



# Year 13 History



What have students at St. Crispin's been taught to understand and be able to do?

## Core Knowledge

### RUSSIA UNIT

**Dictatorship:** All of the leaders of Russia during our course are dictators – but many rule in different ways – the concept needs to be explained so that students are aware that different dictators choose to use their power in different ways.

**Tsarism:** Students need to learn the key concepts surrounding the Tsarist system – how the Russian monarchy operated under the Romanov family.

**Orthodoxy, Autocracy and Nationality:** The ideology that underpinned Tsarism and influenced their policies and decisions.

**Communism:** The ideology that underpinned the Communist leaders of Russia – how Russian communism evolved from the ideas of Karl Marx through Plekhanov and the Social Democrats and the split between Lenin's Bolsheviks and Martov's Mensheviks.

**Feudalism/Serfdom:** The concept of a peasant slave class tied to the land – students need to understand this so that they can make judgements about how far the rural class of Russia progress beyond it.

**Revolutionaries:** Students need to learn about an array of different opposition groups – Bolsheviks, Mensheviks, SRs, SDs, Narodniks, Anarchists... they need to know how these groups differ, their methods and how successful (or not) they are.

**Propaganda and the Cult of Personality:** From the adoration of the Tsar as a divine being to the elevation of Lenin's tomb as a site of pilgrimage – the cult of personality is a feature of the period students need to understand.

## Core Skills

**Knowledge & Understanding:** Students can select detailed knowledge and explain how it contributes to an argument. They are able to be analytical and evaluate the strength of evidence.

**Evaluation of Primary Sources:** Students can present sources as part of an argument. They can then critically evaluate them using provenance and accurate and relevant contextual knowledge.

**Interpretations:** Students are able to identify and present historical opinions. They are able to evaluate them using contextual knowledge.

**Synopsis:** Students are able to look at a topic thematically rather than chronologically.

**Synthesis:** Students are able to draw from a variety of sources and a wide range of evidence and construct their own theories and arguments.

**Continuity and Change:** Students assess a topic thematically and identify areas of continuity and change – what has changed and what has stayed the same. They examine these changes critically and look at how external factors can influence these developments.



## Year 13 History continued



What have students at St. Crispin's been taught to understand and be able to do?

### Core Knowledge continued

**Secret Police:** All rulers of Russia have some form of political police force – students need to know the difference between the Okhrana, Cheka, NKVD and KGB.

**Centralized and De-centralized Power:** Tsarist institutions of local government like the Zemstva and the local Soviets of the Communist era – students assess how much power do the Russian dictatorships really give to their people?

**Industrialization:** All Russian leaders wanted to 'catch up with the West' but Russia only became a mainly urban society by the time of Khrushchev. Students investigate Tsarist attempts to stimulate capitalism and the massive state-run industrial experiments of the Communists, such as Magnitogorsk and the Five Year Plans.

**Russification:** The conflict between the dominant 'Russian' culture and the ideas and values of the diverse ethnic and national groups that made up the Russian Empire. Divisions exacerbated by the Civil War and Cold War.

**Interpretations:** Students examine key debates on issues from the reigns of Alexander II, the Provisional Government and Khrushchev. They compare different historian's viewpoints and use their own knowledge to evaluate them, reaching their own conclusions as to which interpretation they agree with the most.

### COURSEWORK UNIT

**Primary Sources:** Students can identify those that are useful for their investigation. They can explain what they contribute to their argument and evaluate the provenance.

**Interpretations:** Students are able to identify historical viewpoints and what evidence issued to support them.



## Year 13 History continued



### How has learning been assessed?

**Russia:** Students will finish the year with a 2 ½ hour exam in which they will write two 1 hour long essays and answer one interpretation question. In preparation for this exam we practice both essay writing and essay planning – which is a vital component of being able to construct a good essay under exam conditions.

**PREPARATION:** For the first term we teach the component skills required to write a high-scoring answer, including writing a thematic paragraph and demonstrating synthesis by including synoptic links in a way that the examiner will recognize. Students are shown exemplar materials and write individual practice paragraphs before attempting their first essay.

**ESSAY ONE:** Class are shown the essay question and we plan it together as a class. Essay is written in class with access to textbooks and notes. Essay can be completed at home and is not under timed conditions.

**ESSAY TWO:** Students are again shown the essay question in advance and are given time to plan the essay in class and complete plan for homework. Plans are checked by teacher before students write the essay. Again, the essay can be completed at home – not under timed conditions.

**ESSAY THREE:** Students are shown the essay question in advance and plan in class with access to teacher, textbooks and notes. Plans can be completed as Personal Study. Essay is then written in class the following lesson under timed conditions.

**ESSAY FOUR to SIX:** Students are told the topic in advance but have to plan and write the essay under timed conditions.

**ESSAY SEVEN:** Timed essay which could be on any topic.

**INTERPRETATION QUESTIONS:** Students practice elements of the exam technique in all lessons and complete a full interpretation question at the end of each topic (Alexander II, Provisional Government, Nicholas).

**Coursework:** Students complete a 4,000 word essay that is marked and moderated within the department. Students are able to challenge their marks before they are submitted to the exam board.

**MOCKS:** Students will complete a mock in the school year. They will be given a full Italy and War of the Roses paper and a partial Russia paper.



## Year 13 History continued



### What is coming up in the following year?

#### Italian Unification

**RISORGIMENTO and REVOLUTION:** We introduce the students to a Europe very different to the continent they know today – dominated by vast empires and rocked by the French Revolution. We look at how Italy is divided into rival kingdoms and easy prey to Napoleon's France and Metternich's Austria. In the aftermath of the Napoleonic Wars we look at the rising tide of revolution in Italy and how those revolutions all meet with failure, introducing important characters like Mazzini, Garibaldi and Pope Pius IX, and analyzing the key causes and consequences of the main events.

**PIEDMONT, CAVOUR and ITALY:** Following the heroic failures of 1849, the focus of Italian Nationalism becomes Piedmont, the largest state in the divided Italy. We look at the political machinations of Piedmont's Prime Minister Count Cavour, and challenge the traditionalist view of his role in the unification of Italy, investigating the Crimean War, War of 1859 and his role in drawing the French into 'doing something for Italy'.

**GARIBALDI & ITALY:** Historian AJP Taylor called Garibaldi 'The only wholly admirable figure in modern History' – River Pirate, adventurer, biscuit-inspiring revolutionary – Garibaldi led 'The Thousand' to conquer Southern Italy and then handed his conquests to the King of Piedmont, unifying Italy for the first time since the Roman Empire. How was he able to achieve this goal? Was he manipulated by the Piedmontese government or did he force them into bold action they would never have taken without him? Students weigh up the issues and make up their own minds.

**The KINGDOM OF ITALY, 1861 – 1896:** 'Italy is made' wrote the poet Giosue Carducci, 'now we must make Italians!' The country was unified but how successfully did the government manage to bring the people together? Students investigate the Franco-Prussian War, the Pope becoming the Prisoner of the Vatican, and Italy's attempts to attain 'Great Power' status in joining the Triple Alliance and attempting to gain an African colony (It doesn't go well at the Battle of Adwa!)

### What is coming up in the following year?

#### Russia

In 1865 the Russian Empire was vast, technologically backward and bound to a feudal structure that held 80% of its population as serfs – slaves tied to the land they farmed. Small wonder Nicholas I did all he could to avoid becoming Tsar in the years immediately preceding our course! But how did the different leaders of the most turbulent 100 years in Russian history respond to the problems of ruling Russia? All were dictators, but did they all rule in the same way? Were the Communists able to find new solutions to old problems or did they effectively become 'Red Tsars'?



## Year 13 History continued



### What is coming up in the following year?

- **OVERVIEW:** We start the course with a chronological overview of the period, giving the students a solid grasp of the key events, concepts and characters of over 100 years of Russian history before we revisit the thematic topics which they will be assessed on in more detail.
- **NATURE OF GOVERNMENT:** We look at the political structures of Tsarist and Communist government and examine the ideologies that underpinned them. We look at the methods of control used by each regime, from propaganda and censorship to secret police and reform.
- **ECONOMY & SOCIETY:** We look at the attitudes and policies of Russian governments towards the peasants and workers, and see how their fortunes changed across the course. We investigate the impact and limitations of the Emancipation of the Serfs, the system of soviet Collective Farms, and the massive factory complex at Magnitogorsk.
- **WAR & REVOLUTION:** War was a constant for all Russian leaders – but did different regimes go to war for the same reasons? And which regime was most successful? From the Crimea to the Cold War, from Empire building expansion to the desperate defence against the Nazis, this unit examines some of the most important conflicts of the 19th and 20th centuries, looking at causes and consequences and leading the students to make synoptic judgements.
- **EMPIRE & NATIONALITY:** The Russian Empire contained many different ethnic and national groups, including Jews, Ukrainians, Hungarians and Poles. This unit assesses whether they were ever brought into the Russian state as equals or whether they were seen as potential trouble makers, suppressed by a culture of ‘Russification’.
- **INTERPRETATION CASE STUDIES:** This unit challenges students to identify the main controversies of the reigns of Alexander II, Khrushchev and the Provisional Government. Students read passages in which noted historians assert their own opinions, and then analyse and make their own judgements on who they most agree with.

### Coursework

A chance for students to investigate a period of study of their choice.

We encourage students to follow their passion and discover the past independently.

**Topic Selection:** Students are advised on what topics they may wish to study and given clear guidance on how the coursework is set out.

**Research:** Students are supported in their research with access to online resources and books given. They are taught the skills needed to take notes and pose strong questions.

**Writing:** Students are shown examples of strong writing and given support and guidance on how to plan and write a strong essay.