stalinist Terror</p>

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Week 15	The political, economic and social condition of the Soviet Union by 1941	Overview of Soviet Union in 1941	<p>Create revision chart to show development of Soviet Union politically, economically and socially across the 1917–1941 period.</p> <p>Pairs or small groups could take responsibility for different areas eg (with 12 students) (1) One pair would look at political change under Lenin, another pair, political change under Stalin, (and so on for economic and social change).</p>	Develop appreciation of change and continuity, similarity and difference, significance.	<p>Collating previous materials</p> <p>Looking at academic interpretations of political/economic/ social change by 1941</p>
			<p>(2) The 4 students looking at political change then get together and identify common themes (similarities) and differences of style and approach across the whole period. They may wish to identify key turning points/other influences.</p> <p>(3) They should share their thoughts and findings with the rest of the group.</p> <p>A revision essay could follow up some of these themes.</p>	Students should be allocated to research topics as appropriate to abilities with the more able consulting academic texts to supplement class notes.	

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PART TWO: AUTOCRACY: THE SOVIET UNION, 1917–1964; Section 2: the Stalinist dictatorship and reaction, 1941–1964 (A-LEVEL ONLY)					
Week 16	Political authority, opposition and the state of Russia in wartime	The political impact of war	<p>Provide brief resumé of war in order to assess:</p> <ul style="list-style-type: none"> Stalin's initial/subsequent reaction to outbreak of war opposition in wartime (Hilfswillige/ collaborationists) and methods of control the Nationalities in wartime changes in the party. 	<p>Consideration of Stalin's behaviour, the Hilfswillige and collaborationists and attitude to nationalities should provide scope for further research and opportunities for discussion of motivation.</p> <p>Develop ideas of change and continuity from pre-war period.</p>	<p>PowerPoint overview of USSR and world war 2 with maps/illustrations as introduction</p> <p>Guided reading</p> <p>Although fictitious, Helen Dunsmore's 'The Siege' would enhance students' understanding of what it was like to live through the siege of Leningrad.</p>
Week 17		The economic and social impact of war	<p>Use statistics to look at scorched earth policy; relocation of industry; industrial management and degree of success.</p> <p>Using statistics and extracts consider effect of war for soldiers, workers and peasants; living conditions.</p> <p>Examine wartime propaganda and changes to the churches, women and the family.</p> <p>The role of partisans.</p>	<p>Opportunity for further research into churches, women and family and role of partisans.</p> <p>Examine degree of change and continuity from pre-war in relation to church, women and young people.</p>	<p>Statistics and sources on the economy and society in wartime</p> <p>Wartime propaganda</p> <p>Research materials</p>

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Week 18		The effect of war on Stalin, government and 'the people'	<p>In 3 groups, take one aspect each to research:</p> <ul style="list-style-type: none"> Stalin-reputation; paranoia government – how war affected Stalin's attitude to government post 1945 people – find statistics on casualties and deaths; consider western influences. <p>As a group have a concluding discussion on how far war changed Stalin and the Soviet Union.</p>	<p>Differentiation by task and contribution to feedback.</p> <p>Some could research academic interpretations.</p>	Guided reading materials and statistics
Week 19	Political authority and government to 1953	High Stalinism and the revival of terror	<p>Make a timeline of Stalin's later years 1945–1953.</p> <p>Make chart of key developments – political (party/old élite/ Stalin's dominance) and cultural (the Zhadanovshchina).</p>	<p>How far were the later years a continuation of Stalinism pre-1941?</p> <p>Could investigate persecution of specific individuals/groups under the Zhadanovshchina.</p>	Guided reading and outline materials

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Week 20		<p>The destruction of supposed opposition and the cult of personality</p> <p>The power vacuum on Stalin's death</p>	<p>Consider attitude to foreigners/work of Beria and NKVD; spider diagram to show why Terror continued/revived.</p> <p>Complete chart with details of the Leningrad case/anti-Zionism/ the Mingrelian case and the Doctor's plot.</p> <p>Consider the cult of personality in the final years and impact of Stalin's death. Look at historical interpretations of these years.</p>	<p>Consider why Stalin's paranoia grew; how justified it was; Stalin's legacy.</p> <p>Encourage students to research historical interpretations.</p>	<p>Consult earlier notes on Beria from week 14</p> <p>Chart to complete</p> <p>Historical interpretations of final years</p> <p>Students might like to read Helen Dunsmore's 'the Betrayal' (sequel to the Siege) – a fictitious account of this period which reproduces some of the atmosphere of the time.</p>
Week 21	Political authority and government 1953–1964	Khrushchev's rise to power	<p>Research principal players – their background and positions especially Khrushchev, Malenkov and Molotov; one student could recap on Beria from past notes; others could look at Kaganovich and Bulganin.</p> <p>Create storyboard of Khrushchev's steps to power 1953–1958.</p> <p>Discuss why Khrushchev was successful.</p>	Some students could undertake further research into the leadership issue; why not a collective leadership? What was position of Bulganin? How is Khrushchev's rise explained?	<p>Guided reading</p> <p>Outline storyboard</p>

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Week 22		Policies and ideology: de-Stalinisation; political and party change	<p>Consider Khrushchev's earlier attitudes to Stalin – drawing on material from week 21.</p> <p>Read parts of the Secret Speech. Consider its impact and look at historians' interpretations of this.</p> <p>Look at attempts to introduce 'democratisation' and 'decentralisation' within the party; how different was Khrushchev's style of leadership from Stalin's? Could make a comparative chart.</p>	<p>Debate Khrushchev's beliefs and actions. Is he to be praised or condemned?</p> <p>Encourage students to find passages advancing different interpretations of Khrushchev as a political leader.</p> <p>Develop an understanding of Soviet interpretation of democracy (compared with western interpretation).</p>	<p>Historical opinions on Khrushchev to consider</p> <p>Earlier notes and further reading /research</p>

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Week 23	Economic and social developments	Changes in industrial organisation from Stalin to Khrushchev	<p>Look at post-war development of industry under Stalin (4th and 5th Five Year Plans) and assess aims and success.</p> <p>Consider Khrushchev's approach to industrial planning – measures of decentralisation and the aims/success of the 6th and 7th Five Year Plans.</p> <p>Look at statistics.</p> <p>Assess similarities and differences of Stalin's and Khrushchev's approaches to industrial development.</p>	<p>Develop an understanding of post-war situation: Cominform/ Comecon.</p> <p>Centralisation and decentralisation</p> <p>Assess continuity and change in economic development, 1945–1964.</p>	Guided reading and worksheets
Week 24		Agriculture and the Virgin Lands scheme	<p>Recap on the postwar situation and look at development of agriculture under Stalin's fourth and fifth Five Year Plans. Assess degree of change from pre-war</p> <p>Consider Khrushchev's schemes for development of agriculture (including Virgin Lands and incentivising peasants); look at or create own posters to advertise these.</p> <p>Use statistics to consider success and make a chart of strengths and limitations of changes.</p>	<p>Prepare short class presentations on cultural topics or figures. Explain challenge to convention and the link cultural to political, economic and social developments.</p>	<p>Past notes on post-war; guided worksheets</p> <p>Posters and other sources re. agricultural development from Khrushchev era</p> <p>Statistics on degrees of change</p>

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Week 25		Social and cultural change from Stalin to Khrushchev	<p>Look back at material on Zhadanovshchina; recap on position of peasants and workers under Stalin, 1945–1953; consider living standards, problems and needs.</p> <p>List Khrushchev’s aims/actions and degree of success (themes could include: consumer goods, working and living conditions, education).</p> <p>Make a chart to show positive and negative aspects of life in Khrushchev’s USSR.</p> <p>Consider the cultural ‘thaw’; invite students to prepare presentations on an aspect of cultural change which interests them – music, art or literature/ theatre. They should consider the degree of openness permitted in their area; others could look at position of the churches and the ethnic minorities under Khrushchev.</p>	<p>For debate: To what extent was Khrushchev a reformer? How far were social and cultural conditions improved under Khrushchev?</p> <p>Assess degree of change and continuity from Stalinist era.</p>	<p>Drawing together earlier material and supplementing with further guided and individual research</p> <p>Students could be encouraged to give presentations on their research area</p>

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Week 26	Opposition	Cultural dissidents	<p>Identify some cultural dissidents – particularly poets and musicians.</p> <p>Consider position/activities of nonconformist artists and writers (e.g. Mayakovsky Sqyare poetry readings; Samizdat and dissident magazines).</p> <p>Examine issues of defection.</p> <p>With reference to material from week 25, consider limitations to cultural liberation from Stalin to Khrushchev.</p>	<p>Understand Kamizdat and Samizdat.</p> <p>Research cultural dissidents and defectors e.g. Nureyev.</p>	<p>Use of internet and other reading for research</p> <p>Use of materials from week 25</p>
Week 27		Communist divisions: hardliners and reformers; opponents of Khrushchev	<p>Make a chart to show hardliners versus reformists by 1953 and in power struggle. Identify beliefs; how they tried to assert their views and the consequences (names for research should include hardliners – Molotov, Malenkov, Kaganovich, Voroshilov and reformers Khrushchev, Bulganin, Kirienko, Mikoyan and Suslov).</p> <p>Consider opposition among ordinary citizens; the prison population and degree of control.</p> <p>Assess the degree of opposition (i) within the party and (ii) within the State as a whole by 1964.</p>	<p>Differentiation by research task.</p> <p>Consideration of opposition by 1964 offers opportunity for comparison with degree of opposition to Stalin in 1953.</p>	<p>Earlier notes on position in 1953 and subsequent power struggle; further reading to research individuals</p>

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Week 28		Khrushchev's fall from power	<p>Diagram to illustrate short and long-term causes of Khrushchev's fall from power.</p> <p>Profile of Brezhnev to 1964 and assess his contribution to Khrushchev's resignation.</p> <p>Appraise Khrushchev's time in power and look at historical interpretations.</p> <p>Could write an obituary-style overview of Khrushchev's domestic achievements and limitations.</p>	<p>Finding and assessing interpretations of Khrushchev's fall.</p> <p>Contribution to debate and appraisal.</p>	Research materials and interpretations of Khrushchev's fall
Week 29	The political economic and social condition of the Soviet Union by 1964	Survey of the political, economic and social position of USSR	<p>Use notes from Part 2 of course and additional reading to complete a chart looking at change and continuity 1917–1964.</p> <p>Political (structure, authority, ideology and opposition)</p> <p>Economic (planning, industry, technology, agriculture)</p> <p>Social (living standards, quality of life, cultural freedom and conformity/acceptance).</p> <p>This could be done individually, in pairs or small groups or as a class activity.</p> <p>Revision breadth essay on part 2 of course.</p>	<p>Encourage less able students to pair up with more able ones in compiling the revision chart.</p> <p>Debate change and continuity and similarity and difference between Lenin and Stalin.</p> <p>Discussion of interpretations.</p>	<p>Notes from Part 2 of course</p> <p>Additional guided reading</p>

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Week 30	Overview/Revision	Change, continuity, cause and consequence: a survey of Tsarist and Communist Russia, 1855–1964	<p>Look back at the material from both parts of the course, part two overview materials from week 29 and the overview materials created at the end of part one. Using all this material, compile overview timelines and charts in relation to all the key questions (given in specification content) for the whole period.</p> <p>This could be undertaken in groups and results shared by class.</p> <p>All students should produce a short bullet point summary of findings.</p> <p>Students might produce paragraph summary responses to each of the six key questions.</p>	<p>Opportunities for differentiation in students' research and selection.</p> <p>Written and aural feedback and class discussion.</p> <p>Some could find key passages from academic history books to illustrate key themes and areas of debate.</p>	<p>Notes and materials from Parts 1 and 2 of this course plus other reference books</p> <p>Practice exam-style questions</p>

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