


Unit:	Russian Revolution
Year	9
Prior learning	Linked to Conflict Through Time unit at the end of Year 8, which explored Russia's involvement in WW1 and the Crimean War. Students have a basic understanding that Russia was an important part in 20th century history, but this at the current time is very basic and the majority of students are unable to use evidence to support their judgements.
Rationale	Students will begin to understand how and why revolutions occur, looking at long term reasons (the state of Russian economy, how society is shaped and the problematic reign of Tsar Nicholas II), as well as short term reasons (WW1, Rasputin). Pupils will be able to explain how a series of errors culminated in a year of revolutions. Pupils will also explore and evaluate significance through various causation activities. They will then be able to ascertain how revolutions change societies, and will study the impact the 1917 revolution had on Russia and the creation of the USSR. The formation of the Soviet Union will be accompanied by a study of the rise of Stalin, which will tap into some of the student's prior knowledge.
Skills	Explain causation, explaining significance, explaining change & continuity
Cultural capital	constant links to current affairs on Russia.
SEND	 Introducing SENDsational 6
Assessments	explain cause of revolution (peer assessment), explain 2 causes of revolution, end of unit test.

Key concepts / vocab	communism, dictatorship, autocracy, revolution, bolsheviks, hierarchy, provisional government, absolute power, economy
Adaptations	Lessons leading up to revolution very effective - assessments and book looks show progress. More challenge and in-depth knowledge could be applied - HPA students not appropriately challenged. Civil War lesson requires replanning.

<u>Lesson title</u>	<u>Content & Key Vocabulary</u>	<u>Differentiation</u>	<u>Homework</u>
1. What was it like living in Russia in the early 1900s?	Geography of Russia Societal makeup of Russia (Hierarchy, Tsar) Sources Revolution (freya model)	Scaffold: modelling, freya model Challenge: various definitions of revolution. Hinge question: why might people be unhappy living in Russia?	
2. How bad a leader was Tsar Nicholas II? (Long term cause)	Tsar Nicholas II Bloody Sunday massacre Battleship potemkin	Scaffold: live modelling. Challenge: using sources to ascertain how people were unhappy with the Tsar. Hinge question: why might the poor leadership of Tsar Nicholas II lead to a revolution?	
Peer Assessment: explain why Nicholas II's leadership led to a revolution (2x PEEL paragraphs)			

3. How bad was World War One for Russia? (Short-term cause)	Leadership of Nicholas II War economy Role of Rasputin and Tsarina	Scaffold: live modelling, differentiated resources. Challenge: Hinge question:	Pre-reading & quiz
4. What caused the 1917 February Revolution? (Long & short-term causes)	Timeline activity: card sort & causes. Other causes & reaching a judgement	Scaffold:live modelling, differentiated resources. Challenge: judging the most important cause. Hinge question:	
Assessment: “WW1 was the main cause of the Revolution.” How far do you agree?			
5. How effective was the provisional government?	The role of the provisional government Kerensky’s leadership The Kornilov affair	Scaffold:live modelling, differentiated resources. Challenge:harder reading, challenge boxes with higher order thinking. Hinge question:	
6. How did the Bolsheviks take power in the October Revolution?	Role of Lenin, Mensheviks, The events of the Revolution	Scaffold: Challenge: Hinge question:	
7. What was the impact of the 1917 revolutions?	Change and continuity Land Ownership Civil War WW1	Scaffold:live modelling, differentiated resources. Challenge: Hinge question:	Pre-reading & quiz

8. How did Lenin govern Russia?	Overview of Lenin's rule Removal of opponents (terror) Civil War	Scaffold: live modelling, differentiated resources. Challenge: Hinge question:	
End of unit assessment: knowledge quiz			