

Curriculum Plans: Year 13 European history and Coursework

| | Topic | Knowledge: By the end of the unit students will know: | Skills: What skills will students have developed by the end of this unit? | Key terms: What new key terms and vocabulary will be learnt in this unit? | Summative Assessment: How will pupils be assessed in this unit? |
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| Michaelmas 1 | Stalinism, Politics and Control Tudor Rebellions (NEA) | <p>Dictatorship and Stalinism: the machinery of state terror; the NKVD; the early purges; Kirov's murder; the show trials; the Stalin constitution</p> <p>The Yezhovshchina: mass terror and repression at central and local levels; treatment of national minorities; the gulags; the end of the purges; the death of Trotsky; responsibility for and impact of the Terror and purges</p> | <p>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</p> <p>Students will need to be able to evaluate, with reference to provenance and content, how primary sources contribute to historical understanding.</p> | Gulag | <p>Students will be assessed on their ability to evaluate 3 historical sources from the period using source evaluation skills (30 marks)</p> <p>Draft One of NEA will be submitted</p> |
| Michaelmas 2 | Stalinism Politics and Control 1929-1943 | 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>Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p> <p>Students will need to be able to evaluate, with reference to provenance and content, how primary</p> | Komsomol Kommunalka | <p>Students will be required to write an analytical essay under timed conditions, showing judgement about the issues and developments they have studied. 25 marks</p> <p>Final Draft of NEA (Coursework) will be submitted.</p> |

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| | | | sources contribute to historical understanding. | | |
| Lent 1 | | Stalin and international relations: co-operation with Germany; entry into the League of Nations; pacts with France and Czechoslovakia; intervention in the Spanish Civil War; reaction to Western appeasement and Japanese aggression; the Nazi-Soviet Pact and its outcome | <p>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</p> <p>Students will need to be able to evaluate, with reference to provenance and content, how primary sources contribute to historical understanding.</p> | Comintern Popular Fronts Anti-Comintern Pact | Students will be assessed on their ability to evaluate 3 historical sources from the period using source evaluation skills (30 marks) |
| Lent 2 | | The impact of the war on the Soviet Union: Operation Barbarossa and the Stalinist reaction; the course of the war; the USSR under occupation and the fight-back; the Soviet economy; mobilisation and evacuation of industry; foreign aid. The defeat of the Germans: reasons and results; post-war reconstruction; industry and agriculture | <p>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</p> <p>Students will need to be able to evaluate, with reference to provenance and content, how primary sources contribute to historical understanding.</p> | Stavka Command Economy Crimean tartars. | Students will be required to write an analytical essay under timed conditions, showing judgement about the issues and developments they have studied. 25 marks |

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| | | <p>High Stalinism: dictatorship and totalitarianism; renewed Terror; the NKVD under Beria; Zhdanov's and the cultural purge; Stalin's cult of personality; the Leningrad affair; purges and the Doctors' Plot</p> <p>The transformation of the Soviet Union's international position: the emergence of a 'superpower'; the formation of a soviet bloc; conflict with USA and the capitalist West; death of Stalin and Stalin's legacy at home and</p> | | | |
| Trinity 1 | | <p>The transformation of the Soviet Union's international position: the emergence of a 'superpower'; the formation of a soviet bloc; conflict with USA and the capitalist West; death of Stalin and Stalin's legacy at home and</p> | <p>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</p> <p>Students will need to be able to evaluate, with reference to provenance and content, how primary sources contribute to historical understanding.</p> | <p>Superpower Satellite State Totalitarianism Socialist Realism Zionism Salami Tactics</p> | <p>Students will be required to write an analytical essay under timed conditions, showing judgement about the issues and developments they have studied. 25 marks</p> |
| Trinity 2 | Exams | <p>Revolution and Dictatorship 1917 – 153</p> | <p>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</p> | | <p>Students will sit their A Level History Exam. Option N will be a paper of 2 ½ hours. There is one compulsory source question (30 marks). Students must also write two essay 25 marks each) form a choice of 3 questions.</p> |

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