
Scheme of work

AS/A-level History Specification 7041/7042

Revolution and Dictatorship: Russia, 1917–1953, 2N

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: Revolution and Dictatorship: Russia, 1917–1953

Component 2 Depth Study: (Teacher 2)

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

Note that whole course may be delivered by a single teacher

General Introduction (Component 2)

Learning Objectives AO1 and AO2

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)	1. Students are expected to develop an understanding of the process of change and continuity through the study of the interrelationship of a variety of perspectives.	Students should be aware that each depth study has an introductory commentary setting out the focus of the study and the key concepts that apply to it. There is a close interrelationship between the commentary and the content that follows.	Students will need to appreciate the complexity of the historical process through a detailed focus on the period of this depth study. To demonstrate depth of historical knowledge and understanding, students should be able to make links and comparisons between the aspects of the period studied. It is therefore important that the content should be studied both in its own right and holistically so that links and contrasts are rooted in secure knowledge and understanding.	Students should be encouraged to study the course content in relation to the key concepts and issues, as set out in the introductory commentary, using, as appropriate, a variety of primary source material as well as academic reference books. Students' understanding of concepts and perspectives should be regularly assessed.	Students should have the opportunity to consult primary sources and 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>2. Students will need to be able to evaluate, with reference to provenance and content, how primary sources contribute to historical understanding.</p> <p>3. Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</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>The suggested learning activities below are intended to develop the required 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>Note that students will need to practise exam-style questions throughout the course.</p> <p>Both AS and A-level practice questions can be found on the AQA website and it is recommended that either a source evaluation 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 AO2

Revolution and Dictatorship: Russia, 1917–1953					
Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART ONE: THE RUSSIAN REVOLUTION AND THE RISE OF STALIN, 1917–1929; Section 1: Dissent and Revolution, 1917					
Week 1	The condition of Russia before the revolution of February/March 1917.	The Tsar and political authority.	<p>PowerPoint introduction to give an overview of Russia in the late 19th century and early 20th century.</p> <p>Identify the features of autocratic government and political authority under the tsar. This might be captured in a spider diagram or chart.</p> <p>Students could create profiles for key individuals, including:</p> <ul style="list-style-type: none"> • the Tsar • Stolypin • Rasputin. <p>Look at the positive and negative aspects of each individual's influence in Russia.</p> <p>Students could look more closely at Stolypin's policies and consider their impact on Russia.</p> <p>Students might use political cartoons from the period of the 1905 Revolution to promote a discussion about contemporary views on autocracy.</p>	<p>To secure understanding, students might begin a glossary of key terms, eg autocracy, constitutional government, bourgeois, etc.</p> <p>Wider reading on the nature of autocracy.</p> <p>Consider: how politically stable was Russia in 1914?</p> <p>Some students might read a biography of Rasputin or Stolypin.</p> <p>Introduce the skills of source evaluation relating to provenance, tone and purpose as well as content.</p>	<p>PowerPoint with documentary or YouTube clips to further illustrate.</p> <p>Written and visual primary material to aid research task.</p> <p>Guided reading and worksheets to support research.</p> <p>Contemporary accounts and cartoons of the 1905 Revolution.</p>

			Students could begin to compile a chart to illustrate evidence of both the strengths and weaknesses of Russia by 1914. This might be added to in Weeks 2 and 3.		
Week 2		The economic and social state of Russia.	<p>Use maps to look at Russia and the surrounding territory in 1914.</p> <p>Students could compile a chart to illustrate the main socio-economic features of Russia, including:</p> <ul style="list-style-type: none"> • peasant based agriculture • developments in industry since the 1880s • social groups: <ul style="list-style-type: none"> ○ peasantry ○ developing industrial working class ○ emerging middle class • the significance of the Orthodox Church. <p>Consider the positive and negative results of economic developments.</p> <p>Add to the chart begun in Week 1.</p>	<p>Students might research how Russia's economy and society had changed during the previous hundred years; in particular the move from feudalism to semi-feudalism and the nature of state sponsored capitalism.</p> <p>Add key terms to the glossary.</p>	<p>Maps of Russia 'then' and 'now' to illustrate change and continuity in political geography.</p> <p>Sources illustrating social and economic conditions in Russia.</p> <p>Guided reading and worksheets to support research.</p>

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Week 3		The war effort; discontent.	<p>Use a map to chart the course of the First World War between 1914 and the spring of 1917.</p> <p>Students could research the main Russian campaigns and battles.</p> <p>Students could work in groups on the impact of the war, reporting back to the class on issues including:</p> <ul style="list-style-type: none"> • impact on the army • impact on the economy • impact on the home front • impact on the Tsar • impact on the government • impact on opposition groups <p>Students could draw a spider diagram to illustrate opposition before the war, including:</p> <ul style="list-style-type: none"> • Social Democrats • Socialist Revolutionaries • Liberals • the nobility <p>They should consider each group's beliefs, strengths and weaknesses.</p> <p>Students research Lenin's early life, Marxism and the influences which made him a revolutionary.</p>	<p>Develop an understanding of key political terms, e.g. proletariat, socialism, communism, democratic centralism. Add to the glossary.</p> <p>Consider selected extracts from the Communist Manifesto and Lenin's 'What Is To Be Done?'</p> <p>Discuss the difference between socialism and communism.</p> <p>Wider reading on Lenin.</p>	<p>Maps illustrating the battlefields of the First World War.</p> <p>Contemporary accounts of the war. Guided reading and worksheets to support research.</p> <p>Extracts from the Communist Manifesto and Lenin's 'What Is To Be Done?'</p> <p>Extracts about and primary accounts of Lenin, from both admirers and opponents.</p>

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Week 4	The February/ March revolution of 1917.	Causes and course of revolution; issues of leadership and the Tsar's abdication.	<p>Students research the role of key individuals in the lead up to revolution, leading to a debate about their respective importance, including:</p> <ul style="list-style-type: none"> • Rasputin • the Tsar • Lenin. <p>Students might work in groups to give a presentation on the causes and the course of the revolution.</p> <p>Look at historiographical sources and extracts and discuss the abdication of the Tsar:</p> <ul style="list-style-type: none"> • did he have any choice • was he responsible for his own downfall? 	<p>Consider different historiographical interpretations of the revolution from Soviet historians and Western historians, and why they differ.</p> <p>Students to rank the various causes of the revolution in order of importance and justify their choices.</p> <p>Consider whether the events of February/March should really be called a 'revolution' at all.</p> <p>Students should be practising essay writing skills and using a range of documentary resources.</p>	<p>Use contemporary records, including police accounts of the popular mood in Russia and events in the Duma and the Government.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p>

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Week 5		The establishment of Provisional Government and the Petrograd Soviet; the workings of the Dual Authority.	<p>Students could look at events following the Tsar's abdication, especially the setting up of the Provisional Government and how it related to the Petrograd Soviet.</p> <p>Examine the political groupings in the Provisional Government. This could be recorded in a chart.</p> <p>Research task on the soviets:</p> <ul style="list-style-type: none"> • definition of the soviets and their origin • membership • what they did • the particular, importance of the Petrograd Soviet. <p>Students to look at the Dual Authority:</p> <ul style="list-style-type: none"> • discuss and write a definition • its workings • the problems it faced. 	<p>Consider the relationship between the 1917 soviet and that set up in 1905.</p> <p>Students could note the major differences between the Provisional Government and the Soviet.</p> <p>Consider who was in control after the Tsar's abdication and the main problems they faced.</p>	<p>Contemporary accounts of the revolution.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p>

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Week 6	Developments between the revolutions.	The return of Lenin; Lenin's ideology and the April Theses.	<p>Students could research Lenin's career during the First World War and why he returned to Russia in April 1917.</p> <p>Examine the April Theses and summarise the main proposals. Identify those proposals which were particularly revolutionary.</p> <p>Compare how different Lenin's proposals were from the views of the Provisional Government and the Soviet at this time. This might be recorded in a chart.</p>	<p>Research the ideas of the other political groups at this time, including Mensheviks, Socialist Revolutionaries and Liberals.</p> <p>Debate how realistic their ideas were.</p> <p>Use the April Theses as a key document, analysing it in terms of content, purpose, tone, its value as evidence, etc.</p>	<p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Extracts from the April Theses.</p>

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Week 7		The July Days; the Kornilov Coup and the roles of both the Provisional Government and Trotsky.	<p>Students could make a list of the political, military and economic problems facing the Provisional Government.</p> <p>Rank these problems in order of which appear to be the most crucial; justifying the selection.</p> <p>Research the role of Kerensky, looking at his background and how he came to power.</p> <p>Presentation on the significance of the July Days for the Government and the Bolsheviks.</p> <p>Students could work in groups to research the Kornilov Coup, including:</p> <ul style="list-style-type: none"> • course and events • role of Kornilov • role of Trotsky • role of the Provisional Government <p>Examine the role played by Kerensky and consider the various options he had before him.</p>	<p>Research contemporary accounts of Kerensky both in written sources and cartoons.</p> <p>Debate: why was Kerensky so important in 1917 and yet why did his power last for such a short time?</p> <p>Wider reading on the Kornilov Coup.</p>	<p>PowerPoint on the July Days.</p> <p>Extracts from Kerensky's own memoirs.</p> <p>Eisenstein's film 'October', for its interpretation of Kerensky and the events of this time.</p> <p>Documentary sources from this period.</p> <p>Guided reading and worksheets to support research.</p>

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Week 8		Lenin and the Central Committee of the Bolshevik Party.	<p>Explore Lenin's role between April and October 1917 and his importance as the Bolshevik leader.</p> <p>Research Trotsky's background and role in revolutionary events thus far. Consider his qualities and his value to the Bolsheviks.</p> <p>Look at the role and relevance of the Central Committee of the Bolshevik Party</p> <p>Recreate the debate held amongst the leading Bolsheviks about whether the Bolsheviks should mount a second revolution or not.</p>	<p>Consider whether a second revolution was inevitable in Russia.</p> <p>Debate: did the Provisional Government fail because of its own weaknesses?</p> <p>Biographies of key individuals: Lenin, Trotsky, Kerensky.</p>	<p>Contrasting sources, both primary and secondary on the inevitability of a second revolution.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p>

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Week 9	The October/ November 1917 revolution.	Causes, course and extent of revolution.	<p>Examine a map of Petrograd at the time of the revolution. Look at the key points of action and examine Trotsky's role in carrying out the coup.</p> <p>Students could work in pairs or groups to research the causes, course and extent of the revolution. They might give presentations of the events of the revolution to the rest of the class.</p> <p>Consider whether the revolution was a mass movement against the government or a coup organised by a small political group. This could form the subject for a debate.</p>	<p>Look at contrasting interpretations of the revolution and consider their strengths and weaknesses.</p> <p>Research the developments within the Bolshevik Party between the two revolutions.</p>	<p>Map of Petrograd.</p> <p>Look at the relevant parts of the film 'October' (see Week 7).</p> <p>Contrasting accounts of the revolution by Western historians, ranging from anti Bolshevik to Marxist interpretations.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p>

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Week 10		Leadership and the establishment of Bolshevik authority; Sovnarkom and decrees and actions to December.	<p>Students might research the leadership of the Bolshevik Party, including:</p> <ul style="list-style-type: none"> • the key individuals • their personalities • the part they played in the revolution • their roles in the Party. <p>Identify the priorities faced the new government and what the Bolsheviks needed to do to survive. Rank these in order of importance.</p> <p>Discuss and define Sovnarkom and explain its nature, structure and purpose. Look at early decrees on issues such as:</p> <ul style="list-style-type: none"> • land • peace • the army • the economy. <p>How established was Bolshevik authority by December 1917?</p>	<p>Examine the changing relationship between the new government and the Soviet.</p> <p>Consider how the actions of Sovnarkom sit with Lenin's philosophy.</p> <p>Look at contemporary sources, particularly at the language and identify those elements which are more factual and those which are propaganda.</p> <p>Add key terms like Sovnarkom and Marxist-Leninism to the glossary.</p>	<p>Contemporary sources such as the decrees issued by the Bolsheviks after the Revolution.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Contrasting historical opinion on the early days of the Bolshevik government and the role of Sovnarkom.</p>

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PART ONE: THE RUSSIAN REVOLUTION AND THE RISE OF STALIN, 1917–1929; Section 2: Bolshevik consolidation, 1918–1924					
Week 11	The consolidation of the Communist dictatorship.	The establishment of one-party control; the removal of the Constituent Assembly.	<p>PowerPoint presentation on Lenin and the Bolsheviks' attitude to power and opposition.</p> <p>Students could research the origins and function of the Cheka.</p> <p>Discuss the reasons for the setting up of the Constituent Assembly.</p> <p>Students might look at statistics of the election results and try to think of explanations for the results.</p> <p>Debate: why did Lenin dissolve the Assembly and what was the result?</p>	<p>Debate on Lenin's attitude towards 'bourgeois democracy' and his justification for Terror.</p> <p>Consider the advantages and possible pitfalls of using statistics as historical evidence.</p> <p>Research the fate, after 1918, of those non-Bolshevik parties that were represented in the short lived assembly.</p> <p>Add any new terms to the glossary.</p>	<p>PowerPoint on the Bolsheviks and power</p> <p>Statistical analysis of the elections to the Constituent Assembly.</p> <p>Documentary and visual material on the internet.</p> <p>Guided reading and worksheets to support research.</p>

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Week 12		The ending of involvement in the First World War.	<p>Study a map of the battlefield at the time of Lenin's seizure of power and review Russia's progress in the war.</p> <p>List the ideological and practical reasons why Lenin decided to seek peace with Germany.</p> <p>Chart the course of negotiations with Germany and make notes on the armistice and the Treaty of Brest Litovsk.</p> <p>Consider the importance of Trotsky's role in these events.</p> <p>List the main terms of the Treaty of Brest Litovsk and evaluate their significance for all those concerned.</p> <p>Stage a debate amongst Communists for and against signing the Treaty.</p>	<p>Consider how Lenin's actions in foreign policy matched his ideology of European and world revolution.</p> <p>Compare the terms which the Germans imposed on Russia with those inflicted on Germany by the Western Powers in 1919.</p> <p>Consider the short term impact of Brest Litovsk and the longer term impact on European affairs.</p>	<p>Maps of the Russian front by 1917.</p> <p>Biographies of Trotsky and Trotsky's own writings.</p> <p>Extracts from the Treaty of Brest-Litovsk.</p> <p>Primary source material.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p>

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Week 13	The Civil War.	Causes and course.	<p>Students could work in groups to identify the reasons why the Civil War broke out in 1918. Look at both short term and long term causes. These might be recorded in a chart or flowchart.</p> <p>In groups, consider the attitude towards the regime of different groups in Russia at the time, including:</p> <ul style="list-style-type: none"> • military officers • businessmen • peasants • Mensheviks • ex-Liberal members of the old Duma. <p>Use a map to chart the campaigns of the war.</p> <p>Create a timeline to chart the main events of the war.</p>	<p>Research the activities of the Greens and others who were not supporters of either the Reds or the Whites; consider why we know far less about them.</p> <p>Students in groups or individually could look at a White leader such as Denikin, Wrangel or Kolchak and research their background and contribution.</p>	<p>Maps of the Civil War campaigns.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Contemporary accounts of the progress of the war.</p> <p>Contemporary sources including the Declaration of the Rights of Man.</p>

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Week 14		The role of Trotsky; the reasons for the Red victory.	<p>A PowerPoint presentation on the formation of the Red Army and the role of Trotsky.</p> <p>Make a chart to illustrate a comparison of the advantages, disadvantages, strengths and weaknesses of the two sides at the start of the war: Reds and Whites.</p> <p>Working in pairs, students might research the motives of the foreign powers that joined the war. For each one, note the official and, if different, the 'real' reason for intervention. Examine all the reasons why the Reds won the Civil War.</p> <p>Students could prioritise their own list of reasons in order of importance and then debate the extent to which they agree or disagree with each other.</p> <p>Make an assessment of the importance of foreign intervention to the outcome of the war.</p>	<p>Debate: how significant was Trotsky's role in the outcome of the war?</p> <p>Wider reading on foreign intervention in the Russian Civil War.</p> <p>Discuss whether the Reds had all the advantages in the war.</p>	<p>Sources for evaluation and guided reading for additional research.</p> <p>Use poster collections showing the propaganda materials.</p> <p>Relevant YouTube clips or documentary footage. Contemporary accounts of the progress of the war.</p> <p>Differing accounts of the Red victory.</p>

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Week 15		The murder of the Tsar; government and control in war time.	<p>A PowerPoint presentation on the murder of the Tsar and his family.</p> <p>Students might consider the significance of the event: did it matter?</p> <p>Students could research and identify examples of government control and the methods by which the Bolsheviks kept themselves in power during the war.</p> <p>Students might consider the importance of these aspects of control:</p> <ul style="list-style-type: none"> • the creation of the security services • attitudes towards other left-wing groups such as Socialist Revolutionaries and Mensheviks • the nature of Lenin's government • how the government tried to influence people. <p>Debate: to what extent did the regime rely on each of the following to enforce its rule:</p> <ul style="list-style-type: none"> • terror • propaganda • persuasion? 	<p>Begin to consider the longer term influence of the Civil War on the development of the Party and the Soviet state.</p> <p>Using the many examples of White and Red propaganda, consider the importance of such material in the war and its value as historical evidence.</p> <p>Debate: was the Civil War inevitable given the way the Bolsheviks came to power?</p>	<p>PowerPoint on the murder of the Tsar and his family.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Collating evidence from guided reading and sources.</p> <p>Examples of White and Red propaganda.</p>

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Week 16	Economic and social developments.	State capitalism; social change; conditions in cities and countryside during the Civil War; the Red Terror.	<p>Presentation on why state capitalism was introduced and what its key features were.</p> <p>Students could use contemporary accounts to evaluate what life was like for Russians during the Civil War.</p> <p>Students might create a chart to illustrate differences and similarities between conditions in the cities and those in the countryside.</p> <p>Identify the features of the Red Terror and how it was justified by Lenin.</p>	<p>Consider how particular groups of Russians were affected by the war, eg:</p> <ul style="list-style-type: none"> • Party members • women • children • workers. <p>Wider reading on the Red Terror.</p>	<p>PowerPoint on state capitalism.</p> <p>Contemporary accounts of life during the war.</p> <p>Guided research using primary sources where available.</p> <p>Picture stimuli, possibly with sources for research into different groups.</p>

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Week 17		War communism; the revolts of 1920-1921 including the Tambov Revolt and the Kronstadt Rising.	<p>Presentation on why war communism was introduced.</p> <p>Students could list its main features in both industry and agriculture.</p> <p>Consider the political, social and economic consequences of war communism. This might be done in small groups, each looking at one perspective.</p> <p>The class might be divided into two groups to research the Tambov and Kronstadt Revolts, including:</p> <ul style="list-style-type: none"> • causes • results • importance. <p>Students might present their findings to the class, leading to a debate about the relative importance of each event.</p>	<p>Discuss the extent to which war communism was an ideological or pragmatic response to the Communists' situation.</p> <p>Wider reading on rebellion in the 1920s. Debate: why did the Kronstadt rebels regard themselves as the true socialists and revolutionaries?</p>	<p>PowerPoint on war communism.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Collating evidence from guided reading and sources.</p> <p>Contemporary accounts of Tambov and Kronstadt.</p> <p>Conflicting opinions from academic historians.</p>

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Week 18		The NEP and its political and economic impact.	<p>Students could research and identify the reasons why NEP was introduced.</p> <p>List the main terms of NEP for both industry and agriculture.</p> <p>Examine the immediate impact of NEP on the economy.</p> <p>Students could work in pairs to research the reasons why the introduction of NEP was a controversial decision for the Bolsheviks.</p> <p>Presentation on how NEP was underpinned politically by Lenin's decision to ban factions.</p>	<p>Use sources of varying complexity for evaluation.</p> <p>Debate: was the NEP a surrender by Lenin or a tactical triumph?</p> <p>Read sources on the debates which led to Lenin's ban on factions.</p> <p>Consider the longer term impact of this decision on the USSR.</p>	<p>Reading on the impact of the NEP.</p> <p>Economic statistics.</p> <p>Contemporary source son NEP.</p> <p>Conflicting interpretations from academic historians.</p> <p>PowerPoint on Lenin and the decree on factions.</p>

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Week 19	Foreign relations and attitudes of foreign powers.	Foreign intervention in the Civil War; Comintern; the Russo-Polish War; discussions leading to the Rapallo Treaty; official recognition and the repercussions of the Zinoviev letter.	<p>Review foreign intervention in the Civil War (see Week 14).</p> <p>Students might draw a chart to illustrate the attitude of foreign powers towards the Bolshevik regime since the revolution.</p> <p>Discuss: why did the Communists excite such strong feelings?</p> <p>Look at a map of Central Europe and research the Russo-Polish War:</p> <ul style="list-style-type: none"> • the causes • the progress • the outcome. <p>Create a spider diagram of the Comintern, including:</p> <ul style="list-style-type: none"> • the reasons for its creation • its membership • its activities • its effectiveness. <p>Students could look at the Treaty of Rapallo and explain why the Russians and Germans signed it. Identify the terms of the treaty and its significance.</p> <p>PowerPoint presentation on the Zinoviev letter and its significance.</p> <p>Discussion on foreign attitudes towards the USSR by 1929.</p>	<p>Examine in more depth British attitudes, official and unofficial, towards events in Russia between 1917 and 1921.</p> <p>Assess the extent to which the Russo-Polish war was important in the future relationship between these two countries.</p> <p>Debate this issue: did Germany or Russia reap more benefits from the Treaty of Rapallo both in the short and the longer term?</p> <p>Wider reading on the Zinoviev letter.</p>	<p>Notes from Week 14.</p> <p>Map of central Europe.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Search the internet for articles on the Comintern and Soviet foreign policy during the 1920s.</p> <p>The terms of the Rapallo Treaty.</p> <p>Extracts from the Zinoviev letter and conflicting opinion on its significance.</p>

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Week 20		Lenin's rule by 1924.	<p>Read contemporary accounts of attitudes towards Lenin in Russia and abroad at the time of his death.</p> <p>Students could work in pairs to write obituaries of Lenin. One could write from the point of view of a supporter; the other as an opponent. These might be presented to the class.</p> <p>Review Lenin's role during and after the Russian Revolution. List five achievements and five things for which he might be criticised.</p> <p>Consider some historians' interpretations of Lenin and his place in history and construct a debate on the theme of: Lenin; a great man?</p>	<p>Consider the concept of the 'great leader': does Lenin deserve this title?</p> <p>Debate: 'Lenin did more harm than good during his career.'</p> <p>Student led assessment of how essential Lenin was to the Bolshevik takeover and survival in Russia.</p>	<p>Contemporary accounts of attitudes towards Lenin.</p> <p>Biographies and wider reading on Lenin.</p> <p>Use the internet to find visual sources, poems and other sources about Lenin.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p>

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PART ONE: THE RUSSIAN REVOLUTION AND THE RISE OF STALIN, 1917–1929; Section 3: Stalin's rise to power, 1924–1929					
Week 21	The power vacuum and power struggle.	Ideology and the nature of leadership; Lenin's Testament.	<p>Students should review Lenin's ideology and his thoughts on the nature of leadership.</p> <p>Students might read Lenin's Testament and assess its significance for the ensuing power struggle for leadership of Russia after his death.</p> <p>Look at contemporary assessments of Lenin's career, both from within Russia and abroad.</p> <p>Students could consider which are the most accurate and convincing and explain their choice.</p>	<p>Examine in more detail the concept of Marxism-Leninism.</p> <p>In terms of ideology, consider how Lenin adapted or added to Marxism.</p> <p>A strategy to stretch students might be to look at some extracts from Lenin's writings on <i>Imperialism as the Highest Stage of Capitalism</i>.</p>	<p>Use key documents such as Lenin's Testament.</p> <p>Useful material on this period in several books and assessments of Lenin's importance.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p>

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Week 22		Divisions and contenders for power: character, strengths and weaknesses of Stalin, Trotsky, Bukharin, Kamenev, Rykov, Tomsky and Zinoviev.	<p>Students might create a wall poster to compare the leading contenders in the struggle to succeed Lenin; looking at:</p> <ul style="list-style-type: none"> • character • background before 1924 • role in the Party • strengths and weaknesses. <p>This might be done in groups, with each group researching one of the main contenders and then presenting to the class.</p> <p>Students could identify the main divisions and issues and rank the contenders in order of likely success at this stage.</p>	<p>Consider in more detail the issues which were at stake in the debate about how Russia should be governed after Lenin.</p> <p>Discuss: to what extent was the debate about personalities and to what extent about policies?</p> <p>Wider reading on the main contenders.</p> <p>Add any new terms to the glossary.</p>	<p>Extracts from Lenin's Testament.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Biographies of the main contenders.</p>

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Week 23	Ideological debates and issues in the leadership struggle.	NEP and industrialisation; 'permanent revolution' versus 'Socialism in One Country'.	<p>Students could research the divisions over NEP and industrialisation, including:</p> <ul style="list-style-type: none"> arguments in favour arguments against the position of each contender. <p>Students might discuss the conflict between the ideologies of 'permanent revolution' and 'Socialism in One Country'. Identify the position of each contender.</p> <p>Students could consider Russia's situation by 1924 and identify any aspects of life that could be classified as Socialist or Communist, looking at perspectives such as:</p> <ul style="list-style-type: none"> political economic social ideological. 	<p>Add the terms 'permanent revolution' and 'Socialism in One Country' to the glossary and learn their meaning.</p> <p>Debate: why were these concepts so crucial to the Party in the 1920s; was it just about ideology or about practical considerations?</p> <p>Wider reading on the ideological debates of the power struggle.</p>	<p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Contemporary accounts and opinions of Stalin.</p> <p>Conflicting interpretations on the powers struggle to this point.</p>

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Week 24		How and why Stalin became party leader and the outcome for the other contenders.	<p>Students might draw a timeline which outlines the main stages of Stalin's career between 1917 and 1929. Highlight the key points, perhaps in a different colour.</p> <p>Students might work in groups, each looking at one of the main contenders. Consider the extent to which they were responsible for their own defeat in the power struggle.</p> <p>Discuss and identify Stalin's personal and political skills.</p> <p>Debate: why was Stalin apparently so underestimated by his colleagues?</p> <p>Examine Bukharin's role in political life between 1921 and 1929.</p> <p>Consider why the Right's views on NEP and the future for the USSR were different from those of many others in the Party.</p> <p>Ensure that students have a good understanding of the terms 'Left' and 'Right' in political terms.</p>	<p>Consider the factors which enabled Stalin to progress through the Party: what skills did he display that others did not?</p> <p>Consider whether Trotsky would have made a good leader of the USSR?</p> <p>Is there any reason to suppose that the USSR would have taken a different direction under Trotsky?</p> <p>Examine why Bukharin was popular in the Party and why he was considered the Party's most important theorist.</p>	<p>Biography of Stalin.</p> <p>Extracts from Stalin's speeches and writings.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Contemporary accounts and opinions of Stalin.</p> <p>Wider reading on Bukharin.</p>

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Week 25	Economic developments.	The economic condition of Russia, 1924–1928.	<p>Students might examine the economic impact of NEP, looking at statistical analysis of industry and agriculture during the 1920s.</p> <p>Students could research the economy before and after NEP and chart the developments.</p> <p>Debate: who did better or worse economically under NEP?</p>	<p>Use statistical evidence on the economy to judge agricultural and industrial progress under NEP.</p> <p>Consider the extent to which economic 'liberalisation' was not matched by political liberalisation.</p>	<p>Statistics and primary sources on NEP.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Conflicting interpretations on the economy by 1928.</p>
Week 26		Reasons for and impact of the 'Great Turn'; the economic shift.	<p>Presentation on why the Party had found difficulties with its influence in the countryside, both politically and economically.</p> <p>Students should list and prioritise the various reasons behind the decisions to collectivise agriculture and industrialise Russia.</p> <p>Research into the impact in towns and the countryside, including:</p> <ul style="list-style-type: none"> • standards of living • cultural life • religion • education. 	<p>Look at rural discontent, eg the evidence of peasant complaints and local election results.</p> <p>Explain why NEP for industry was not working as well as was hoped.</p>	<p>Propaganda posters to illustrate views about NEP and the drive for economic change.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p>

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Week 27		The launch of the first Five Year Plan and the decision to collectivise.	<p>Look at the details of the first Five Year Plan, including:</p> <ul style="list-style-type: none"> • the reasons for its implementation • internal and external pressures • aims for industry • aims for agriculture • targets. <p>Students might draw a chart or table to illustrate the aims of the plan and its specific targets.</p> <p>Discuss and define key terms such as kolkhozy, kulak and collectivisation.</p> <p>Consider the decision to collectivise and its economic, social and political implications.</p>	<p>Students might undertake independent research into an aspect of either agriculture or industry and report back to the class.</p> <p>Add to the glossary. Wider reading on life on a collective.</p>	<p>Detail of the Five Year Plan.</p> <p>Primary sources and statistics on the first plan.</p> <p>Propaganda posters.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p>

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Week 28	Government, propaganda and the beginnings of the Stalinist cult.	Government and propaganda by 1929; the beginnings of the Stalin cult.	<p>Research the way the government and Party were structured in the USSR and the relationship between the two.</p> <p>Consider the role of the Party in government by 1929.</p> <p>Explain why Stalin had become the effective leader of the USSR by 1929 and why this saw the beginning of a 'cult'.</p> <p>Look at early examples of propaganda surrounding the cult of Stalin.</p>	<p>Students could look at different aspects of social and cultural life, e.g. the arts, church, the role of women, education, etc.</p> <p>Explain how each was affected by economic and political developments in the 1920s. Students could then share their findings with the class.</p> <p>Wider reading on the Stalin cult.</p>	<p>Propaganda in the form of posters, art and film.</p> <p>Contemporary source on the soviet government at this time.</p> <p>Conflicting accounts of the growth of a Stalin cult.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p>

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Week 29		Stalin's attitude to foreign powers: China; Germany and the Treaty of Berlin; changes in the Comintern.	<p>Discuss and try to define Stalin's attitude towards foreign powers.</p> <p>Students could research Soviet relationships with different countries, including:</p> <ul style="list-style-type: none"> • China • Britain • Germany. <p>Look at the Treaty of Berlin and note:</p> <ul style="list-style-type: none"> • why it was signed • its terms • the aftermath. <p>Consider why relations with Germany before 1933 were better than with many other countries.</p> <p>Explain the changes which took place in the structure and effectiveness of the Comintern in the late 1920s and early 1930s.</p>	<p>Explore in depth the significance of the war scare in the late 1920s.</p> <p>Examine the Comintern in more detail.</p> <p>Did Soviet effort and the resources ploughed into the Comintern pay off in the end?</p>	<p>Academic reading on Soviet foreign policy.</p> <p>Extracts from the Treaty of Berlin.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Contemporary sources with conflicting views on issues of foreign policy.</p>

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Week 30	Overview.	Revision.	<p>Look back at material in Part One and create:</p> <ul style="list-style-type: none"> a timeline and glossary for each of the three sections of content some could create a summative wall poster. <p>Consider the influence of key figures across the period, eg Stolypin, Lenin, Trotsky and Stalin (could hold balloon debate to determine the most influential).</p> <p>Consider events and developments from different perspectives, eg political or social and economic. Look at the introductory paragraph for this option and reflect on the key issues and concepts of this study.</p> <p>Collect several sources to show how each area developed and changed during the course of the period (also note what stayed the same).</p> <p>As a class, reflect, 'What have we learnt?'</p>	<p>Opportunities for differentiation by task and in students' reflection and selection of information.</p> <p>Evaluation of conflicting primary sources. Debate: what were the key turning points in Soviet history between 1917 and 1929?</p> <p>Choose a particular aspect and, using a range of sources, put together a presentation to show how the USSR had developed or not during the period.</p>	<p>Notes and materials from Part One.</p> <p>Further source material which could be assembled by students.</p> <p>Practice exam-style questions.</p>

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PART TWO: STALIN'S RULE, 1929–1953; Section 1: Economy and society, 1929–1941 (A-level only)					
Week 1	Agricultural and social developments in the countryside.	Voluntary and forced collectivisation; state farms.	<p>PowerPoint presentation to remind students of why Stalin and the Party decided on collectivisation in the late 1920s, looking at the ideological, political and economic reasons.</p> <p>Students could use a wide range of contemporary documentary sources, photographs and propaganda posters to investigate how the process of collectivisation was carried out.</p> <p>Students might draw a timeline or chart to record the main stages of the process.</p> <p>Discuss and define the difference between voluntary and forced collectivisation.</p> <p>Students could compare collective and state farms and explain the differences.</p> <p>Read Stalin's 'Dizzy with Success' speech.</p> <p>Discuss Stalin's motives for the speech and the results.</p>	<p>Research into the economic geography of the USSR to find out which areas were most affected by the process of collectivisation and which areas were most and least advantageous for farming.</p> <p>Consider the way that 'kulak' was used differently in the USSR as a technical term, a term of abuse and a propaganda tool.</p> <p>Add key terms such as collective farm and state farm to existing glossary.</p>	<p>Maps, primary sources and supporting material.</p> <p>PowerPoint for introduction.</p> <p>Notes from Week 27 of Part One might be useful.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Extracts from Stalin's speeches.</p> <p>Contemporary accounts of the process of collectivisation from opponents and supporters.</p>

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Week 2		Mechanisation; the impact of collectivisation on the kulaks and other peasants.	<p>Look at contemporary evidence on the implementation of collectivisation and increased mechanisation across the USSR.</p> <p>Students should be able to explain what happened in the villages and the fate of the kulaks in particular.</p> <p>Examine the evidence about peasant resistance and its impact.</p> <p>Students could research aspects of collectivisation, including:</p> <ul style="list-style-type: none"> • what was a typical collective farm • how mechanisation affected farming • the role of MTS stations • how peasants working on collective or state farms were paid • the links between collectives and the towns. 	<p>Discuss how the process of collectivisation was presented in the media, looking at the use of photographic evidence and propaganda posters in particular.</p> <p>Students might research how foreign observers reported or did not report what was going on. Wider reading on life on a collective.</p>	<p>Contemporary accounts of the implementation of collectivisation.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Statistics on the spread of collectivisation.</p>

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Week 3		The famine of 1932 to 1934; the success of collectivisation.	<p>PowerPoint presentation on the causes and extent of the famine of 1932–1934.</p> <p>Students could research the impact of the famine in terms of human and material costs.</p> <p>Discuss the longer term effects of the famine.</p> <p>Examine the reasons for the law allowing private plots and the impact this had on peasants' lives.</p> <p>Chart what happened to agriculture and the rural economy between 1934 and 1941 and draw up a balance sheet of improvements and problems.</p> <p>Consider the question of whether collectivisation was a success or a disaster both for agriculture and the USSR generally. This might form the basis for a class debate with students arguing for and against the success of collectivisation.</p>	<p>Prepare for a debate on the controversial issue of whether the famine was 'man-made' or a by-product of natural causes and the collectivisation process.</p> <p>Examine the statistics for the economic impact of collectivisation during the 1930s and consider the advantages and disadvantages of using statistical evidence.</p>	<p>Statistical evidence on the extent of the famine.</p> <p>PowerPoint.</p> <p>Contemporary accounts of the famine.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p>

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Week 4	Industrial and social developments in towns and cities.	Gosplan; the organisation, aims and results of the first three Five Year Plans.	<p>PowerPoint presentation to review the reasons why the Party decided on rapid industrialisation in the late 1920s.</p> <p>Review what students already know. Students could list the specific aims for industrialisation under the headings:</p> <ul style="list-style-type: none"> • economic • political • ideological. <p>Discuss whether all these reasons were equally important or not.</p> <p>Research the role of Gosplan, including:</p> <ul style="list-style-type: none"> • the organisations involved in planning • the links between them • the strategic decisions • the setting of targets • the Commissariat of Heavy Industry • the allocations of resources in the various regions • the role of enterprise managers. 	<p>Research the role of Ordzhonikidze in industrialisation. Students might create a profile. Add any new terms to the glossary, eg Gosplan.</p> <p>Research how effective planning actually was and how statistics were arrived at.</p>	<p>Detailed analyses of the Five Year Plans.</p> <p>Economic statistics.</p> <p>PowerPoint on industrialisation.</p> <p>Notes from Weeks 26 and 27 of Part One might be useful.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p>

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Week 5		New industrial centres and projects; the involvement of foreign companies; the working and living conditions of managers, workers and women; Stakhanovites.	<p>Students might use a map of the USSR and mark on it the main centres of industry, resources and projects.</p> <p>Groups of students could investigate particular projects, such as:</p> <ul style="list-style-type: none"> • Magnitogorsk • the Dneprostroi Dam • the Volga-White Sea Canal • one of the other great industrial complexes. <p>Groups could then present to the class on the problems and successes associated with each project.</p> <p>Research the role of foreign companies and experts in the industrialisation process.</p> <p>Investigate the living and working conditions of specific groups in the towns and cities:</p> <ul style="list-style-type: none"> • women • men • managers. <p>Compare their treatment and levels of pay.</p> <p>Research the Stakhanovite movement, including:</p> <ul style="list-style-type: none"> • origins • spread across the USSR • impact on the Five Year Plans • propaganda value. 	<p>Consider the differences between this planned model of industrialisation and advanced capitalist economies in other industrialised societies</p> <p>Examine the process of the first three Five Year Plans and consider the similarities and differences between them.</p> <p>Wider reading on the social conditions in the towns and cities.</p>	<p>Map of the USSR.</p> <p>Sources and general histories of this period.</p> <p>Economic statistics and tables for the first three FYPs.</p> <p>Access to the internet for research tasks.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Propaganda posters from the period.</p> <p>Contemporary accounts from different groups of people.</p>

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Week 6		The success of the Five Year Plans.	<p>Use statistical analysis to chart the progress of particular industries in terms of output between 1928 and 1941.</p> <p>Students could interrogate the plans:</p> <ul style="list-style-type: none"> • where was most emphasis placed • where were the greatest sectors in terms of output • where the weakest? <p>What can we learn about the priorities of the Plans from the statistics? Research some of the ways in which the regime tried to incentivise workers and make industry more efficient. Draw up a chart to record what was done and how successful it was.</p> <p>Students might debate the extent to which the Five Year Plans successfully modernised the Soviet economy.</p>	<p>Investigate some of the different regions of the USSR to see how they were affected by the Five Year Plans.</p> <p>Read extracts from some of the foreign workers who worked in Soviet industry during this period and left accounts of their experiences.</p> <p>Debate: in order to achieve its aims for industry, the regime sacrificed quality for quantity.</p>	<p>Economic statistics and tables for the first three FYPs.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Primary sources. Extracts from some of the foreign workers who worked in Soviet industry.</p>

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Week 7	The development of the Stalin cult.	Propaganda and Socialist Realism.	<p>Students could work in groups to look at a variety of propaganda from this period, including:</p> <ul style="list-style-type: none"> • texts • posters • photographs • art. <p>Consider the messages, the style and the tone. A class discussion could then identify any similarities and differences between the examples selected.</p> <p>Students might discuss and define Socialist Realism.</p> <p>Look at the 1934 Congress guidelines for works of Socialist Realism; identify and explain some examples.</p> <p>Discuss the development of a cult of Stalin.</p>	<p>Investigate some of the ways in which the regime distorted history.</p> <p>Read excerpts from particular works or consider some film propaganda.</p> <p>Debate: how can we know how successful propaganda was in achieving its objectives?</p>	<p>Guided reading on the Stalin cult and propaganda.</p> <p>Examples propaganda.</p> <p>Extracts from the 1934 Congress.</p> <p>Examples of Socialist realism.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p>

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Week 8		Literature and the arts.	<p>Students should work in pairs or small groups, each looking at examples of particular genres, including:</p> <ul style="list-style-type: none"> • music • theatre • film • novels • poetry • non-fiction, such as history. <p>Students should try to identify the message and intended impact of the work and how it related to the objectives of the regime.</p>	<p>Debate: to what extent did Stalin's regime in the 1930s depend upon propaganda?</p> <p>Discuss whether culture can truly flourish in an authoritarian society.</p> <p>Students could read a novel from the period or watch a film.</p>	<p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Examples propaganda.</p>
Week 9	The social and economic condition of the Soviet Union by 1941.	Strengths and weaknesses.	<p>Examine conditions in urban and rural areas towards the end of the 1930s.</p> <p>Students could draw a chart to illustrate any similarities and differences, strengths and weakness, as well as how things had changed since 1929.</p> <p>Identify living conditions in the late 1930s for these groups in the USSR:</p> <ul style="list-style-type: none"> • women • children • workers • the intelligentsia • Party members. <p>Students might find examples from sources to illustrate their findings.</p>	<p>Investigate the life and contribution of particular individuals in the Soviet Union, eg for women, Alexandra Kollontai; for poets, Mayakovski; for musicians, Shostakovich; for filmmakers, Eisenstein.</p>	<p>General textbooks.</p> <p>Contemporary accounts.</p> <p>Subjective sources may be useful to evaluate provenance and for consideration of value to the historian.</p>

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Week 10		Strengths and weaknesses.	<p>PowerPoint presentation to give an overview of religion and education at the end of the 1920s.</p> <p>Students could annotate a detailed timeline to chart the developments in these two areas during the 1930s.</p> <p>Consider the degree to which Stalin's regime had a negative or positive impact on religion and education.</p> <p>Create a spider diagram for women and young people illustrating the positive and negative developments in their lives.</p> <p>Students might debate: were these people worse or better off as a result of Stalin's regime?</p> <p>Consider a selection of nationalities within the USSR and chart how their lives were influenced by the regime during the 1930s.</p>	<p>Investigate a particular aspect of the regime during this period, eg the Komsomol; the Orthodox Church; Islam; the family.</p> <p>Add new terms to the glossary.</p> <p>Research and debate: did the regime succeed in creating the ideal socialist citizen during the 1930s?</p> <p>Discuss: how do we know what ordinary people thought?</p>	<p>PowerPoint on religion and education.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Contemporary accounts from various social and religious groups.</p>

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PART TWO: STALIN'S RULE, 1929–1953; Section 2: Stalinism, politics and control, 1929–1941 (A-level only)					
Week 11	Dictatorship and Stalinism.	The machinery of State terror; the NKVD; the early purges.	<p>PowerPoint presentation on the importance of the internal security services in an authoritarian regime.</p> <p>Discuss and define Stalinism and State terror.</p> <p>Students could draw a timeline to chart the stages in the development of the security services:</p> <ul style="list-style-type: none"> • Cheka • OGPU • NKVD • KGB. <p>Students could work in pairs to research key individuals from these services, including:</p> <ul style="list-style-type: none"> • Yagoda • Yezhov • Beria. <p>Identify the key events associated with each of these individuals.</p> <p>Students might investigate the structure of the NKVD and list its various functions. This could be captured in a spider diagram.</p> <p>Students could research some of the early purges such as the Shakhty trials of 1928, looking at their purpose and outcome. Individual research could then be shared with the class.</p>	<p>Investigate what happened to Ryutin as an example of how Stalin reacted to opposition against his ideas or influence.</p> <p>Consider the extent to which Stalin's security services were similar or different to those operated by Lenin.</p> <p>Discuss: just how influential were the security services in Stalin's Russia?</p> <p>Add to the glossary.</p> <p>Some students might read a biography of one of the security services.</p>	<p>Guided reading on the Party and how its security apparatus worked.</p> <p>Contemporary sources and articles on prominent individuals like Beria.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Contemporary accounts from various points of view.</p> <p>Biographies of key individuals.</p>

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Week 12		Stalinism and the Stalin Constitution.	<p>Students to identify the main features of Stalinism in the USSR.</p> <p>Note examples of each of them and use primary and/or secondary source extracts to support the examples.</p> <p>PowerPoint presentation on the main features of the Communist Party and its role in the USSR.</p> <p>Students could work in groups to investigate and present on particular aspects of the Party:</p> <ul style="list-style-type: none"> • its size • how one became a member of the Party • what were the obligations on members • how the various organs and levels of the Party related to each other • the role of particular Party organs such as the Politburo and the Secretariat • how the party related to the Government. <p>Examine the Stalin Constitution and compare it with that of Lenin.</p>	<p>Consider how and why the Party changed during the 1930s in terms of its activities, its influence and its composition.</p> <p>Discuss: was Stalinism unique or similar to other authoritarian systems?</p> <p>Debate: what are totalitarianism and authoritarianism?</p> <p>Which term best fits Stalinism and why?</p> <p>Use sources to ask why people joined the Party: as it always for ideological reasons or were there other motives?</p>	<p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Contemporary accounts from various points of view.</p> <p>Extracts from the Stalin Constitution.</p> <p>Academic assessment of Stalinism.</p>

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Week 13		Kirov's murder; the Show Trials.	<p>Students could research and create a profile of Kirov, looking at:</p> <ul style="list-style-type: none"> • his background • the main stages and events in his life • his role in the Party • why he was an important figure by 1934. <p>A presentation on the Kirov assassination, considering the evidence for and against the theory that Stalin was implicated in the assassination.</p> <p>Use documentary evidence to explain why the Kirov assassination was significant: what use did Stalin make of this event?</p> <p>Students could create an annotated timeline of the main events of the Show Trials between 1936 and 1938.</p> <p>Identify the main victims and the charges against them. This might be recorded in a table or chart.</p> <p>Discuss: what did the victims have in common?</p> <p>Consider the purpose of the Show Trials and their impact.</p> <p>Use primary sources such as the testimonies of the accused and the contributions of the chief judge, Vyshinsky to practice.</p>	<p>Read from Rybakov's long-banned novel about Stalin and the purges, 'Children of the Arbat'.</p> <p>Consider its interpretation of Stalin's motives: is this material useful to an historian?</p> <p>Investigate the fate of some of the lesser known political figures at this time, such as Beria's predecessor in the Caucasus, Nestor Lakoba, and another old associate of Stalin, Ordzhonikidze.</p> <p>Wider reading on the Show Trials.</p>	<p>YouTube clip, drama or documentary footage on the assassination of Kirov.</p> <p>Interpretations of the Terror.</p> <p>Guided reading and worksheets to support research.</p> <p>Contemporary accounts from various points of view.</p> <p>Extracts from the testimonies of the accused at their respective Show Trials.</p>

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Week 14	The Yezhovshchina.	Mass terror and repression at central and local levels.	<p>What was the Yezhovshchina?</p> <p>Students could create a profile of Yezhov.</p> <p>Students might research how the Terror was actually carried out, including:</p> <ul style="list-style-type: none"> • arrests • accusations • the fate of the condemned • the extent of the Terror. <p>Investigate the extent to which different areas of the USSR were affected more than others. A map might be used here and students could locate and annotate examples of repression at both central and local levels.</p>	<p>Consider how this period has been represented in literature and contemporary black humour.</p> <p>Add any new key terms to the glossary.</p> <p>Wider reading on Yezhov.</p>	<p>Primary sources on the processes of the Terror.</p> <p>Map of Russia.</p> <p>Guided reading and worksheets to support research.</p> <p>Contemporary accounts from various points of view.</p> <p>Extracts from the testimonies of the accused.</p> <p>Biography of Yezhov.</p>

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Week 15		Treatment of national minorities; the gulags.	<p>Students could research the impact of the Terror on national minorities. This might be done in groups, each looking at a different nationality or region of the country.</p> <p>Findings should be shared with the class and might be plotted on a map of the USSR.</p> <p>Discuss: why were national minorities considered 'dangerous'?</p> <p>Use a map to show the existence of the gulags throughout the USSR.</p> <p>Students could annotate a detailed timeline illustrating how the gulag system developed from the earliest days of Lenin's USSR to 1941.</p> <p>Read contemporary accounts of life in the gulag.</p> <p>Consider the experience of a particular individual such as Solzhenitsyn.</p> <p>Research the activities that went on in the gulag and the contribution they made to the Soviet economy.</p>	<p>Wider reading on the experience of national minorities during this period.</p> <p>Some students might read a biography of a survivor of the gulag system.</p> <p>Using secondary extracts, examine the argument that the gulags made a relatively significant contribution to the Soviet economy.</p>	<p>Maps of Russia.</p> <p>Contemporary sources from those supporting and opposing the gulag system.</p> <p>Writings from inmates of the gulags, eg Solzhenitsyn.</p> <p>Biographies of key individuals.</p> <p>Collections of graphic pictures of camp life.</p> <p>Guided reading and worksheets to support research.</p> <p>Economic statistics.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 16		The end of the purges; the death of Trotsky; responsibility for and the impact of the Terror and purges.	<p>Investigate the reasons why the Great Terror had largely ended by 1939.</p> <p>Consider the reasons why Stalin continued to pursue Trotsky after his expulsion from the USSR.</p> <p>Discuss: was Trotsky's death significant?</p> <p>Consider a range of secondary sources about Stalin's role in the Terror.</p> <p>List Stalin's possible motives under the headings:</p> <ul style="list-style-type: none"> • personal • political • ideological • economic • military. <p>Discuss: were there any rational reasons for the terror?</p> <p>Consider whether Stalin alone was responsible for the scope and devastating impact of the Great Terror.</p> <p>How much impact had the Great Terror on the overall stability of the USSR by 1939?</p>	<p>Examine the impact of the Terror in one particular city or area of Russia.</p> <p>Examine evidence that the Terror was not as pervasive as is sometimes presented.</p> <p>Read extracts from Trotsky's writings from the 1930s and consider what truth there is in his critique of Stalinism. Consider whether Trotsky had much significance in the 1930s.</p> <p>Consider the argument that the NKVD had considerable responsibility for extending the scope of the Terror.</p>	<p>Guided reading and worksheets to support research.</p> <p>Contemporary accounts from various points of view.</p> <p>Extracts and contemporary accounts of the impact of the Terror.</p> <p>Trotsky's writings.</p> <p>Extracts from academic historians who blame Stalin entirely and those who claim that responsibility lies beyond one man.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 17	Culture and society.	Church; women, young people and working men; urban and rural differences; 'socialist man' and the impact of cultural change; similarities and differences between Lenin's and Stalin's USSR.	<p>Select a variety of primary and secondary sources from the work students have completed for a project comparing Leninist and Stalinist Russia by 1941.</p> <p>The project should cover similarities and differences between the two in terms of:</p> <ul style="list-style-type: none"> • the church • women • young people • working men • urban and rural localities. <p>This might be done in small groups and findings presented to the class.</p> <p>Discussion: are there more similarities or differences between the two regimes?</p> <p>Students could list the qualities of 'socialist man' and define the rationale for this concept.</p> <p>Class debate on the impact of social and cultural change by 1941.</p>	<p>Consider whether Stalinism was an aberration of Leninism or an inevitable consequence.</p> <p>Students should try to find historiographical views to support their arguments.</p> <p>Define 'socialist man' and add this to the glossary.</p> <p>Discuss: does Stalin have a worse press than Lenin and is this deserved?</p> <p>Does Stalinism bear much relation to Marxism, Socialism or Communism?</p>	<p>Notes from previous studies.</p> <p>Collections of sources.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Contemporary accounts from various points of view.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 18	Stalin and international relations.	Co-operation with Germany; entry into the League of Nations; pacts with France and Czechoslovakia.	<p>Brief presentation outlining the European situation in the 1930s, both from the Soviet perspective and the perspective of other powers.</p> <p>Students could look at sources concerning Stalin's views on foreign policy.</p> <p>Examine the contribution of Litvinov to Soviet foreign policy.</p> <p>Draw a timeline illustrating Soviet interventions in foreign policy between 1929 and 1938.</p> <p>Chart how Russia's relationship with Germany had developed since the Rapallo Treaty.</p> <p>List the reasons why the USSR's attitude towards the League of Nations changed and why it joined the organisation.</p> <p>Consider the extent to which Soviet entry to the League of Nations helped both the League and the USSR.</p> <p>Students could look at the pacts with France and Czechoslovakia and consider their implications. Students might discuss how effective Soviet policy was in achieving its aims between 1929 and 1938.</p>	<p>Consider: did Stalin have much knowledge or expertise in foreign policy?</p> <p>Use primary and secondary sources to debate the principles which underpinned Soviet foreign policy: was it based on ideology or pragmatism?</p> <p>Take one particular issue such as Japan or China and consider in detail how the USSR managed its relations with the selected country.</p> <p>Examine the ways in which the Comintern changed its focus under Stalin. Did the Comintern achieve anything positive during this period?</p>	<p>PowerPoint presentation on the situation in Europe in the 1930s.</p> <p>General textbooks on international relations between the wars.</p> <p>Collections of sources.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Extracts from pacts with France and Czechoslovakia.</p> <p>Academic assessment of Russian foreign policy during this period.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 19		Intervention in the Spanish Civil War; reaction to Western appeasement and Japanese aggression; the Nazi-Soviet Pact and its outcome.	<p>PowerPoint presentation on the causes and course of the Spanish Civil War.</p> <p>List the reasons why Stalin became involved in the Spanish Civil War.</p> <p>Discuss the extent to which Soviet involvement had an impact and whether it fulfilled Stalin's objectives.</p> <p>Examine Soviet involvement with Japan and why the USSR had concerns in the Far East.</p> <p>Present a brief overview of Nazi foreign policy and Western appeasement.</p> <p>Use documentary evidence to consider Stalin's policy towards Germany, Britain and France after 1937.</p> <p>What was collective security and why did it fail?</p> <p>Draw a timeline illustrating Soviet foreign policy between 1938 and 1941.</p> <p>Consider Soviet policy and attitudes during the Czech Crisis.</p>	<p>Consider the relationship between Soviet foreign and domestic policy, eg the Soviet purge of the military and Soviet attitudes towards Germany.</p> <p>Look at concerns about the stability of Russia, linking to the Nazi-Soviet Pact.</p> <p>Consider the views of historians on Soviet foreign policy and pick out contrasting interpretations by both Soviet and 'Western' historians. Why do historians disagree?</p> <p>Debate: can Soviet foreign policy be considered a success up to 1941? Wider reading on the role of Molotov.</p>	<p>PowerPoint presentation on the Spanish Civil War.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Collections of sources.</p> <p>Guided reading on relations with Spain, Japan, Germany and the western allies.</p> <p>Extracts from the Nazi Soviet Pact.</p> <p>Academic opinion on Stalin's foreign policy in the years before the Second World war.</p>

			<p>List the reasons why Hitler and Stalin made the Nazi-Soviet Pact. Use documentary evidence to ascertain Stalin's motives.</p> <p>What advantages and disadvantages in signing the pact were there for the USSR and Stalin?</p> <p>Investigate why the Russo-Finnish War broke out in 1939 and why it took the Soviets so long to defeat the Finns.</p> <p>Consider whether Stalin learned anything from this which could help the USSR in the future.</p>	<p>Consider the significance of Molotov's role in foreign policy.</p> <p>Add to the glossary.</p>	<p>Conflicting views will be most useful.</p>
Week 20	Overview.	Revision.	<p>Review the USSR under Stalin from about 1929 onwards.</p> <p>Students could work in groups to consider the extent to which the Soviet Union was a strong and stable power by 1941. Look at:</p> <ul style="list-style-type: none"> • developments in agriculture and industry • the Party • the impact of the purges on the military, the Party and the population as a whole • Stalin's personal position and power • the success of policies • the morale of the population • any other relevant perspectives <p>Consider whether the USSR was a much stronger and more stable country in 1941 than it had been in 1929.</p>	<p>Differentiation through participation in research tasks and discussions.</p> <p>Consider whether there is a major distinction between the different schools of thought on the success of Stalin to this point.</p>	<p>Notes from this section.</p> <p>A variety of primary sources and secondary extracts.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART TWO: STALIN'S RULE, 1929–1953; Section 3: The Great Patriotic War and Stalin's Dictatorship, 1941–1953 (A-level only)					
Week 21	The impact of the war on the Soviet Union.	Operation Barbarossa and the Stalinist reaction.	<p>Presentation outlining the state of Europe in June 1941 on the eve of Operation Barbarossa.</p> <p>Students could look at a map showing the progress of the war in Europe.</p> <p>Use statistical evidence and primary sources to compare the relative strengths of Germany and the USSR in terms of military resources and the economy.</p> <p>Students might research the early stages of Barbarossa:</p> <ul style="list-style-type: none"> • why was the German attack so devastating • why was Soviet response so ineffectual? <p>Discussion of the Stalinist reaction.</p>	<p>Research the military reforms the Soviets had made following the war against Finland.</p> <p>Examine secondary extracts for a discussion about what Stalin actually believed on the eve of the invasion and the nature of his 'withdrawal' into seclusion immediately after the attack.</p> <p>Wider reading on Operation Barbarossa.</p>	<p>PowerPoint on Europe in 1941.</p> <p>Maps of the theatres of the Second World War in Europe.</p> <p>Academic works covering all aspects of the Soviet war experience.</p> <p>Contemporary accounts on the home front, especially the social and economic aspects.</p> <p>Economic and military statistics and tables.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 22		<p>The course of the war; the USSR under occupation and the fight-back; the Soviet economy; mobilisation and the evacuation of industry.</p>	<p>Students could use maps and charts to examine the course of the Russo-German War from the start up to the battle of Stalingrad in autumn 1942.</p> <p>Students might draw a spider diagram to illustrate the early stages of the war, including:</p> <ul style="list-style-type: none"> • reasons for the successful German advance • Soviet losses in terms of men, materials and territory <p>Use a range of primary material including documentary and visual sources to show the horrors of the Nazi occupation.</p> <p>Consider the impact of this on the population.</p> <p>Look at the evidence for how the USSR engaged in total mobilisation for war and explain the process by which much industry was evacuated to the East.</p> <p>Examine the evidence for how effective this evacuation was for the Soviet war effort.</p>	<p>Examine the evidence for the numbers of Soviet citizens who supposedly welcomed the German invaders and consider its significance.</p> <p>Look at posters about the USSR at war and assess their value as propaganda and as historical evidence.</p> <p>Wider reading on the evacuation of industry.</p>	<p>Maps and charts illustrating the course of the war with Germany.</p> <p>A variety of primary sources and secondary extracts.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Contemporary accounts of the Nazi occupation.</p> <p>Examples of wartime propaganda.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 23		The course of the war; the Soviet economy; foreign aid.	<p>Students might use contemporary sources and secondary extracts to examine how effective the Soviet war economy was in terms of:</p> <ul style="list-style-type: none"> • output • labour productivity • efficiency. <p>Identify the main characteristics of the Soviet approach to total war. These might be captured in a spider diagram.</p> <p>Students could evaluate how important foreign aid, including lend-lease, was to the Soviet war effort.</p> <p>PowerPoint presentation on the Battle of Stalingrad, looking at its origins and impact on the war.</p> <p>Students might annotate a map to chart the course of the war on the Eastern front between the end of 1942 and 1945.</p> <p>Research Stalin's personal role in the war and discuss how effective he was as a war leader.</p>	<p>Students could use a range of contemporary sources to assess how successfully the regime organised the war effort psychologically as well as militarily and economically.</p> <p>Wider reading on the Battle of Stalingrad.</p> <p>Some students might read extracts from the Pravda article, 'The Great Patriotic War of the Soviet People' and consider its significance.</p>	<p>A variety of primary sources and secondary extracts.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>PowerPoint presentation on the Battle of Stalingrad.</p> <p>Extracts from the Pravda article, 'The Great Patriotic War of the Soviet People'</p> <p>Contemporary accounts of Stalin as a wartime leader.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 24	The defeat of the Germans.	Reasons and results.	<p>List the reasons for the German defeat and the Soviet victory.</p> <p>Students could research various factors behind the victory, including:</p> <ul style="list-style-type: none"> • economic • military • political • psychological • any other relevant perspectives. <p>Class discussion on the relative importance of these factors. Students should identify which factor they consider most important and justify their choice.</p> <p>Students could use secondary extracts to help assess the impact of the war on:</p> <ul style="list-style-type: none"> • the political system • the economy • the Party • society. <p>Discuss how costly the Soviet victory was, both in terms of losses and the wider effects on the Soviet people.</p>	<p>Some students could write a balanced assessment of Stalin's qualities as a war leader: was he crucial to the Soviet victory?</p> <p>Wider reading on the defeat of the Germans and the Soviet victory.</p> <p>Differentiation through participation in research tasks and discussions.</p> <p>Students might research the effects of war on different groups and in different regions of the USSR.</p>	<p>A variety of primary sources and secondary extracts.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Academic works covering all aspects of the Soviet victory.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 25		Post-war reconstruction; industry and agriculture.	<p>Use a range of statistics and other sources to illustrate how far Russia recovered from the war, including:</p> <ul style="list-style-type: none"> • reconstruction • industry • agriculture. <p>Students should look at the detail of the fourth Five Year Plan.</p> <p>They should identify its main features and targets. This might be recorded in a spider diagram or table.</p> <p>The class could discuss the extent to which the targets set by the plan were met.</p>	<p>Consider the extent to which the USSR had recovered from the effects of the war by the time of Stalin's death. Look at political, economic and social factors.</p> <p>Wider reading on the condition of the Soviet economy by 1953.</p> <p>Differentiation through participation in research tasks and discussions.</p>	<p>Economic statistics and tables.</p> <p>A range of primary source material.</p> <p>Detail of the fourth Five Year Plan.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 26	High Stalinism.	Dictatorship and totalitarianism; renewed Terror; the NKVD under Beria.	<p>Students could use contemporary sources and secondary extracts to examine how the war had changed Stalin.</p> <p>Discuss the changes from the point of view of both Russians and the rest of the world.</p> <p>List the ways in which the war had affected the Party and the machinery of government.</p> <p>PowerPoint presentation on why the Terror was renewed after the war.</p> <p>Students could research and create a profile for Beria:</p> <ul style="list-style-type: none"> • background • character • position in the Party • role during the war. <p>Use contemporary accounts and academic opinion to examine the power of Beria and the NKVD after the war.</p>	<p>Compare and contrast the post-war Terror with its previous incarnation.</p> <p>Debate: to what extent had Stalin been changed by war?</p> <p>Add any new terms to the glossary.</p> <p>Practice an exam-style question.</p> <p>Some students might read a biography of Beria.</p>	<p>A variety of primary sources and secondary extracts.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Academic works covering all aspects of the Soviet victory.</p> <p>PowerPoint presentation on the post-war Terror.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 27		Zhdanovism and the cultural purge; Stalin's cult of personality; the Leningrad Affair; purges and the Doctors' Plot.	<p>Students might research Zhdanov and Zhdanovism:</p> <ul style="list-style-type: none"> • background • character • Party membership • role during the war • the Zhdanov Doctrine. <p>Students could define and discuss Zhdanov's policy of 'anti-cosmopolitanism' and the extent of its influence.</p> <p>Use primary sources to illustrate how Stalin's cult of personality was portrayed and how the image already created before the war was built upon.</p> <p>Review the importance of Leningrad during the war.</p> <p>Students could compile a list of the causes and results of the Leningrad Affair. These might be captured in a spider diagram.</p> <p>Use a range of sources to examine the causes of the renewed Terror.</p>	<p>Research the impact of Zhdanovism on particular aspects of cultural or scientific life, illustrating the nature of the campaign.</p> <p>Debate: was post-war High Stalinism different or just a continuation of 1930s Stalinism?</p> <p>Wider reading on the Leningrad Affair, the purges and the Doctor's Plot.</p> <p>Define High Stalinism and add to the glossary.</p> <p>Consider the view proposed by some historians, that Stalin had decided to stop the investigation into the Doctors' Plot before his death.</p>	<p>A variety of primary sources and secondary extracts.</p> <p>Guided reading and worksheets to support research. Relevant YouTube clips or documentary footage.</p> <p>Academic works covering all aspects of the cultural purge.</p> <p>Examples of propaganda around the cult of Stalin.</p> <p>Contemporary accounts of the renewed Terror.</p> <p>Contemporary media reports on the Doctors' Plot.</p>

			<p>Students could research the Doctors' Plot:</p> <ul style="list-style-type: none">• origins• arrests• role of the media• impact of Stalin's death <p>Evaluate the impact of these events and High Stalinism on the lives of the Russian people.</p>		
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Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 28	The transformation of the Soviet Union's international position.	The emergence of a 'superpower'; the formation of a Soviet bloc; conflict with the USA and the capitalist West.	<p>PowerPoint presentation on the diplomatic events of the Second World War which established the USSR as a major player on the international scene.</p> <p>Students might draw a chart to record developments at Yalta and Potsdam:</p> <ul style="list-style-type: none"> • the main decisions made • how they reflected Soviet policy • influences on Stalin's actions. <p>Work in groups with each looking at a Central/Eastern European country. Students should prepare a presentation on how the country became part of the Communist bloc and the role of the USSR in that process.</p> <p>Use a map of Europe to examine the extent of the Communist Bloc.</p> <p>Create a timeline of the main stages in the development of the Cold War up to Stalin's death.</p> <p>Students could research key events such as Berlin and the Korean War to determine Stalin's aims in foreign policy and to evaluate his success.</p> <p>Discuss the extent to which Stalin achieved his objectives in foreign policy by 1953.</p>	<p>Research, using secondary sources, how the Soviet experience under Stalin was replicated in the new satellite states of Eastern and Central Europe.</p> <p>Consider the different interpretations of Stalin's foreign policy at the time and later, both by 'Western' and Soviet historians.</p> <p>Debate which interpretations are more convincing and why.</p> <p>Wider reading on the Korean War.</p>	<p>PowerPoint on Second World War diplomacy.</p> <p>Map of Europe. A variety of primary sources and secondary extracts.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>General histories of the USSR and of the Cold War.</p> <p>A variety of primary and secondary materials on events in Berlin and the Korean War.</p>

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Week 29		Death of Stalin and Stalin's legacy at home and abroad.	<p>Students could review Stalin's domestic and foreign policy by 1953.</p> <p>Consider Stalin's legacy for the USSR and the rest of the world. Students might look for sources to support their ideas.</p> <p>Look in particular at:</p> <ul style="list-style-type: none"> • the political and economic condition of the USSR by 1953 • the USSR's international position by 1953. <p>Discussion: what were the main features of Stalinism?</p> <p>Debate: did Stalin have a positive or negative impact on the USSR?</p>	<p>Students could consider both the short term and long term effects of Stalinism on the USSR.</p> <p>Consider why Stalin still has a high reputation amongst many Russians today.</p> <p>Debate: was Lenin responsible for Stalinism or was Stalinism unique?</p> <p>Wider reading on the death of Stalin and its aftermath.</p>	<p>Notes from Part Two of the course.</p> <p>A variety of primary sources and secondary extracts.</p> <p>Guided reading and worksheets to support research.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Film documentaries such as 'The Red Empire'.</p> <p>Academic perspectives on Stalin and Stalinism.</p>

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Week 30	Overview.	Revision.	<p>Look back at material in Part Two and create:</p> <ul style="list-style-type: none"> • a timeline and glossary for each of the three sections of content • some could create a summative wall poster. <p>Review the overall trends in the Soviet experience between 1917 and 1953.</p> <p>Consider whether the Soviet experience was more positive for some groups in society than others.</p> <p>Review the skills of source analysis and essay writing.</p> <p>Consider the influence of key figures across the period, eg Stalin, Beria, Zhdanov (could hold balloon debate to determine the most influential).</p> <p>Consider events and developments from different perspectives, eg political or social and economic. Look at the introductory paragraph for this option and reflect on the key issues and concepts of this study.</p>	<p>Opportunities for differentiation by task and in students' reflection and selection of information.</p> <p>Evaluation of conflicting primary sources.</p> <p>Students could practice exam-style questions.</p> <p>Was there anything unique about Stalinism and is the term 'Stalinism' particularly useful?</p>	<p>Notes and materials from Parts One and Two.</p> <p>Further source material which could be assembled by students.</p> <p>Practice exam-style questions.</p>

			<p>Collect several sources to show how each area developed and changed during the course of the period (also note what stayed the same).</p> <p>Look back at material from Part One (see Week 30 of Part One) and review the whole course.</p> <p>As a class, reflect, 'What have we learnt?'</p>		
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