

## Curriculum Plans: Year 12 European History/Coursework NEA. AQA Option N

	<b>Topic</b>	<b>Knowledge: By the end of the unit students will know:</b>	<b>Skills: What skills will students have developed by the end of this unit?</b>	<b>Key terms: What new key terms and vocabulary will be learnt in this unit?</b>	<b>Summative Assessment: How will pupils be assessed in this unit?</b>
Michaelmas 1	<p>Dissent and Revolution 1917</p> <p>The Condition in Russia before the revolution of 1917</p> <p>Developments between the revolutions of 1917</p>	<p>The condition of Russia before the February Revolution:</p> <ol style="list-style-type: none"> <li>1) The Tsar and political authority</li> <li>2) The Russian war effort</li> <li>3) The economic and social state of Russia</li> <li>4) Discontent in Russia</li> </ol> <p>The February/March revolution of 1917:</p> <ol style="list-style-type: none"> <li>1) The causes and course of the February revolution</li> <li>2) Issues of leadership and the Tsar's abdication</li> <li>3) The establishment of the Dual authority: The Provisional Government and the Petrograd Soviet</li> </ol>	<p>Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.</p>	<p>Autocracy</p> <p>Reactionary</p> <p>Revolutionary</p> <p>Conservative</p>	<p>Preparation at home for a class-based assessment.</p> <p>Extended Writing Response 25 marks</p>
Michaelmas 2	<p>Dissent and Revolution</p> <p>Developments between the revolutions of 1917</p>	<p>Developments between the revolutions of 1917:</p> <ol style="list-style-type: none"> <li>1) The return of Lenin</li> <li>2) Lenin's ideology and the April theses</li> <li>3) The July Days</li> </ol>	<p>Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements</p>	<p>Soviet</p>	<p>Preparation at home for a class-based assessment.</p> <p>Source Evaluation response 30 marks</p>

**Curriculum Plans: Year 12 European History/Coursework NEA. AQA Option N**

	<p>The October /November 1917 Revolution</p>	<p>4) The Kornilov coup and the role of the Provisional Government and Trotsky                      5) Lenin and the Central Committee of the Bolshevik party                      6) Trotsky and the final preparations for the revolution                      The October/November 1917 Revolution:                      1) The causes, course and extent of the October Revolution                      2) Leadership and establishment of Bolshevik authority under Sovnarkom                      3) The consolidation of Bolshevik authority                      4) Lenin’s decrees and action to December</p>	<p>and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.</p>		
<p>Lent 1</p>	<p>Bolshevik Consolidation of power</p>	<p>Economic and social developments, including state capitalism, War Communism and the NEP; Foreign relations and the attitudes of foreign powers, including the Civil War, the Comintern, Russo-Polish War, Treaty of Rapallo and the Zinoviev letter.</p>	<p>Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity,</p>	<ul style="list-style-type: none"> <li>• Constituent Assembly</li> <li>• State Capitalism</li> <li>• War Communism</li> <li>• New Economics P policy</li> </ul>	<p>Preparation at home for a class-based assessment.                      Extended Writing Response 25 marks</p>

**Curriculum Plans: Year 12 European History/Coursework NEA. AQA Option N**

			<p>difference and significance.</p> <p>Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.</p>		
Lent 2	Stalin's rise to Power 1924 - 129	<p>The power vacuum and power struggle and ideological debates: Lenin's death; the strengths and weaknesses of Stalin, Trotsky and others; attitudes to the NEP and industrialisation; permanent revolution or socialism in one country.</p> <p>The Great Turn including the decision to collectivise and the First Five Year Plan</p> <p>Government, Propaganda and Foreign Policy: Stalin's style of government, propaganda and the creation of the Stalin cult; his attitude to foreign powers and changes to the Comintern.</p>	<p>Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.</p>	<ul style="list-style-type: none"> <li>• Socialism in One Country</li> <li>• The Great Turn</li> <li>• Power Vacuum</li> </ul>	<p>Preparation at home for a class-based assessment.</p> <p>Source Evaluation response 30 marks</p>
Preparation at home for a class-	Stalin's Rule	Agricultural and social developments in the countryside: voluntary and	Demonstrate, organise and communicate knowledge and	<ul style="list-style-type: none"> <li>• Wrecking</li> <li>• Proletarianisation</li> </ul>	<p>Preparation at home for a class-based assessment.</p> <p>Extended Writing Response 25 marks</p>

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<p>based assessment. Source Evaluation response 30 marks</p>	<p>Economy and Society 1929-1941</p>	<p>forced collectivisation; state farms; mechanisation; the impact of collectivisation on the kulaks and other peasants; the famine of 1932–1934; the success of collectivisation                      Industrial and social developments in towns and cities: Gosplan; the organisation, aims and results of the first three Five Year Plans; new industrial centres and projects; the involvement of foreign companies; the working and living conditions of managers, workers and women; Stakhanovites; the success of the Five-Year Plans</p> <p>The development of the Stalin cult: literature, the arts and other propaganda; Socialist Realism                      The social and economic condition of the Soviet Union by 1941: strengths and weaknesses</p>	<p>understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.</p>		
<p>Trinity 2</p>	<p>Exams Tudor Rebellions</p>	<p>The political, economic and social and religious causes of Rebellions in the Tudor Period</p>	<p>Demonstrate, organise and communicate knowledge and understanding to analyse</p>	<ul style="list-style-type: none"> <li>• Usurper.</li> </ul>	<p>Summer Exams</p> <p>Students will need to revise Revolution and Dictatorship 1917 –</p>

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			<p>and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.</p> <p>Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context. Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.</p>		<p>1936 and prepare for an exam of 1 and ¾ hour. Students will need to respond to a compulsory source evaluation questions (3 sources) and have a choice of a 25-mark essay question</p>
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