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| **Year 9 Autumn 2**  **What was it like to live in Communist Russia?**  **Why are we studying this unit of work? Knowledge we need now** This enquiry-based unit allows students to develop their understanding of how communist Russia was developed and how far this had an impact on ordinary people’s lives. It aims to focus on the role of Stalin and the effect of his dictatorship in the Soviet Union (USSR). Students have some understanding of Russia from their Year 8 studies; however, this unit will allow students to study Communist Russia meeting the NC to study at least one study of a significant in world history and its interconnections with other world developments. Students will begin the unit by investigating the impact of the 1917 Russian Revolution and its consequences-linking to previous learning on revolutions. Students will then build upon their understanding of the Challenges for Britain, Europe and the Wider World 1901-present day by looking at the establishment of communism in Russia and the role of Stalin, to then be able to make comparisons with Hitler.  **How does this unit build on students’ prior learning?** This unit builds on the foundations that have been introduced in previous years by looking at the cause and consequence of revolutions within society. Students have previously studied life in Hitler’s Germany and the Holocaust; therefore, this unit allows students to build on their understanding of 20th Century Dictators and make comparisons between Hitler and Stalin. Student shave also been introduced to 20th Century Russia in English, where they have studied animal farm. Students have been introduced to historical interpretation and source material to reach conclusions about events and individuals and this unit provides opportunities to develop this further- deepening understanding of motive.  **How does this unit provide a foundation for future learning?**  **Knowledge we need later** This unit provides a foundation for future learning as the Y9 Core Concepts of terror and reform, which are embedded into the unit, are built upon in studies through the rest of KS3 in the protest unit and into KS4/5 (See Core Concept document). The idea of communism is fundamental for pupils studying the Conflict and Tension 1918-1939, where students look at the role of Stalin in the causes of WW2. Also, in the America Opportunity and Inequality 1920–1973-unit students look at the rising fear of Communism in the USA (the first and second red scare) and how this has an impact of domestic and international policy. As well as this, students will be given the opportunity to compare interpretations in depth- which they find difficult at KS4 and KS5.  **Summative assessment:** Assessments covering interpretation comparison and evaluation. Students will be frequently assessed and will receive feedback to track progress and aid improvement in pupil’s substantive and disciplinary knowledge. Students will complete an end of unit quiz to assess substantive knowledge and assessments will allow staff to assess pupil’s disciplinary knowledge. Future KS3 and KS4 assessments will assess the long-term retention of key concepts from this unit.  **SMSC/CIAG**: Students explore morality when looking at Dictatorship in Communist Russia and Stalin’s policies. Students will develop an understanding of the importance of democracy when looking at the negative impacts of a dictatorship. Cultural links: Students look at propaganda and censorship and its effect on society. Students will explore spirituality throughout the unit when looking at the persecution of individuals and will be encouraged to appreciate and uphold respect for different religious perspectives. CIAG is referenced through the use of the Skills builder each lesson and linked to appropriate careers e.g. political and humanitarian roles.  **Literacy:**  Reading and Writing is developed through the use of SMART Reading and Writing. Literacy apps are embedded and used in lessons and ambitious vocabulary is taught through the use of FRAYER and PUSH. There are frequent opportunities to address issues with SPAG and whole school literacy foci is embedded into lessons. Opportunities to develop literacy/ oracy in lessons are highlighted in red.  **CC links:** Art- Influential leaders- Diagonal (KS3/4)-leaders/dictators including Hitler. English- Animal farm – Diagonal (Year 8 term 1) -tyrannical rule PE- Leadership- Diagonal (Y10/Y11)- autocratic/democratic rule  **DO MORE: Milestone assessment end points**   |  |  |  | | --- | --- | --- | | **Basic**  **(Lower Ability End Points)** | **Clear**  **(Middle Ability End Points)** | **Detailed**  **(Higher Ability End Points)** | | **Extending and deepening chronological understanding, acquisition of knowledge and historical vocabulary.**  Understand time is divided into time periods and shows an understanding of this in descriptions/ by putting events over multiple time periods into chronological order such as, the causes of the Russian Revolution. Beginning to understand terms such as ‘The 20th Century.’  Can remember historical vocabulary for more than one historical period and are beginning to transfer language to different situations e.g., tyrant.  **Source/interpretation**  Make substantiated/supported inferences and apply some knowledge to a historical source about Stalin’s leadership of Communist Russia.  Describe similarities and differences of two sources together, supporting the comparison with details from both sources. About Stalin and Hitler.  **Conceptual understanding**  Describe or give simple explanations of second order concepts such as cause and consequence within a time period and historical interpretation.  Starting to structure work by organising some second order concepts into categories/can argue for and against interpretations to come to simple conclusions. | **Extending and deepening chronological understanding, acquisition of knowledge and historical vocabulary.**  Can fit chronological knowledge into a simple structure of historical understanding. Make simple connections between time periods and begins to describe what has come before to deepen understanding of events. Such as, the causes of the Russian Revolution  Can use a range of historical vocabulary and is a clear feature of learner’s work. Shows an understanding of context when using specific terms across time periods.  **Source/interpretation**  Make substantiated/supported inferences from historical sources and can apply relevant knowledge using some specific facts to assess source utility. Describe the impact that the provenance can have on source utility in simple detail about Stalin’s leadership of Communist Russia.  Describe similarities and differences of two sources together, supporting the comparison with details from both sources. Starting to compare the source provenance to understand the impact. About Stalin and Hitler.  **Conceptual understanding**  Give explanations of second order concepts such as cause and consequence and historical interpretation with some reference to the short- and long-term nature of these.  Can structure work by organising second order concepts into categories and can explain reasons for and against interpretations and conclude with own judgement. | **Extending and deepening chronological understanding, acquisition of knowledge and historical vocabulary.**  Make links between time periods and compare what has come before. Beginning to make relevant connections between the periods of and can comment on similarities and differences of events in a breadth and depth study. Such as, the causes of the Russian Revolution  Can use a range of sophisticated and specific historical vocabulary, showing an awareness of context and understanding of similarity and difference of time period and country when choosing language.  **Source/interpretation**  Make supported inferences from a wider range of source material with developed explanations using specific factual knowledge to evaluate the content and provenance- including motive and impact. about Stalin’s leadership of Communist Russia.  Able to make a substantiated judgement of utility based on historical context. Starting to make relevant links between sources in judgements.  Describe similarities and differences of two sources together, supporting the comparison with details from both sources. Can compare the provenance, showing contextual understanding to understand the impact of purpose, viewpoint, experience. About Stalin and Hitler.  **Conceptual understanding**  Give detailed explanations of second order concepts such as cause and consequence-evaluating the short- and long-term nature of these and historical interpretation.  Can evaluate arguments for and against interpretations and form a well substantiated judgement/conclusion with links. | | | | | | |
| Time | Non negotiables | | | Adapt to the needs of the class | |
| Key Idea | Suggested approaches to learning and resources – Concentration to stay the same for each class. | Key Vocabulary | Suggested approaches to learning and resources – Concentration to stay the same for each class. | Feedback |
| 1 | Why did Russia overthrow their Tsar? | Know more: What caused the Russian Revolution in 1917? How did this lead to Tsar Nicholas abdicating?  Do more: Developing chronological understanding by making links to understand the Tsar’s abdication  Go further: Problem solving through by considering the positive and negative effects of the Russian Revolution | Revolution- recap from Y8 | Connect: Intro to new unit-discussion  Content: Background information-key word definitions  Read information and categorisation based on the causes-sort into ST/L-  Checkpoint: predict problems in Russia from the reading  Paired discussion-5 minutes of talk  The result of the Russian Revolution-focus on abdication- speak through leaders/Duma etc  Concentration: Timeline to demonstrate the decline of the Tsar- make links to previous learning with dates- dual coding encouraged  Consolidation: Key term bingo- SPAG focus  **CC Links**- Sport Leadership- Diagonal (Y10/Y11)- autocratic/democratic rule English- Russian Revolution in Animal Farm  **Support:**  **Challenge:** | Instant feedback from  Peer assessment during paired discussion  Self-assessment during key word bingo- checking SPAG and key factual detail |
| 2 | How did Lenin establish communism? | Know more: What is communism? How did Lenin change society?  Do more: Explaining the impact of Lenin and the establishment of Communism in Russia  Go further Aiming high by creating plans that are informed by skill set during self-assessment | Frayer: Communism | Connect: Retrieval quiz- substantive and disciplinary knowledge  Content: Lenin taking control- political spectrum  Frayer- Communism  Predict- Positive/Negative changes- Read and record ideas- link to Hitler’s Germany  Modelling of task-add in green  Checkpoint: True or false  Concentration: Explain the consequences of Lenin’s changes  Consolidation: Exit Ticket  **Support:**  **Challenge:** | Instant feedback from connect on whiteboards-self assess in books to address misconceptions  Instant feedback on Frayer model-students respond in green  Instant feedback post/neg-students add in green  Verbal or whiteboard class feedback for checkpoint  Exit Ticket |
| 2/3 | What was it like to live in Stalin’s Russia? | Know more: Who was Joseph Stalin? What were the effects of his rule?  Do more: Analysing and applying specific own knowledge to historical interpretations on Stalin  Go further: Leadership-Supporting others through mentorship during peer assessment |  | Connect: Connect SA Exit Ticket  Content: Questioning- Who was Stalin? Write down three questions and watch the clip to answer <https://www.youtube.com/watch?v=cOI8wKFCEIA> Challenge: Similarities to Hitler  Self-assess during discussion  Categorising and ranking task/race game- choice depending on time  Checkpoint: SA answers from content, Think,Pair,share- What would it be like to live in Stalin’s Russia?  Concentration: How is interpretation A convincing about Stalin’s Russia?- “JOSEPH STALIN, the leader of Russia, ordered operatives to remove all the stores of food from farming towns in the Ukraine. Millions of people had no bread—they ate field mice, insects, husks, and dead children. It was 1933.”― Nicholson Baker, Human Smoke: The Beginnings of World War II, the End of Civilization  Consolidation: Peer assesses and improve- Literacy target focus on Spelling  **Support:**  **Challenge:** | Feedback from Exit Ticket  Instant feedback given from the video- students add to their responses in green  Peer feedback during Think, Pair,Share  SA answers from content task  WCF with model to improve response |
| 2 | How do 20th Century Dictators compare? | Know more: How does Stalin and Hitler compare?  Do more: Applying knowledge of 20th Century dictators to historical interpretations to then compare  Go further: Aiming high by creating a plan for an extended response including clear targets to make progress tangible | Review: Dictator | Connect: improve response based on WCF  Content: Think,Pair,group share - Quote on Stalin and Hiter oracy sentence stems  Hitler/Stalin table-similarities and differences  Checkpoint: Hitler or Stalin or both  Concentration: How convincing - two interpretations- use of planning sheet  Consolidation: What was it like to live in Communist Russia? Exit ticket-give feedback during feedback lesson  CC links: Art- Influential leaders- Diagonal (KS3/4)-leaders/dictators including Hitler. English- Animal farm – Diagonal (Year 8 term 1) -tyrannical rule  **Support:**  **Challenge:** | Improve response from last lesson using WAGOLL  Peer feedback during Think, Pair, Share  Instant feedback on table-verbal  Feedback given on planning sheet  Verbal feedback for checkpoint - whiteboards  Teacher assesses application  Feedback to be given on exit ticket during feedback lesson |
| Meanwhile Elsewhere: Mao’s China Project to be planned and amended in Aut 2 | | | | | |