

## Year 10

Timing	Unit Title	Key Question	Knowledge	Assessing Understanding
Autumn and Spring 1	<b>Russia, 1894–1945: Tsardom and communism</b>	<p><b>How and why did Tsardom end?</b></p> <p><b>Lenin's new society</b></p>	<p><b>Students will study:</b></p> <ul style="list-style-type: none"> <li>• Russia's economy and society: industrialisation; living and working conditions in cities and villages.</li> <li>• Nicholas II's autocracy and the court: growth of revolutionary opposition; the 1905 Revolution and October Manifesto; the impact of, and reactions to, attempts to reform Russia up to 1914; the Dumas and political stalemate; Stolypin's policies – land reform, industry and use of oppression.</li> <li>• The First World War: the impact of military defeats on Tsarist government; social and economic effects of war on cities and the countryside; unpopularity of the Romanovs, including the role of Rasputin; the Tsar's abdication.</li> <li>• The Provisional Government: its failure to deal with Russia's social, economic and military problems; Lenin and Trotsky; the growth of Bolshevik organisation; the October/November Revolution.</li> <li>• The impact of Lenin's dictatorship: the end of the First World War; the Cheka; the Red Army; causes, nature and consequences of the Civil War and Bolshevik success; propaganda.</li> <li>• Social and economic developments: War Communism; the Kronstadt Rising; the New Economic Policy (NEP); the achievements of Lenin and Trotsky.</li> </ul>	<p><b>How understanding is assessed</b></p> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>• AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</li> <li>• AO2: Explain and analyse historical events and periods studied using second-order historical concepts.</li> <li>• AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</li> <li>• AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</li> </ul> <p><b>Assessment point information</b> 4, 8 and 12 mark questions.</p> <p><b>How understanding is assessed</b> Questions 1, 2, and 3 test AO4. They are based on two written interpretations of around 50–100 words with an accompanying ascription. They test, in turn, how interpretations differ, why interpretations differ and evaluate interpretations in the context of historical events from either Parts one, two or three or a core development that covers more than one part of the specified content. These interpretations do not require an understanding of historiography. Question 4 requires a description of two key features or characteristics of the period studied and targets</p>

		<b>Stalin's USSR</b>	<ul style="list-style-type: none"> <li>Stalin the dictator: the power struggle to succeed Lenin; the control of the Communist party over government; the Terror and the Purges; the army; secret police; labour camps; censorship; the cult of personality; propaganda.</li> <li>Stalin's modernisation of the USSR: collectivisation; the Five Year Plans; social and economic consequences for Kulaks, city dwellers, women, professional and industrial workers; the extent of modernisation.</li> <li>Impact of the Second World War: Stalin's wartime leadership; political, economic and social problems caused by the Great Patriotic War up to 1945.</li> </ul>	<p>AO1 knowledge and understanding. The focus will arise from Part one, two or three of the specified content. Question 5 tests the second order concept of change (AO2) and requires supporting knowledge and understanding (AO1). The question will ask students to explain how a group or development was affected by a key event or development. The focus will arise from Part one, two or three of the specified content. Question 6 requires knowledge, understanding and analysis of historical events utilising second order historical concepts (AO1 and AO2) and is based around two identified aspects. It will target: causation, consequence, change and/or continuity. The question will be an essay requiring a judgement. It will give students the opportunity to demonstrate their ability to write an extended response following a sustained line of reasoning which is coherent, relevant, substantiated and logically structured. The focus will arise from Part one, two or three or a central development that covers more than one part of the specified content.</p>
Spring 2 and Summer	<b>Conflict and tension between East and West, 1945–1972</b>	<p><b>The origins of the Cold War</b></p> <p><b>The development of the Cold War</b></p>	<ul style="list-style-type: none"> <li>The end of the Second World War: Yalta and Potsdam Conferences; the division of Germany; contrasting attitudes and ideologies of the USA and the USSR, including the aims of Stalin, Churchill, Roosevelt, Attlee and Truman; effect of the dropping of the atom bomb on post-war superpower relations.</li> <li>The Iron Curtain and the evolution of East-West rivalry: Soviet expansion in East Europe; US policies; the Truman Doctrine and Marshall Plan, their purpose and Stalin's reaction; Cominform; Comecon; Yugoslavia; the Berlin Blockade and Airlift.</li> <li>The significance of events in Asia for superpower relations: USSR's support for Mao Tsetung and</li> </ul>	<p><b>How understanding is assessed</b></p> <p><b>Skills</b></p> <p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> <p><b>Assessment point information:</b> 1, 8, 12 and 20 mark questions.</p>

		<p><b>Transformation of the Cold War</b></p>	<p>Communist revolution in China, and the military campaigns waged by North Korea against the UN and by the Vietcong against France and the USA.</p> <ul style="list-style-type: none"> <li>• Military rivalries: the arms race; membership and purposes of NATO and the Warsaw Pact; the space race, including Sputnik, ICBMs, Polaris, Gagarin, Apollo.</li> <li>• The 'Thaw': Hungary, the protest movement and the reforms of Nagy; Soviet fears, how they reacted and the effects on the Cold War; the U2 Crisis and its effects on the Paris Peace Summit and the peace process.</li> <li>• Berlin Wall: reasons for its construction and Kennedy's response.</li> <li>• Tensions over Cuba: Castro's revolution, the Bay of Pigs and the missile crisis: the roles of Castro, Khrushchev, Kennedy; fears of the USA and reaction to missiles on Cuba; dangers and results of crisis.</li> <li>• Czechoslovakia: Dubcek and the Prague Spring movement; USSR's response to the reforms; the effects the Prague Spring had on East-West relations, including the Warsaw Pact; the Brezhnev Doctrine.</li> <li>• Easing of tension: sources of tension, including the Soviets' record on human rights; the reasons for Détente and for SALT 1; the part played by key individuals Brezhnev and Nixon.</li> </ul>	<p><b>How understanding is assessed</b></p> <p>The first and second questions test AO3 and require the analysis and evaluation of sources. One source is supplied for the first question and two sources for the second. Different types of sources will be used, including visual and written sources. The focus of the sources will arise from Part one, two or three of the specified content. The third question tests AO1 and AO2. It is a narrative account, which uses knowledge, understanding and analysis of the second order concepts of cause and/or consequence. The focus will arise from Part one, two or three of the specified content. The fourth question tests AO1 and AO2. It requires knowledge, understanding and analysis of historical events utilising any of the second order historical concepts. This will be an essay question requiring a judgement. It is an extended response which will give students the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured. Marks for spelling, punctuation and grammar (SPaG) will also be available. The focus will arise from Part one, two or three or may cover more than one part of the specified content.</p>
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