


History Department – Year 12 Unit 1 Britain & Russia

Year 12: The Advanced Historian will continue to apply the historical skills needed to succeed in History at the Advanced level, to understand the story of the past. The Advanced Historian continues to apply the skills involved and consolidates new knowledge of the past. They are able to interpret the work of other historians at a higher level and also challenge the stories of the past.						
 Shirley High Curriculum Map	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Unit 1: The Quest for political stability 1625-88 Religion, conflict and dissent 1625-88 Unit 2: The rule of Nicholas II 1894-1906	Unit 1: The Quest for political stability 1625-88 Religion, conflict and dissent 1625-88 Unit 2: The rule of Nicholas II 1894-1906	Unit 1 : Religion conflict and dissent 1625-88 Unit 2: The rule of Nicholas II 1894-1906	Unit 1 Social and Intellectual Challenge 1625-88 Unit 2: The end of Romanov rule 1906-17	Unit 1 Economy trade and empire, 1625-88 Unit 2: The Provisional government and its opponents 1917-1924	Unit 1: How revolutionary in the years to 1701 was the Glorious revolution? Unit 2: Defending the Bolshevik revolution, October 1917-24 Revision
Why now?	This period of history links back to year 8 when pupils were taught about the instability of the Stuart period. In this unit the key idea of revolution is reinforced at a much more advanced level and students are at first to introduce learners to key concepts and skills before moving on to focus on the significance of the English Civil war as a turning point in the History of the Nation State. In conjunction with this we focus on the shorter period of the Russian revolution. Both units are connected by the ideology of the term revolution. -a fundamental concept in history	This period of history links back to year 8 when pupils were taught about the instability of the Stuart period. In this unit the key idea of revolution is reinforced at a much more advanced level and students are at first to introduce learners to key concepts and skills before moving on to focus on the significance of the English Civil war as a turning point in the History of the Nation State. In conjunction with this we focus on the shorter period of the Russian revolution. Both units are connected by the ideology of the term revolution. -a fundamental concept in history	To continue with units that are linked to the chronological foundation of the course. Here we focus on a thematic study which is focused round the religious background to the English Civil War and its aftermath. We also look at the prevailing conditions of Russia and the role of individuals such as the Tsar in the ending of the regime. Here we can compare the idea of totalitarianism den authoritarianism in different time periods	To enable learners to develop further knowledge to expand their understanding of the period. There is a thematic shift where the unit highlights other types of revolution hence the social and intellectual revolution. At the same time by exploring the end of Tsardom students can compare this with another shift that of feudal imperialism to the potential for democracy	To enable learners to develop further knowledge to expand their understanding of the period. There is another thematic shift where the unit highlights other types of revolution hence the economy of England is the central focus revolution. At the same time by exploring the end of Tsardom students can compare this with another shift that of political assembly to Communism	To enable learners to develop further knowledge to expand their understanding of the period. In this unit. Students develop their understanding of interpretations and challenge the historians of the day by comparing their judgments of the controversial Glorious Revolution. In the final unit on Russia students see who the new regime is similar to the original regime studies in the first unit. whereas for Britain the English Revolution would help the country evolve into the right conditions for democracy the Russian revolution led to dictatorship.
Fundamental Concepts	Revolution Autocracy Absolute Monarchy Divine Right Communism Absolutism	Revolution Autocracy Absolute Monarchy Divine Right Communism Absolutism	Confessional State Laudinian Episcopacy Radicalism Separatist Non-conformity Confessions of faith	Liberalism Vagrant Poverty lie Price inflation Gentry nobility	Mercantilism Capital investment Domestic system Insurance	Revisionism Whig Historian Marxist Historian Passive obedience Universal Suffrage
Students will	Learn about: Why did the monarchical government fail in the years 1625-49? To what extent did Republican rule provide stable government 1649-60? Why was the Stuart monarchy restored in 1660, only to collapse 28 years later? How oppressively was Russia Governed before 1905?	Learn about: How much organised opposition did the Tsarist regime face before 1905 What were the aims of the main opposition groups? How seriously was the Tsarist regime threatened by revolutionary activity? How successfully did the Tsar respond to threats in 1905?	Learn about: How effectively did the church of England evolve in conditions of conflict and revolution? Why did religious dissent increase in the years 1625-88? Why and with what effects did fear of Roman catholic influence increase under the Stuart monarchs? What political changes took place in Russia in the years 1905-14 and to what extent did they modify the tsarist system of government? To what extent did Stolypin's policies of repression and reform succeed in putting the tsarist regime on a more stable footing? What impact did Russian involvement in the first How did world war have on the reputation of the Tsarist regime? What triggered the revolution of February 1917?	Learn about: Why did the population of Britain increase in the years 1625-88 and what impact did it have? In what ways did the revolutionary events of the century affect the structure of society? What changes came about in the fields of Science, philosophy and political ideas? Is 'dual power' an apt description of the relationship between the provisional government and the Petrograd Soviet in early 1917? Who opposed the Provisional government in early to mid 1917 , and why? In what circumstances did Krensky become head of the second provisional government and why did he fail to retain popular support? What part did Lenin and Trotsky play in the making of the October revolution?	Learn about: How far did the changes in agricultural techniques and investment impact on the economy? What impact did changing trade patterns, banking and insurance have on economic development? How Significant was imperial expansion between 1625 and 1689 to the economy? What steps did the Bolsheviks take after the October revolution to consolidate their hold on power? How were Bolsheviks able to defeat their domestic enemies in the Russian Civil War? For what reason and with what results did foreign powers intervene in Russia in the Civil War era?	Learn about: How important were Williams IIs wars in the development of the financial revolution? How significant were revolutionary ideas in the establishment of a constitutional monarchy? What was the impact of the Toleration Act of 189 and the end of Anglican supremacy? How significant was the Triennial Act of 1689 in prompting parliamentary power?
Language for Life (Key terms / Vocabulary)	Absolute monarch Prerogative Arminianism Divine right Habeas Corpus Calvinist Rump Interregnum Whigs Tories Catholic Protestant Presbyterian Autocracy Constitution Parliament The Tsar Okhrana Orthodox Redemption Payment Zemstvo Socialist revolutionaries Populist Bourgeoise Proletariat Provisional Government Constituent assembly	Absolute monarch Prerogative Arminianism Divine right Habeas Corpus Calvinist Rump Interregnum Whigs Tories Catholic Protestant Presbyterian Autocracy Constitution Parliament The Tsar Okhrana Orthodox Redemption Payment Zemstvo Socialist revolutionaries Populist Bourgeoise Proletariat Provisional Government Constituent assembly	Recusancy Predestined Episcopacy Protectorate Russo Japanese war Bloody Sunday Soviet Duma Nepotism Haemophilia Reactionary Progressive Bloc Zemgor	Mortality Vagrant Poverty line Millenarianism Confessional state Ranters Diggers Gentry Nobility Liberalism Provisional Government Constituent assembly Milyukov crisis Dual power	Market Garden Enclosure Yeoman Husbandmen Draperies Huguenots Putting out system, Marine insurance Navigation Acts Mercantilism East India Company Triangular trade Scrivener Indentured servants Stadtholder Brest Litovsk Cheka NEP Kulak Red Terror War Communism	Interpretation Passive Obedience Bill of rights Glorious Revolution Act of settlement Triennial Act Convocation Jacobite Whig Junto Bill of resumption Court and country Tontine Loan Civil List Select Committee Revisionist
Extended writing Opportunities	Exam questions	Exam questions	Exam questions	Exam questions	Exam questions	Exam questions

Maths Across the Curriculum	Chronology	Life graphs/Venn diagrams	Change graphs	Chronology		
Links to careers/aspirations	Law/politics/journalism	Law/politics/journalism	Law/politics/journalism	Writer	University / Historiographer/Journalism	University / Historiographer/Journalism
Cultural Capital	Documentary/film	Documentary/film	Documentary/film	Documentary/film	Documentary/film/research	research
Practical Application of Skills	Historian/university lecturer	Historian	Historian	Historian	Historian	Historian