
Scheme of work

A-level History 7041/7042

The Crisis of Communism: the USSR and the Soviet Empire, 1953–2000, 2T

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 and teaching arrangements and approaches are likely to differ between institutions. Provided the content as given in the Specification is covered, any sensible approach is legitimate.

Assumed coverage

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

Please note that this option will be withdrawn for AS after summer 2020 with final assessment in 2021.

Scheme of work

HISTORY: The Crisis of Communism: The USSR and the Soviet Empire, 1953–2000

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 One (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>Please refer to the Specification for the different types of 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>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

The Crisis of Communism: The USSR and the Soviet Empire, 1953–2000

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART ONE: CRISIS IN THE SOVIET UNION, 1953–2000; Section 1: De-Stalinisation, 1953–1964					
Week 1	The USSR in 1953	The Stalinist legacy; terror and paranoia; economic centralisation	<p>An introduction to the USSR. Use PowerPoint and/or video to discuss the revolution of 1917 and the establishment of a one party state under Lenin.</p> <p>Look at Stalin's Russia: PowerPoint and video from YouTube. Students take notes on the main features of his rule.</p> <p>Follow up with brainstorming activity and creating a diagram to show the key features of Stalinism.</p>	<p>Discuss key concepts: totalitarianism; one-party state; Marx's theory of communism; how Lenin put this into action.</p> <p>Consideration of 'Stalinism'.</p>	<p>YouTube: documentary on Stalin.</p> <p>PowerPoints.</p> <p>Guided reading.</p>

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Week 2		The Stalinist legacy; terror and paranoia; economic centralisation	<p>Use a variety of primary and secondary sources to investigate further the impact of Stalinism:</p> <ul style="list-style-type: none"> • the purges • economic system • impact of World War Two • culture • cult of Stalin. <p>Where possible consider the provenance of the sources. Consider Stalin's legacy: what was the condition of the USSR in 1953 and how far had terror affected the state?</p>	Look at structuralist vs. intentionalist interpretations of Stalin's role in the terror.	Primary and secondary sources on Stalin; ensure a variety of provenance to introduce skills of evaluation relating to provenance as well as content.
Week 3		The power vacuum and contenders: Malenkov, Beria, Molotov and Khrushchev; Khrushchev's success	<p>Students might create profiles of the contenders for leadership after Stalin: Malenkov, Beria, Molotov and Khrushchev.</p> <p>Students take on roles of one of the contenders and are 'hot seated' to explain why they would make a good successor to Stalin. They could refer to background; role in 1917 revolution and under Stalin; plans for the future, eg with relation to the economy.</p> <p>Examine the reasons for Khrushchev's success.</p>	<p>Role-play exercise permits differentiation.</p> <p>Debate: why did Khrushchev succeed?</p>	<p>Variety of sources on the different contenders.</p> <p>Guided reading of academic historians.</p>

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Week 4	Khrushchev as leader	Character, ideology and aims; style of leadership	<p>Begin by looking at the reaction to Khrushchev's death; very private, small funeral, only family allowed, small grave – why? Why was Khrushchev so disliked by the time of his death?</p> <p>Consider background of Khrushchev in more detail.</p> <p>Read a variety of primary and secondary sources on Khrushchev's character and style and ideas.</p> <p>Students should thus start to build up a picture of Khrushchev and his character.</p>	Opportunities for discussion and debate on Khrushchev and his character.	Variety of Primary and secondary sources on Khrushchev.

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Week 5		Political and legal reforms: the Secret Speech and destalinisation within the USSR; changes to party organisation	<p>Consider the political and legal reforms, including the troikas and charges to the Central Committee.</p> <p>Students read sections of 'the Secret Speech'. They should highlight/annotate the source to show points that they find interesting/surprising.</p> <p>Follow up with a class discussion on the implications of the speech and Khrushchev's motives for making the speech.</p> <p>Read historians' comments on the impact and significance of the speech.</p> <p>Look at the immediate impact and the reactions from party members.</p> <p>Students could write a speech opposing Khrushchev pointing out the limitations of the speech from the point of view of a Stalin loyalist.</p> <p>Research changes to party leadership under Khrushchev.</p>	<p>Opportunity for differentiation in writing an opposing speech.</p> <p>Reading a biography of Khrushchev.</p>	<p>Text of the Secret Speech can be found on the internet.</p> <p>Guided reading.</p> <p>Contemporary source material.</p>

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Week 6	Economic and social developments	The reasons for and results of reform of industry and agriculture, including partial decentralisation and the Virgin Lands scheme	<p>Students could examine Khrushchev's economic reforms: the reasons for them and how they were put into operation and whether they were a success or a failure.</p> <p>Look at graphs and statistics to get a full picture of the impact of the reforms.</p> <p>Case study: research in detail the Virgin Land Scheme; motives, success and failures.</p> <p>In groups discuss the impact: how successful were they? How did they change the USSR from Stalin's time?</p>	Understanding of economic developments; similarities and differences between Stalin and Khrushchev.	<p>Guided reading and worksheets.</p> <p>Graphs, statistics, pie-charts and other primary sources on economic change.</p> <p>Sources on decentralisation and the Virgin Lands scheme.</p>
Week 7		Social conditions and living standards; the extent of the 'thaw' culturally	<p>Students could consider the social conditions and living standards in the USSR.</p> <p>Examine the social and cultural changes under Khrushchev:</p> <ul style="list-style-type: none"> • how far did living standards improve • how far was there a 'thaw' culturally? <p>Look at the technological improvements made with regard to the space race.</p> <p>Debate the question: how successful was destalinisation? Students could work in groups to discuss and plan this question.</p>	<p>Consider the concept of destalinisation.</p> <p>Consideration of the success/failure of destalinisation.</p> <p>Ability to weigh up a variety of factors in assessing Khrushchev's success/failure, linking and prioritising. This could lead into an essay-style question.</p>	<p>Guided reading and worksheets.</p> <p>Consider essay writing skills.</p> <p>Contemporary material on social and cultural aspects of life in the USSR.</p>

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Week 8	Soviet foreign and international policies	Peaceful co-existence with the West; negotiations with the West over Berlin	<p>Consider the state of international relations by 1953:</p> <ul style="list-style-type: none"> the development of the Cold War and the Soviet Empire the impact of the Korean War the Chinese Revolution. <p>Introduce the concept of 'peaceful co-existence'. Look at examples of where there seemed to be a 'thaw' in international relations in the 1950s, eg Geneva Summit; visit to US.</p> <p>Look at alternative view: that Khrushchev increased tension in relations; arms race and the Berlin crisis.</p> <p>Examine the reasons for the Berlin crisis:</p> <ul style="list-style-type: none"> Khrushchev's aims his attitude towards Kennedy at Vienna Summit in 1961 the events that led to the building of the wall. <p>Look at different historians' assessments on the impact of the building of the wall.</p>	<p>Concept of peaceful co-existence.</p> <p>Analysis of historians' views.</p> <p>Consider the rivalry between Khrushchev and Kennedy.</p>	<p>CNN Cold War video.</p> <p>Guided reading and worksheets.</p> <p>Secondary sources giving interpretations of Khrushchev's actions.</p>

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Week 9		The Cuban Missile Crisis; split with China; the space programme	<p>Students could research the Cuban missile crisis.</p> <p>Examine why Khrushchev put missiles in Cuba. Read different sources which have different interpretations on this, eg extract from Khrushchev's own memoirs and from historians such as Gaddis. Students should also consider the provenance of any sources used.</p> <p>Look at how crisis was resolved and its impact; was it a total failure for Khrushchev?</p> <p>Examine a range of contemporary cartoons on Khrushchev's foreign policy: arms race during this period, Cuba and Berlin.</p> <p>Consider the impact of Khrushchev's actions on relations with China.</p> <p>Read sources on China's attitude to Khrushchev and analyse the main criticisms.</p> <p>Students could research the space programme.</p>	<p>Debate: did Khrushchev fail in his policy of 'peaceful co-existence'?</p> <p>Analysis of cartoons.</p> <p>Examine developments from different perspectives.</p> <p>Discussion of the difference between Soviet and Chinese communism.</p>	<p>CNN cold war video: McNamara 'The Lessons of War'.</p> <p>Khrushchev's memoirs'.</p> <p>Variety of Cold War cartoons.</p> <p>Guided reading and worksheets.</p> <p>Sources on China.</p>

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Week 10	Review	Overall assessment of Khrushchev	<p>Students could create a timeline of Khrushchev's rule with domestic policies on one side of the line and international relations on the other side. Social, political and economic reforms could be added in different colours.</p> <p>Look at reasons given for his dismissal. List these under the headings:</p> <ul style="list-style-type: none"> • foreign affairs • domestic policies • Khrushchev's character, style and methods. <p>Students should decide which of these was the most important, justifying their choice.</p> <p>Discuss how successful/how much of a failure Khrushchev was overall.</p> <p>Students could write an obituary for Khrushchev, either in a Soviet newspaper or a Western newspaper.</p>	Prioritisation of importance of factors.	<p>Practice exam-style questions.</p> <p>Guided reading.</p>

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PART ONE: CRISIS IN THE SOVIET UNION, 1953–2000; Section 2: Years of Stagnation, 1964–1985					
Week 11	Brezhnev as leader	Reasons for Khrushchev's removal from power and Brezhnev's ascendancy; character, views and aims of Brezhnev and his associates in government	<p>Students might review the reasons for Khrushchev's fall and rank them in order of importance.</p> <p>Students consider:</p> <ul style="list-style-type: none"> • what problems the next leader of the USSR would face • how they might be expected to go about tackling these problems given the experience of Khrushchev. <p>Examine Brezhnev's background; his character, views and aims.</p> <p>Consider the reasons why Brezhnev and Kosygin were promoted after Khrushchev's fall from power, and chart the ways in which Brezhnev consolidated his power.</p> <p>Look at problems facing the USSR and consider how far Brezhnev and his associates would be able to address them.</p>	<p>Students could compare Khrushchev and Brezhnev in terms of their backgrounds and how they consolidated their power and consider if there were more similarities or differences.</p> <p>Biography of Brezhnev.</p>	<p>Guided reading and worksheets.</p> <p>Sources on Brezhnev's character.</p>

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Week 12		The nomenklatura system and corruption	<p>Look at a range of primary and secondary sources on Brezhnev's leadership including propaganda posters from the USSR, jokes from the time and cartoons.</p> <p>Students draw conclusions from the sources as to his style of leadership.</p> <p>Examine:</p> <ul style="list-style-type: none"> • the role of the politburo • the Secretariat under Brezhnev • the nomenklatura • the party • Brezhnev's cult of personality. <p>Consider the extent and nature of corruption under Brezhnev.</p>	Opportunity for differentiation in allocation of different sources.	<p>Range of different types of sources such as cartoons, posters, jokes which give an opportunity to consider the value and limitations of these different types of sources.</p> <p>Guided reading.</p>

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Week 13	Economic and social policies and problems under Brezhnev	Attempted reform of Kosygin; the 10 th Five Year Plan; agriculture; defence spending; consumer goods	<p>Students study graphs and tables on economic growth under Brezhnev: what conclusions can be drawn?</p> <p>Students could also discuss the value and limitations of using economic statistics for evidence.</p> <p>Research the Kosygin economic reforms; list the reason for the reforms and why they failed.</p> <p>Look at the aims and targets of the 10th Five Year Plan.</p> <p>List the main characteristics of the concept of Developed Socialism.</p> <p>Students could chart the ways in which Brezhnev altered Khrushchev's agricultural reforms. Make a balance sheet of the positive and negative results of these reforms.</p> <p>Students might compile graphs of industrial performance based on the Five and Seven year Plans. Students should identify:</p> <ul style="list-style-type: none"> • what sectors of industry did best, and which worst • estimate what happened to growth rates during the Brezhnev era. <p>List reasons for declining growth rates and economic stagnation.</p>	<p>The concept of Developed Socialism.</p> <p>Discussion of how effective Brezhnev's policies were in bridging the gap between industry and agriculture.</p> <p>Comparisons with Khrushchev.</p>	<p>Range of sources: tables, statistics, pie-charts plus written sources.</p> <p>Guided reading.</p>

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Week 14		Living standards and lifestyle for the elite and the workers	<p>Students work in groups to research the following under Brezhnev:</p> <ul style="list-style-type: none"> • education • social mobility • women • living and working conditions • artists and writers. <p>Each group prepares a PowerPoint presentation and a hand out of notes for the rest of the class on their topic. They need to address the extent to which there was change under Brezhnev and whether this was for better or for worse. They could also include a range of sources in their presentation, eg pictures/ photos/ posters/ speeches along with at least two references to the views of historians on their topic.</p>	<p>Opportunity for differentiation in research for and delivery of presentations.</p> <p>Discussion topic to follow this up: were the Soviet people better off in 1982 than in 1964?</p>	<p>Student presentations with</p> <ul style="list-style-type: none"> • PowerPoint illustrations • hand-out of key facts • variety of primary sources • views of two historians.

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Week 15	Foreign and international policies	Détente with the West; the invasion of Afghanistan and the impact on the USSR	<p>Students could draw a spider diagram to show factors pushing for détente from point of view of West as well as USSR. The cost of the arms race for the USSR is key here.</p> <p>Look at achievements of détente: SALT and the Helsinki Accords.</p> <p>Examine a range of sources on Helsinki accords and reasons why Brezhnev agreed to Basket 3.</p> <p>Consider the reasons for Soviet invasion of Afghanistan and US reaction, again referring to sources.</p> <p>Look at the effects of the invasion on the USSR.</p>	<p>Students to explain the link between external and internal developments.</p> <p>Use sources of varying complexity for evaluation.</p> <p>Why did the US react so violently to the Soviet invasion of Afghanistan?</p>	<p>CCN Cold War video.</p> <p>Variety of primary and secondary sources on détente.</p> <p>Guided reading on the invasion of Afghanistan.</p>

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Week 16		The Second Cold War	<p>Students should review the reasons why detente was under pressure by 1980.</p> <p>Students could prepare a presentation to Reagan's new administration on the international situation by 1979 focusing on the actions of the Soviets from 1969 to 1979.</p> <p>They could give advice as to the direction American should now take in its relations with the Soviets. They could either take the stance that détente has achieved a lot in reducing tension and should continue, or the stance that it has been a failure for the US, allowing the USSR to continue with expansion and should be ended. All points to be supported with evidence. Different historical viewpoints on détente could help the students here.</p> <p>Students could then examine the impact of the Second Cold War; Reagan's actions; the dangers of 1983.</p>	<p>Awareness of historiography on détente.</p> <p>Differentiation in preparation and delivery of presentation.</p>	<p>Historians' views on the Second Cold War and the demise of détente.</p> <p>Internet access to research presentations.</p> <p>YouTube: Watch the documentary: 1983; Year of apocalypse on Abel Archer.</p>

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Week 17	Pressures for change and the reaction of the regime	Political dissidents and protest, including Sakharov and Solzhenitsyn; the effect of the Helsinki accords	<p>Refer back to student presentations on life under Brezhnev and the issue of dissidents.</p> <p>Students could do individual research on leading dissidents. They could produce a fact-file style poster on a dissident setting out: key information; actions of the dissident; their fate under Brezhnev.</p> <p>Investigate the impact of Helsinki on the Soviet Union, consider:</p> <ul style="list-style-type: none"> • why did dissent become more of an issue in the Brezhnev era than before • did the official attitude towards dissent change during the Brezhnev era; if so, why • how much popular support did dissent attract • how successfully did the regime deal with dissent? 	<p>Individual research of dissidents provides opportunities for further research and 'stretch and challenge'.</p> <p>Discussion on the extent to which the dissidents threatened Brezhnev's power.</p>	<p>Introductory PowerPoint on dissidents.</p> <p>Guided reading and worksheets.</p>

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Week 18		Nationalist unrest	<p>Examine the 1977 Constitution Chart and give examples of where it corresponded or failed to correspond with the reality of life in the USSR.</p> <p>Chart the stages in Brezhnev's nationalities policy and draw up a balance sheet of its successes and failures, distinguishing between short and long-term.</p> <p>Students could draw up a timeline, 1964 to 1982, showing domestic developments on one side and international events on the other.</p> <p>Students could take on different viewpoints to provoke a class discussion leading to a group judgement on how far Brezhnev was a failure in solving the underlying problems of the USSR.</p>	<p>Further opportunities for evaluation of primary source material and reading of historians' views.</p> <p>Differentiation by task and contribution to discussion.</p>	<p>1977 Constitution for students to annotate.</p> <p>Sources on the nationalities; guided reading.</p> <p>Conflicting opinions from academic history books.</p>
Week 19		New leaders and political developments: Andropov; limited political and economic reform; Chernenko as leader and stagnation.	<p>Research the careers of Andropov and Chernenko.</p> <p>Consider what the appointments of Andropov and Chernenko tell us about the Soviet political priorities at the time of Brezhnev's death.</p> <p>Look at the proposed reforms of these new leaders.</p> <p>List any similarities or differences in their policies from those of Brezhnev.</p> <p>List any evidence to support the assertion that Andropov was 'a failed reformer'.</p>	<p>Opportunity for differentiation in research.</p> <p>Discussion of similarities and differences.</p>	<p>Guided reading and worksheets.</p> <p>Primary materials including speeches and committee papers.</p>

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Week 20		The reformers and position of Gorbachev	<p>Review the situation of USSR by 1985.</p> <p>Look at reasons for stagnation of the Soviet economy.</p> <p>Students could draw up a diagram to show the strengths and weaknesses of the USSR in 1985. They could use the headings:</p> <ul style="list-style-type: none"> • economic • political • foreign policy • social. <p>Each group should then identify what they see as the 3 most significant problems; this could be debated with the rest of the class.</p> <p>Research Gorbachev's background. Analyse his position in 1985. What advantages/strengths and weaknesses/disadvantages did he have on assuming power?</p>	<p>Prioritisation of factors.</p> <p>Class debate on the condition of the USSR and Gorbachev's rise.</p>	<p>Variety of sources on Gorbachev's background.</p> <p>Practice exam-style questions.</p> <p>Guided reading.</p>

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PART ONE: CRISIS IN THE SOVIET UNION, 1953–2000; Section 3: The Gorbachev Revolution, 1985–2000					
Week 21	Gorbachev as leader	Personality, aims and powerbase; reasons for perestroika, glasnost and demokratizatsiya	<p>Students study a range of sources on Gorbachev, including his own speeches and writings.</p> <p>Students draw conclusions from the sources on Gorbachev’s criticisms of the existing system: are these valid?</p> <p>Look at his powerbase and his main priorities for reform.</p> <p>Discuss the meaning of the terms perestroika, glasnost and demokratizatsiya: what impact these could have on the USSR?</p>	<p>Conceptual understanding of perestroika, glasnost and demokratizatsiya.</p> <p>Opportunities for source evaluation.</p>	<p>Primary sources on Gorbachev.</p> <p>Gorbachev’s memoirs.</p> <p>YouTube: Second Russian Revolution.</p> <p>Guided reading.</p>
Week 22		Withdrawal from Afghanistan and readiness to end the cold war; summit meetings leading to the Malta Agreement	<p>Consider the attitude of Gorbachev to:</p> <ul style="list-style-type: none"> • nuclear weapons • Afghanistan • relations with the West. <p>List the reasons for the withdrawal from Afghanistan and rank them in order of importance.</p> <p>Draw up a timeline of the summits with Reagan and Bush with achievements/failures of each one.</p> <p>Consider the terms of the Malta agreement.</p>	<p>Debate: was Gorbachev more important than Reagan in causing the end of the Cold War?</p> <p>Study historiographical debate on this.</p>	<p>YouTube: CNN Cold War video.</p> <p>Conflicting interpretations on the end of Cold War from different historians.</p>

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Week 23	Economic, political and social policies under Gorbachev	Impact of Chernobyl; attempts at economic restructuring and the outcome	<p>Look at Chernobyl and read Gorbachev's account of the impact that this had on him and his policies.</p> <p>Draw up a list of economic and social reforms. For each one give the positive and negative impact.</p> <p>Consider the success/failure of attempts to restructure the economy.</p>	Opportunity for extra research on Gorbachev's reforms.	<p>Guided reading and worksheets.</p> <p>Statistics for the economy.</p> <p>YouTube clips of Chernobyl.</p>
Week 24		The attempt to democratise Soviet political system and its outcome; main political reforms	<p>List the political reforms and their impact.</p> <p>Students consider the differences between the role of the Communist Party under Gorbachev with that under previous leader.</p> <p>Consider: how successful were attempts to democratise the political system?</p>	Discuss: how significant were the changes in the Communist party?	<p>Guided reading and worksheets.</p> <p>Access to research for political reforms.</p>

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Week 25	Revolution and counter-revolution in the USSR	Opposition to Gorbachev's policies; nationalist unrest; deepening economic and political crises	<p>Read primary and secondary sources, including statistics and graphs, on situation in USSR by 1989 as a result of new policies. Discuss: what was the overall impact of Gorbachev's reforms?</p> <p>Consider the opposition to Gorbachev and his reforms. List what opposition there was under two headings: liberal opposition; conservative/reactionary opposition.</p> <p>Class discussion: which was more dangerous to Gorbachev's reforms?</p> <p>Also consider the nationalist unrest.</p>	<p>Discuss: Is it possible to reform the Soviet system?</p> <p>There are opportunities for source evaluation here.</p>	Variety of primary and secondary sources on USSR by 1988.
Week 26		The coup of August 1991 and Yeltsin's counter attack	<p>Analyse primary sources from the period of the coup including the plotters' declaration and the response of politicians like Yeltsin.</p> <p>Consider the provenance of the sources.</p> <p>List the causes of the coup and rank them in order of importance. Students should be able to justify their chosen rank order.</p> <p>Draw and annotate a timeline of the coup and Yeltsin's counter attack.</p> <p>Explain why the coup failed.</p>	Counter-factual: discuss the possible outcome for the USSR had Andropov or Chernenko been leader for another 10 years.	<p>Guided reading and worksheets.</p> <p>Primary sources on the coup:</p> <ul style="list-style-type: none"> • political unrest • re-election • resignation.

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Week 27		Gorbachev's resignation; the collapse of the USSR; reasons Gorbachev's apparent failure	<p>Research developments leading to Gorbachev's resignation.</p> <p>Examine reasons for Gorbachev's failure.</p> <p>Draw a diagram to show the different factors contributing to the collapse of the USSR using the headings:</p> <ul style="list-style-type: none"> • political • economic • other. <p>Divide them into long term (pre-Gorbachev) and short time (post-1985).</p>	<p>Set up class debate on the role of Gorbachev in the collapse of the USSR.</p> <p>Some students might read more widely on the fall of Gorbachev and his legacy.</p>	<p>Guided reading and worksheets to aid research tasks.</p> <p>Secondary accounts and relevant film footage of events.</p>
Week 28	Yeltsin and Putin as leaders	Yeltsin's personality and aims; style of rule; economic and political problems and policies; political unrest; re-election and resignation	<p>Students research Yeltsin's background and his actions during Gorbachev's reforms.</p> <p>Analyse his personality, aims and policies.</p> <p>Consider the economic and political problems facing Yeltsin and his attempts to deal with them.</p> <p>Examine the end of Yeltsin's rule.</p>	Biographies of Yeltsin and Putin to aid research.	<p>Guided reading and worksheets.</p> <p>Access to internet for research.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 29		Putin as leader; the state of Russia politically, economically and socially by 2000	<p>Students could write a profile of Putin, looking at: his backgrounds; personality; aims; leadership style.</p> <p>Consider the condition of the USSR by 2000 in terms of:</p> <ul style="list-style-type: none"> • political structure • economy • society. 	Compare and contrast the leadership of Yeltsin and Putin.	<p>Guided reading.</p> <p>Access to research materials.</p>
Week 30	Overview/Revision	Holistic appraisal of Part One	<p>Create a timeline from Khrushchev to Putin. Students should consider how to show the key events: different colours/positions of different events, etc.</p> <p>Students could do a comparison of the leaders via an overview grid.</p> <p>Consider developments from different perspectives: political, economic, social, etc.</p> <p>Could do a 'life graph' of a Soviet peasant/urban worker to indicate when life improved or got worse during the period.</p> <p>Collect sources to show how each area developed and changed between 1953 and 2000.</p>	<p>Opportunities for differentiation by task and in students' reflection and selection of information.</p> <p>Further opportunities for evaluation of primary source material.</p>	<p>Notes and materials from Part One of this course.</p> <p>Further source material which could be assembled by students.</p> <p>Practice exam-style questions.</p>

			<p>As a class reflect. 'What have we learnt?'</p> <p>Consider events and development 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>		
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Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART TWO: CRISIS IN THE SOVIET EMPIRE, 1953–2000; Section 1: Soviet Satellites, 1953–1968 (A-level only)					
Week 1	The political and economic condition of the satellites states of Central Europe	The political organisation and influence of the Communist Party; economic organisation; state of collectivisation and the centrally planned economy; political economic strengths and weaknesses of states	<p>PowerPoint introduction to the situation in the satellite states. Review: situation of Central Europe from 1918 to 1939; Stalin's takeover post the Second World War and the situation of Europe by 1949.</p> <p>What were Stalin's aims in taking over the satellite states?</p> <p>Brainstorm what students know already about the systems in place by 1949.</p> <p>On their own large map of Central Europe, students add names of leaders by 1953.</p> <p>Consider the influence of the Communist Party on:</p> <ul style="list-style-type: none"> • political situation • organisation of the government • economy • individual states. 	<p>Use primary source material to stimulate debate on state of Europe by 1953.</p> <p>Start glossary of key words/individuals – to be added to during the course.</p>	<p>PowerPoint for review of takeover of satellite states post 1945.</p> <p>Map of Central and Eastern Europe.</p> <p>Guided worksheets and reference material for reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 2		Poland and the leadership of Gomulka; Czechoslovakia and the leadership of Novotny	<p>Look in more detail at the situation in Poland and Czechoslovakia. Students research the backgrounds of Gomulka and Novotny.</p> <p>The class could be split into two groups to research one state and then report back.</p> <p>Students use a variety of primary and secondary sources to assess the economic and political situation in these countries, with an emphasis on strengths and weaknesses.</p>	<p>Use primary and secondary sources to encourage students to work out situation in the countries for themselves.</p> <p>Research into leaders.</p>	<p>Variety of primary and secondary sources visual and written sources.</p> <p>Access to the internet.</p>
Week 3		Hungary and the leadership of Nagy; Rakosi, Gero and Kadar; East Germany and the leadership of Ulbricht	<p>Look in more detail at East Germany. Students research the background of Ulbricht.</p> <p>Students use a variety of primary and secondary sources to assess the economic and political situation in East Germany (as above).</p> <p>Students research Hungary and the leadership of Nagy, Rakosi, Gera and Kadar.</p> <p>Students could create an A3 grid of these countries to compare:</p> <ul style="list-style-type: none"> • leadership • the economy • political organisation • social issues • repression. 	<p>Use primary and secondary sources to encourage students to work out situation in the countries for themselves.</p> <p>Research into leaders will provide opportunities for differentiation.</p>	<p>Variety of primary and secondary sources visual and written sources.</p> <p>Guided reading.</p> <p>Fact sheets on satellite states to aid research.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 4	Life in the Soviet satellite states	Enforced Sovietisation; the use of propaganda; living standards; education; state organisations; benefits and problems	<p>Students could work in groups to investigate what life was like for ordinary citizens.</p> <p>Each group could focus on a different satellite state:</p> <ul style="list-style-type: none"> • living standards • education • state organisations • benefits and problems • nature of propaganda. 	Debate: what were the positives and negatives concerning life in the satellite states?	<p>Provide students with range of sources that they should consider in their research.</p> <p>Guided reading and access to the internet.</p>
Week 5		Enforced Sovietisation; the use of propaganda; living standards; education; state organisations; benefits and problems	<p>Students could prepare a PowerPoint presentation on their research:</p> <ul style="list-style-type: none"> • their presentation should address the positives and negatives for citizens living in their country • they should include at least one primary source and one secondary source which they share with the class • they should also prepare an A4 sheet of notes for each student on the key points of their presentation. 	Differentiation by task and contribution to presentations.	<p>Student presentations with:</p> <ul style="list-style-type: none"> • Power-point illustrations • Hand-out of key facts • one primary and one secondary extract related to their country.

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 6	Repression in the Soviet satellite states	State security; secret police systems; censorship; legal systems	<p>Students could add key points from the presentations to their comparative grid on the satellite states.</p> <p>Students could read and look at sources /extracts to identify the key features of the state police systems and the legal system of each country.</p> <p>Consider evidence of the use of censorship and propaganda in the satellite states.</p> <p>They should then add information to their comparative grids.</p>	Differentiation by task and contribution to presentations.	<p>Primary and secondary sources.</p> <p>Guided reading.</p> <p>Examples of propaganda.</p>
Week 7		The Church; emigration restrictions and defections	<p>Students could read and look at sources/ extracts to identify the situation regarding the Church and emigration in each country.</p> <p>Research into restrictions within each state and the nature of defections.</p> <p>They should then add information to their comparative grids.</p>	Collate the materials from the last three weeks and create illustrative wall charts.	<p>Guided worksheets and reference material for reading.</p> <p>Primary and secondary sources.</p> <p>Access to the internet.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 8	Threats to stability in the Soviet satellite states	Risings in East Germany	<p>Consider the situation in East Germany under Ulbricht. Look at primary sources showing the demands of the workers in 1953 and discuss what this reveals about life in DDR.</p> <p>Discuss:</p> <ul style="list-style-type: none"> • what were the demands • how it was put down • why did it fail • what were the consequences? 	Evaluation of source material, paying particular attention to skills of evaluation relating to provenance as well as content.	<p>Guided worksheets and reference material for reading.</p> <p>Primary and secondary sources.</p>
Week 9		Rising in Poland and Hungary; issues over Berlin and the Berlin Wall	<p>Consider the situation in Poland and Hungary by 1956.</p> <p>Review Khrushchev's destalinisation speech and its potential consequences.</p> <p>Students could draw up timelines of events in Hungary and in Poland. For each rebellion consider these questions:</p> <ul style="list-style-type: none"> • what were the demands • why did the Soviet Union react in the way it did • how it was put down/controlled • why did it fail • what were the consequences? <p>Research into the developments in Berlin. Students could create a timeline from the 1953 risings to the construction of the Berlin Wall.</p>	<p>Discussion of why the situations in Poland and Hungary were different; why did Khrushchev intervene in Hungary and not in Poland?</p> <p>Some students might like to research further the 'Blood in the water' Olympics Game in 1956.</p> <p>Debate: why was the Berlin Wall built?</p>	<p>Documentary on 1956 uprising.</p> <p>Children of Glory movie.</p> <p>Guided worksheets and reference material for reading.</p> <p>Primary and secondary sources.</p> <p>YouTube clips on Berlin in the early 1960s.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 10		Dubcek and the Prague Spring in Czechoslovakia; reasons for the threats, their development and the outcome for the state and its relations with the USSR	<p>Consider the situation in Czechoslovakia by 1968.</p> <p>Review Brezhnev's economic policies and the impact that this could have on satellite states.</p> <p>Draw up a timeline of events that took place in Czechoslovakia.</p> <p>Students research Dubcek and the Prague Spring further:</p> <ul style="list-style-type: none"> • what were his demands • why did the Soviet Union react in the way it did • how it was put down/controlled • why did it fail • what were the consequences? <p>Students work in groups to create a documentary on one of the uprisings which should include interviews and analysis of the events (each group could research a different uprising).</p>	<p>Research opportunities.</p> <p>Discussion question: compare the different challenges to Soviet control; what conclusions can be drawn?</p> <p>Role play in documentary would give opportunity for differentiation.</p>	<p>Guided worksheets and reference material for reading.</p> <p>Primary and secondary sources.</p> <p>YouTube: Video on 1968 uprising.</p> <p>Practice exam-style questions.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART TWO: CRISIS IN THE SOVIET EMPIRE, 1953–2000; Section 2: 'Real existing Socialism', 1968–1980 (A-level only)					
Week 11	Political developments in the satellite states of Central Europe	Poland and the leadership of Gierek; policy changes and the extent of reform	<p>Students could draw a timeline for Poland from 1945 to 1989.</p> <p>Add on key events from 1945 to 1968 (this can be added to it later).</p> <p>Research Gierek.</p> <p>Identify key features of domestic policy in Poland focusing on economic, social reforms and extent of repression.</p> <p>Draw up a list of the successes and failures of Gierek.</p> <p>Add to the timeline.</p>	<p>Discussion questions: what made Poland different from the other satellite states?</p> <p>What impact did the visit of the Pope make?</p>	<p>Guided worksheets and reference material for reading.</p> <p>Primary evidence on the economy, society and repression.</p>
Week 12		Czechoslovakia and the leadership of Husak; policy changes and the extent of reform	<p>Students draw up a timeline for Czechoslovakia from 1945 to 1989.</p> <p>Add on key events from 1945 to 1968.</p> <p>Research Husak.</p> <p>Identify key features of Husak's rule: policy changes, economic, social reforms and features of repression.</p> <p>Draw up a list of the successes and failures of Husak.</p> <p>Add key events to timeline.</p>	<p>Discussion questions:</p> <p>What was the situation in Czechoslovakia by 1968?</p> <p>Was Husak responsible for the outbreak of revolt in 1968?</p>	<p>Guided worksheets and reference material for reading.</p> <p>Primary evidence on the economy, society and repression.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 13		Hungary and the leadership of Kadar; policy changes and the extent of reform	<p>Students draw up a timeline for Hungary from 1945 to 1989.</p> <p>Add on key events from 1945 to 68.</p> <p>Research Kadar.</p> <p>Identify key features of Kadar's rule: policy changes, economic, social reforms and features of repression.</p> <p>Draw up a list of the successes and failures of Kadar.</p> <p>Add key events to timeline.</p>	Discussion question: why was Hungary considered to be the best country to live in in the Soviet bloc during this period?	<p>Variety of sources and guided reading.</p> <p>Primary evidence on the economy, society and repression.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 14		The GDR and the Honecker; leadership of policy changes and the extent of reform	<p>Students draw up a timeline for East Germany from 1945 to 1989.</p> <p>Add on key events from 1945 to 68.</p> <p>Research Honecker.</p> <p>Identify key features of Honecker's rule: policy changes, economic, social reforms and features of repression.</p> <p>Draw up a list of the successes and failures of Honecker.</p> <p>Add key events to timeline.</p> <p>Compare and contrast the different regimes that have been studied so far. What similarities and differences stand out in terms of economy, society and repression?</p>	<p>Discussion question: which leader/s can be considered to be the most successful in this period? Why?</p> <p>Students may like to find out more about life in East Germany under Honecker. They could watch the films Lives of Others and/or Goodbye Lenin.</p> <p>What aspects of East Germany does each film highlight?</p>	<p>Variety of sources and guided reading.</p> <p>Films: 'Lives of Others' and 'Goodbye Lenin'.</p> <p>Primary evidence on the economy, society and repression.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 15	Economic and social developments in the Soviet satellite states	Economic reforms; strengths and weaknesses	<p>Pull together the information concerning the leaders studied and their reforms.</p> <p>Look at primary and secondary sources on the state of economy in the satellite states:</p> <ul style="list-style-type: none"> • what similarities are there in terms of economy • what differences? <p>Look back at any social reforms.</p> <p>Study primary and secondary sources on social developments in these states.</p> <p>Compare the different countries:</p> <ul style="list-style-type: none"> • what similarities existed • were there any differences between the countries? 	Opportunities for stretching students in class debate on similarities and differences between the satellite states.	<p>Primary and secondary sources.</p> <p>Economic statistics for each state.</p> <p>Guided reading.</p>
Week 16		Influence of the West, economically and socially	<p>Students research on their own the impact of the West in the satellite states during this time period:</p> <ul style="list-style-type: none"> • music • fashion • radio • political ideas • the economy. <p>Students might look at one state and share information in groups.</p>	Differentiation opportunities within research task.	<p>Variety of sources and guided reading.</p> <p>Access to internet for research.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 17	Challenges to Soviet control in Soviet satellite states	Western influence and the media	<p>Students could use their research from Week 16 here.</p> <p>Draw up a diagram to show the different forces from outside that were having an impact on the satellite states.</p> <p>Consider how Western media reported on life in the satellite states.</p> <p>Discuss how far these developments challenged Soviet control.</p>	Discussion question: how significant was the impact of the West during this period?	<p>YouTube clips of life in the satellite states.</p> <p>Western articles on the Soviet bloc.</p>
Week 18		The impact of the Helsinki Accords; political activism including Charter 77 and KOR; church organisations; contested elections	<p>Consider the Helsinki Accords and their impact inside the Soviet Union.</p> <p>Research the impact of the accords in satellite states.</p> <p>On the internet look at the activities of Charter 77 and KOR in Czechoslovakia. Students should consider:</p> <ul style="list-style-type: none"> • the aims • the activities • the impact of these organisations • key individuals involved. <p>Consider activism within church organisations in Poland and the GDR.</p> <p>Examine contested elections in Hungary.</p>	<p>Understanding of human rights; debate on how these can be enforced internationally.</p> <p>Opportunity for differentiation in research.</p>	<p>Variety of sources including the internet.</p> <p>Guided reading.</p> <p>Contemporary accounts of activists within the separate states.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 19	Strikes and demonstrations in Poland	The emergence of Solidarity in 1980	<p>Consider the situation in Poland by 1980.</p> <p>Identify the key problems that caused strikes and led to the establishment of Solidarity in 1980.</p> <p>Students might research Walesa and Jaruzelski, looking at:</p> <ul style="list-style-type: none"> • background • character • aims. <p>Study primary sources on the events of the revolt.</p> <p>Rank the causes of the strikes and demonstrations in order of importance.</p>	<p>Discuss the most important reason for causing the strikes in 1980.</p> <p>Assess the value and limitations of the primary sources.</p>	<p>Primary and secondary sources on Poland and solidarity.</p> <p>Guided reading.</p> <p>YouTube clips on the strikes.</p>
Week 20		The reaction of the Polish government and USSR	<p>Students research the actions of Jaruzelski and the USSR.</p> <p>Add key events of uprising to their timeline for Poland (see week 11)</p> <p>Discussion question; why did the USSR not intervene in Poland?</p>	<p>Read biography of Lech Walesa.</p> <p>Debate: why did the USSR react the way it did?</p>	<p>Guided reading and worksheets.</p> <p>Contemporary accounts.</p> <p>Access to the internet.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART TWO: CRISIS IN THE SOVIET EMPIRE, 1953–2000; Section 3: The Collapse of the Soviet Empire, 1980–2000 (A-level only)					
Week 22	Political developments and activism within the satellite states before 1989	Jaruzelski and attempts to restrain solidarity in Poland; pressure groups in Czechoslovakia and electoral contests in Hungary; regional peace workshops; the IFN and environmental groups in GDR	Brainstorm what students already know about political activism by 1989: review Poland and Solidarity; impact of KOR and Charter 77. Look at other political developments and examples of activism: <ul style="list-style-type: none"> • IFN and environmental groups in DDR • electoral contests in Hungary • pressure groups in Czechoslovakia. Students could create a chart or spider diagram to illustrate the developments in the states.	Debate: how significant were the political developments that were taking place? Opportunities for extension reading.	Guided reading and worksheets. Contemporary evidence from activists in each state.
Week 23	The state of Communism in the satellite states of Romania and Bulgaria by 1989	Leadership of Ceausescu in Romania; political and economic problems	Students research the situation in Romania and the characteristics of Ceausescu's rule: <ul style="list-style-type: none"> • leadership style • political problems • economic problems • society. Consider the situation in Bulgaria by 1989.	Opportunities for extension reading. Biography of Ceausescu.	Guided reading and worksheets. Statistics along with contemporary sources to give a full picture of the situation. YouTube clips.

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Week 24		Leadership of Zhivkov in Bulgaria; political and economic problems	<p>Students research the situation in Bulgaria and characteristics of Zhivkov's rule:</p> <ul style="list-style-type: none"> • leadership style • political problems • economic problems • society. <p>Consider the situation in Bulgaria by 1989.</p>	<p>Opportunities for extension reading.</p> <p>Biography of Zhivkov.</p>	<p>Guided reading and worksheets.</p> <p>Statistics along with contemporary sources to give a full picture of the situation.</p>
Week 25	Review	Consideration of the situation in the satellite states by 1989	<p>Students could complete their timelines on the individual satellite states.</p> <p>Students might work in groups to pull together the economic, social and political issues that existed in the Soviet Empire by 1989.</p> <p>They could draw a big mind map, or other diagram, to show a visual representation of the Soviet Empire in 1989.</p>	<p>Debate: was the Soviet Empire 'a sand-pile ready to slide'?</p>	<p>Guided reading.</p> <p>Notes from Weeks 22 to 24.</p> <p>Student timelines.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 26	The collapse of Communism within the satellite states in 1989	Reasons for and results of demonstrations and peaceful revolution in East Germany, Poland, Hungary, Czechoslovakia and Bulgaria; violent change in Romania	<p>Review Gorbachev's aims and reforms within the USSR.</p> <p>Assess the impact of his reforms on the satellite states.</p> <p>List the key events that took place in:</p> <ul style="list-style-type: none"> • East Germany • Poland • Hungary • Czechoslovakia • Bulgaria. <p>Discuss: why were revolutions in these countries able to happen peacefully?</p>	What was the significance of the ending the Brezhnev Doctrine?	<p>CNN Cold War video.</p> <p>Guided reading and worksheet.</p> <p>Contemporary accounts from all the named states.</p> <p>YouTube clips.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 27		Reasons for and results of demonstrations and peaceful revolution in East Germany, Poland, Hungary, Czechoslovakia and Bulgaria; violent change in Romania.	<p>Make timelines for the Soviet Bloc, using a different colour for each state.</p> <p>Research events in Romania and consider why change here was violent.</p> <p>Compare and contrast the key features of the uprisings across the satellite states.</p>	<p>Discussion question: was Gorbachev responsible for the breakup of the USSR?</p> <p>What would have happened in 1989 if a different leader (eg Andropov or Chernenko) had been in control of the USSR?</p> <p>Extension: does counter-factual History of this kind serve any purpose for the historian?</p>	<p>CNN cold war video Guided reading and worksheet.</p> <p>Contemporary accounts from all the named states.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 28	The new national states of Eastern and Central Europe	Political issues; problems of creating united and stable governments, including the separation of Czech and Slovak republics; the restoration of capitalism; closer ties with the West; political, economic and social progress; continuing difficulties by 2000	<p>Students might choose one state and research what happened after 1989. They should include:</p> <ul style="list-style-type: none"> • difficulties in creating a government • political progress • restoration of capitalism • economic change • social progress • closer ties with the West • successes and failures • continuing issues by 2000. <p>Students could produce a PowerPoint presentation or a set of notes to share with the class.</p>	Opportunity for differentiation in research.	<p>Range of primary and secondary sources.</p> <p>Access to the internet for research.</p>
Week 29		Political issues; problems of creating united and stable governments, including the separation of Czech and Slovak republics; the restoration of capitalism; closer ties with the West; political, economic and social progress; continuing difficulties by 2000	<p>Students give presentations to the rest of the class on their chosen state.</p> <p>Discussion question following presentations: what challenges faced the satellite states after 1989?</p> <p>Which states have been the most successful post-Communism and why?</p>	<p>Discussion questions.</p> <p>Opportunities for additional reading and research including finding out about these states today.</p>	<p>Guided reading.</p> <p>Access to the internet.</p> <p>Contemporary accounts and statistics.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 30	Overview	Revision of the course	<p>Look back at material from Parts One and Two.</p> <p>Create wall posters on each of the satellite states showing: leaders; key events, issues using the headings economic, social and political.</p> <p>Collect or index sources for each area and for the key individuals studied.</p> <p>Update glossary.</p> <p>Consider the course content from different perspectives, eg political.</p> <p>As a class, reflect, 'What have we learnt?'</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 on and selection of information.</p>	<p>Notes and materials from Part One and Part Two of this course.</p> <p>Further reference and source material which could be assembled by students.</p> <p>Practice exam-style questions.</p>