

Year 12 Topics Russia 1917-1991

In year 12 we teach the following topics over the course of the year. Each topic draws on prior learning from previous years and builds on understanding from the KS3 programme of study. Each topic develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS5 and onward into undergraduate courses. The Russian course follows four clear themes. The four themes identified require students to have an overview of political, social and economic change in the USSR over the period. These themes are:

Theme 1: Communist government in the USSR, 1917–1985

Theme 2: Industrial and agricultural change, 1917–1985

Theme 3: Control of the people, 1917–85

Theme 4: Social developments, 1917–85

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Revolutionary Russia & the Bolshevik consolidation of power 1917-1924.	Each topic is part of the A-Level specification	1. Essential background: What problems did the Tsar Face? Why was there a Revolution in Russia in 1917?	Peasantry; rural poor; industrialisation; urbanisation; population concentration; modernisation; backwardness; Reform; reaction; World War I; shortages; inflation; Rasputin; Alexandra; Alexei; Bloody Sunday, 1905. Lenin; Bolsheviks; Provisional Government.	Students need to have knowledge of the specified themes and be able to analyse and evaluate cause, consequence, key features and change and make comparisons over and within the period studied in dealing with factors which brought about change. Theme 1: Communist government in the USSR, 1917–1985 In studying Theme 1, students need to understand the nature of the communist government created by Lenin and its growing power under Stalin in the years to 1953. They need to investigate the extent to which de-Stalinisation was
		2. How did the Bolsheviks consolidate power?	Decrees – Work/Land; Treaty of Brest-Litovsk; Election Results; one-party state; All Soviet Congress elections; Constituent Assembly; Presidium; Politburo; Central Committee; Congress; Local Party branch; Communist Society; Terror; Cheka; OGPU; Chistka; Civil War 1917-21; Agit-Train; propaganda; Trotsky; Red Guard; centralised; democratic centralism; authoritarian; Tambov Rising;	

			Kronstadt Mutiny; 'Law on Party Unity'; Soviet Constitution - U.S.S.R. 1924.	<p>carried out under Khrushchev, and the reluctance of Brezhnev, Andropov and Chernenko to tamper with the existing system of government.</p> <p>Theme 2: Industrial and agricultural change, 1917–1985</p> <p>In studying Theme 2, students need to be aware of Lenin's policies of War Communism and the New Economic Policy. They will investigate the aims and methods of the first three Five-Year Plans, but should treat them as a set rather than examining each plan in detail. They should examine the dramatic transformation of Soviet agriculture from individual farming under the New Economic Policy to the imposition of the collective farms in the late 1920s and 1930s, and should be aware of the long-term effects of collectivisation on the rural population and on agricultural output. They should understand the dramatic success of the fourth Plan in</p>
		3. How did the economy change?	Decrees; Grain requisition; War Communism; nationalisation; Command economy; rationing; New Economic Policy; 'Commanding Heights of the economy'; NEPmen; black market; surplus; Scissors Crisis.	
		4. How far did the Bolsheviks control the people?	Propaganda; censorship; media control; Pravda; Radio; Red Terror, 1921-22; Cheka; OGPU; GPU; Decree on Freedom of Conscience, 1918; Religious intolerance; persecution; Proletkult; constuctivism; avant garde; Eisenstein; Battleship Potemkin; Proletkino; Komsomol;	
		5. How far did the Bolsheviks affect society?	Confiscation of housing; employment; Women's rights; equal pay; divorce; abortion; Kollontai; Zhenotdel; 1918 Family Code; emancipation; equality; Islamic women; Constitution; Education; Lunachevsky; Commisariat of Education; liquidation of illiteracy; 'liquidation points'; 'Literacy League'; Soviet Constitution 1918; Rabfaki.	

				<p>the post-war reconstruction of the economy. They should understand the limited effect of the reforms introduced by both Khrushchev and Brezhnev.</p> <p>Theme 3: Control of the people, 1917–85 In studying Theme 3, students need to be aware of the ways in which the communist authorities imposed conformity on the Soviet people by force and by other methods of control such as propaganda and personality cults. They need to understand the pervasive influence of the secret police and other organisations throughout the period. Students do not have to study actions taken against the non-Russian republics. They should explore attempts to impose a uniform culture through Socialist Realism, and the growth of independent cultural activity after 1953.</p> <p>Theme 4: Social developments, 1917–85</p>
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Stalin & the creation of totalitarian control		6. How did Stalin exercise power over the Party and state? How did he consolidate his own personal power?	Powers as General Secretary; Lenin Enrolment, 1923-25; control of Party cards; The Grey Blur; powerbase; Trotsky; Zinoviev; Kamenev; Bukharin; Tomsky; Rykov; Left Opposition; Right Opposition; 'Socialism in One Country'; NKVD; Chistka 1932-35; Kirov; show trials; Trial of Sixteen' Seventeen' and Twenty One; Army purges; Secret Police purges; Soviet Constitution 1936; Kulak; Limits to power; High Stalinism; Mingrelian affair; doctor's Plot.	A01 A02

		<p>7. How far did the economic priorities change under Stalin?</p>	<p>Five Year Plans, 1-3; Gosplan; Planned Economy; bourgeois experts; superindustrialisers; Magnitogorsk; Stakhanov; Stakhanovites; 'Shock Brigades'; targetmania; gulag; gigantomania; Dneiper Dam; Moscow Metro; Don-Volga Canal; shortages; quality/quantity; heavy industry; 'white coal'; light industry; consumer goods; rearmament; WWII & Reconstruction; Collectivisation; Dekulakisation Squads; 'Dizzy with Success'; Twenty-five Thousanders'; Grain strike; Ukraine; Holodomor; Kolkhoz; MTS – Machine & Tractor Stations; famine; women workers.</p>	
		<p>8. How did Stalin control the people?</p>	<p>Cult of Personality; Cul;t of Lenin; Cult of Stalin; Radio (esp WWII); Leningrad Symphony; censorship; propaganda; Stalingrad; 'Stalin is the Lenin of today; 'Gardener of Human Happiness'; statues; Iconography; religious persecution; Gulags; NKVD; Yagoda; The Great Purge, 1936; Yezhov; 'Yezhovschina'; Beria; SMERSH; surveillance; 'Black Birds'; purges; targets; paranoia; KGB; 'Enemies of the People'; 'Former People'; Socialist Realism; 'Engineers of the soul'; Shostakovich; Saxophone ban; Zhdanov; Stalinist</p>	

			Baroque; Brutalism; Patriotic film; Eisenstein;	
		9. How far did Stalin change society?	Full employment, 1930; internal passports; 'quicksand society'; wage differentials; piecework; housing shortages; rapid urbanisation; WWII bomb damage; Stalingrad; free workclothes; sick pay; holiday pay; increase in doctors; post-card divorce; unveiling; The Great Retreat; women conscripted; tax on single people; Zhenotdel ended , 1930; wives of Part elite; Pasha Angelina; Kursk Tank Commanders; homosexuality illegal; abortion illegal; 'mother-heroines'; medals; compulsory education; Quota for WC Higher Education; Russification; Lysenko; Shrines of Uncle Lenin/Stalin; Young Communist League – Komsomol.	
Khrushchev: Reform and De-Stalinisation 1953-64		10. How did Khrushchev exercise power over the Party and state? How did he consolidate his own personal power? Why was he dismissed?	'Socialist legality'; First Secretary of the Communist Party; 'Secret Speech' 1956; Presidium; Malenkov; Molotov; Beria; Prime minister; decentralisation; de-Stalinisation; secret police; 'Anti-Party Group'; Agriculture/Industry division; Cuban Missile Crisis	A01 A02
		11. How far did the economic priorities change under Khrushchev?	Centralised Planning; consumer goods; refrigerators; TV; Sixth Five Year Plan; Seven Year Plan light industry; electrification; Liberman	

			Plan; living standards; Regional Economic Councils; 'robots of Moscow'; vocational training; 'We will bury you'; Space race; Gagarin; military-industrial complex; Virgin Lands Scheme; Ministry of Agriculture; Agrogoroda; state procurement; grain imports.	
		12. How did Khrushchev control the people?	Surveillance; KGB; Cultural 'thaw'; Pasternak; Nobel Prize; De-Stalinisation; Solzhenitsyn; rock n' roll; stilyagi; Voice of America; abstract art; jazz	
		13. How successfully did Khrushchev promote a stable society for the people of Russia?	Economic prosperity; consumer goods; the worker's paradise; wage differentials; working week reduced; moonlighting; nomenklatura; nepotism; pensions; maternity benefits; 'khrushchoby'; polyclinics; sanatoria; Hungarian Uprising, 1958. Abortion legalised; Furtseva – first woman in Politburo; Tereschkova – first woman in space; 'double-burden'; 'babushki'; childcare/crèche. Higher Education; technical schools; vocational education; 'productive economic work'; education grants; 98% literacy; official 'History of the Communist Party' 1959.	
The return to stability or 'stagnation'? –		14. How did Brezhnev exercise power over the Party and state? How did he consolidate his own personal power?	'Trust in cadres'; subjectivism; 1977 Soviet Constitution; Article 6; Congress of silences, 1966; 'What	A01 A02

Brezhnev 1964-82	Why was he dismissed?	will you do if the Bolsheviks return to power?'; oligarchy; Dnepropetrovsk Mafia; gerontocracy; 'cotton affair'; Boris the Gypsy;
	15. How far did the economic priorities change under Brezhnev?	Kosygin Reforms; 'alliance of the working class with science'; consumer goods; 'metal eaters'; Food inflation; shortages; brigades; Andropov & anti corruption; labour discipline; shoddy goods; Stalinist legacy; command economy; 'social contract' investment; outdated technology; military industrial complex; Cold War arms race; space race; Gosplan.
	16. How did Brezhnev/Andropov/Chernenko control the people?	Personality cult; 'first among equals'; '100 medals'; 2 x TV channels; 'signal jamming'; video recorders; Dissidents; Sakharov, Medvedev; Solzenytsin; Helsinki Accords, 1975; 'refuseniks'; samizdat; Brodsky; Sinyavsky; psychiatric hospitals, surveillance; exile; Rock n Roll; Elton John; Vladimir Vysotsky; magnitizdat;

		17. How successfully did Brezhnev/Andropov/Chernenko promote a stable society for the people of Russia?	'Developed Socialism'; Peasant pensions; rural pay improvement; Role models; Olga Korbut; Rodnina and Zeitsev; Biryukova – Female Politburo member 1988; Family Code 1968; falling birth rates; housing shortages; alcoholism; 1 month notice before weddings; restricted divorce; World class education; academic subjects; specialist schools – maths eg;	
Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Interpretations: What explains the Soviet Union's Collapse 1985-1991?	Each topic is part of the A-Level specification	1. How important were economic weaknesses in bringing about the fall of the USSR?	Novosibirsk Report; reformers; Yeltsin; Alcoholism; 'We can't build Communism on vodka'; Twelfth Five Year Plan; acceleration; 'superministries'; deficit; 'Star Wars'; perestroika; Joint Ventures; State Enterprise; Co-operatives; hoarding; shortages; inflation; foreign companies; State Commission on Economic Reform; 500 Days; 'catastroika'.	Students need to have knowledge of the specified themes and be able to analyse and evaluate cause, consequence, key features and change and make comparisons over and within the period studied in dealing with factors which brought about change. Historical interpretations: What explains the fall of the USSR, c1985–91? The four issues identified in the specification highlight key aspects of the debate. This topic focuses on the conditional and contingent
		2. How significant were the failure of Gorbachev's political reforms?	Glasnost; Katyn Forest Massacre; Stalinism; Chernobyl; Aral Sea; President of the Soviet Union; pluralism; secret ballots; multiple candidates; anti-corruption; Congress of People's Deputies	

			election 1988; 'liberals V conservatives'; Soyuz; Inter-Regional Group; Yeltsin; Article 6.	factors which influenced the fall of the Soviet Union in 1991. Students will need to understand the structural problems which affected the economy and government, and the reasons for the failure to reform. They will need to know the main features of perestroika and glasnost, and the extent to which these policies destabilised both the economy and society. Detailed knowledge of events in Eastern Europe is not required, but students should be aware of the growth of nationalist sentiment in Eastern Europe, and the course of events in Latvia, Lithuania and Estonia. The relationship between Gorbachev and Yeltsin after the attempted coup of August 1991 should be considered and the role of each in bringing about the end of the Soviet Union in December of that year.
		3. What impact did the resurgence of nationalism play in the collapse of the USSR?	Brezhnev doctrine; Sinatra doctrine; Poland; Solidarity; Hungary; GDR; Czechoslovakia; Romania; culture; language; Baltic states; Estonia; Latvia; Lithuania; Nagorno-Karabakh; Azerbaijan; Armenia; Popular Front; Ukraine; ethnicity; tribal groupings; Russian Nationalism 1919 referendum; 'take as much sovereignty as you can stomach'; Union Treaty, 1991.	
		4. How far were Gorbachev and Yeltsin responsible for the collapse of the USSR in 1991?	Lack of vision; naivety; powerbase; expectations; August Coup' 1991; RSFSR – Russian Soviet Federated Socialist Republics; Afghanistan War; Armenian earthquake, 1988; Mayor of Moscow; State Emergency Committee; Democratic Reform Movement; Commonwealth of Independent States.	

