



Scheme of work

Russia, 1894–1945: Tsardom and communism

This resource provides guidance for teaching Russia, 1894–1945: Tsardom and communism period studies topic from our GCSE History specification (8145). We hope the suggested activities will support your teaching of this topic. It is intended as a guide only and not as a prescriptive approach.

This resource study enables students to focus on the development of Russia during a turbulent half century of change. It was a period of autocracy and communism – the fall of the Tsardom and the rise and consolidation of communism.

Students will study the political, economic, social and cultural aspects of these two developments and the role ideas played in influencing change. They will also look at the role of key individuals and groups in shaping change and the impact developments had on them.

Assumed coverage

This teaching and learning plan is intended for 30 classroom lessons, each of one hour. It doesn't include homework learning time, but it covers three revision and assessment lessons.

Assessment

Assessment points in the learning activity column indicate possible assessment opportunities. These could be short tests of about ten minutes (exam-style questions, short factual tests, source evaluation) or longer assessments (exam-style questions).

Resources

Research exercises assume students have access to a textbook(s) and/or internet. You can supplement textbook(s) by other sources. When considering primary and secondary evidence, it is worth remembering that the exam tests students' ability to analyse and evaluate two written interpretations (AO4); however, as part of your teaching you may wish to look at contemporary sources to support your students' learning.

Part one: The end of Tsardom

Russia's economy and society

Lesson number	Specification content	Guidance	Learning activity	Resources
1	<ul style="list-style-type: none">• Industrialisation• Living and working conditions in cities and villages	The focus should be on describing and explaining the reasons for discontent in Russia in the early years of the reign of Nicholas II.	<p>Enquiry question: What was the main problem in Russia in the late 19th century?</p> <p>In pairs, students should produce a spider diagram/mind map showing the key features of the reign of Nicholas II. They should consider what these features meant for Russian people living in cities and rural areas.</p> <p>Create a profile of Nicholas II. Your students should include information about his family, reign and death.</p> <p>Students create a timeline of the key events and developments of Nicholas' reign.</p> <p>Students create an overview map of Russia, labelling the key events and cities for the duration of the period study. They can refer to this and add information as they go along.</p>	<p>Contemporary written sources about attitudes to living in Russia in the 19th century.</p> <p>Research materials relating to the life of Nicholas II.</p>

Nicholas II's autocracy and the court

Lesson number	Specification content	Guidance	Learning activity	Resources
2, 3, 4 and 5	<ul style="list-style-type: none"> • Growth of revolutionary opposition • The 1905 Revolution and October Manifesto • The impact of, and reactions to, attempts to reform Russia up to 1914 • The Dumas and political stalemate • Stolypin's policies – land reform, industry and use of oppression 	<p>Develop your students' understanding of the reasons for growing discontent.</p> <p>Your students should understand the weaknesses of Nicholas and the attitudes towards him, particularly his failures to carry out reform.</p> <p>They need to be aware of the causes, events and results of the 1905 Revolution and how Nicholas was able to survive the revolution.</p> <p>Develop their understanding of the significance of the October Manifesto.</p> <p>Students should also understand the main features of reform – the Dumas and Stolypin's policies and be able to assess how effective they were.</p>	<p>Give your students images of conditions of the peasants, the aristocracy and the working classes in the cities. Ask your students to compare and contrast what life was like for different groups in Russian society.</p> <p>Ask your students to pretend that they are a minister of the Tsar in 1903. They need to write a report for him, informing him truthfully of the situation in Russia. Their report should mention:</p> <ul style="list-style-type: none"> • the inefficient and corrupt government • conditions of the peasants • the activities of opposition groups • the contrast between rich and poor. <p>Class discussion: 'Opposition to the Tsar'. Is there anything the Cadets, the Socialist Revolutionaries and the Social Democratic Party might agree on?</p>	

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			<p>Alternatively, your students could prepare a class discussion over whether Nicholas II was stronger or weaker in 1914 than he had been in 1905.</p> <p>Students produce the front page of an opposition newspaper about the events of Bloody Sunday.</p> <p>Ask your students to draw a chart to summarise the Tsarist system of government.</p> <p>Students research Stolypin's reforms. They should make two lists: one to show Stolypin's achievements and one to show his failings.</p> <p>Enquiry question: how did the Tsar survive the 1905 revolution?</p> <p>Students create a spider diagram to show on the left hand side, the steps the Tsar took to crush the revolution in 1905. Explain how each step helped him. Then on the right, the long-term measures the</p>	

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			Tsar took to keep control after the revolution and explain how each measure helped him.	

The First World War

Lesson number	Specification content	Guidance	Learning activity	Resources
6 and 7	<ul style="list-style-type: none"> The impact of military defeats on Tsarist government Social and economic effects of war on cities and the countryside 	<p>The emphasis should be on the nature of Russian government and society in 1914 and the impact of the First World War on Russia: military and economic consequences. You may wish to provide your students with a brief outline of the First World War to set the scene.</p>	<p>Students research how the war affected different groups in Russian society. Your students could use a range of sources and interpretations about the impact of the war. (These can include photographs of soldiers, impact on the cities, but also statistics of casualties, food rationing etc.) They then write diary entries based on their research.</p> <p>Students study the role of the Russian armies on the Eastern Front 1914–1917; chart declining morale and loss of enthusiasm.</p> <p>Enquiry question: was the Tsar's decision to take command of the army evidence that he was out of touch with the situation?</p> <p>Students investigate the political effects of Nicholas making himself Commander-in-Chief of the armies and capture their findings in a spider diagram.</p>	<p>Sources and interpretations relating to the impact of the war.</p>

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			Ask your students to imagine they are an adviser to the Tsar in 1916. Which issue would give them the more concern over the war?	
8 and 9	<ul style="list-style-type: none"> • Unpopularity of the Romanovs • The role of Rasputin • The Tsar's abdication 	The emphasis should be on the impact of the war on the Romanovs (and their popularity). Develop your students' understanding of the reasons for the Tsar's abdication.	<p>Enquiry question: why did the Romanovs become more unpopular?</p> <p>Students can research the personalities of the Romanov family, especially Nicholas, Alexandra and Alexei. Look at photographs and other documentary evidence.</p> <p>Rasputin: students research on his background; why he gained so much influence; the extent of his influence; his murder – analyse the traditional story. The role of cartoons and newspapers in demonising Rasputin. Popular portrayals of him since his death.</p> <p>Students can produce a timeline to chart the events leading to the abdication of the Tsar.</p>	Different accounts of the death of Rasputin including contemporary accounts of his personality and activities.

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			<p>Students write an answer to the following question: 'how did the First World War weaken the Tsar's government?' Your students should explain how it affected four groups in society; the army, the workers, the middle classes and the aristocracy.</p> <p>Class discussion: what was the significance of the Tsar's abdication for Russia?</p>	
10	Review and assessment of Part one	This is an opportunity to assess your students' understanding of Part one. You can also develop your students' exam techniques by giving them exam-style questions.	<p>Assessment point: give your students two interpretations about the importance of war in bringing about the fall of Tsar. Students should identify how the interpretations differ, why the authors' view may differ and evaluate which interpretation they find more convincing using their own knowledge.</p> <p>Class discussion: what do your students need to think about when answering interpretation questions?</p>	

Part two: Lenin's new society

The Provisional Government

Lesson number	Specification content	Guidance	Learning activity	Resources
11	<ul style="list-style-type: none">Its failure to deal with Russia's social, economic and military problems	The focus is to understand and explain reasons why the Provisional Government was doomed from the start. You should get your students to consider the key individuals involved, the decisions which had to be made and the different groups who were against the government.	<p>Enquiry question: How popular do you think the Provisional Government's policies on the war and land would be with the peasants and the soldiers?</p> <p>Investigate the extent of the problems inherited by the Provisional Government. Students use their findings to produce a spider diagram.</p> <p>In groups, students investigate the changing situation in spring-summer 1917 over the war. They should consider the effects of defeats for soldiers and for the economy of Russia.</p> <p>Students plan a debate between landowners and peasants over land ownership in Russia in 1917.</p> <p>Students create a table, which lists: the problems faced by the Provisional Government; what the government did about them</p>	Film, photos and diary accounts to demonstrate the effects of the war.

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			(if anything) and what it didn't achieve.	
12 and 13	<ul style="list-style-type: none"> • Lenin and Trotsky • The growth of Bolshevik organisation • The October/November Revolution 	Develop your students' understanding of the Bolshevik seizure of power and the growth of the party during 1917. They should learn the key events and developments, including the October/November Revolution.	<p>Research the role of Lenin in spring/summer of 1917, especially his ideas; the propaganda – visual and written.</p> <p>Students look at the events in spring/summer 1917 from the point of view of the Provisional Government under Lvov and then Kerensky. They can then write a speech justifying government policies.</p> <p>In groups, students investigate the growth in support for the Bolsheviks. They should consider the following factors and debate their relative importance: the roles of Lenin and Trotsky; the Petrograd Soviet and Kornilov's attempt to seize power.</p> <p>Students produce a timeline for the weeks before the Bolshevik seizure of power.</p> <p>Give your students a range of different interpretations and ask</p>	<p>Sources, interpretations and information about Lenin.</p> <p>Map of Petrograd to label the key places involved.</p> <p>Diary accounts of the actual takeover.</p> <p>Cartoons and propaganda regarding the events of 1917.</p>

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			<p>them to consider reasons why the events are portrayed in different ways. These can include films, written accounts, paintings etc. Using their own knowledge, they should justify which interpretation they find most convincing.</p> <p>Students could also research more about the fate of the Romanovs.</p>	<p>Books and films on Anastasia and the fate of the Romanovs.</p>

The impact of Lenin's dictatorship

Lesson number	Specification content	Guidance	Learning activity	Resources
14, 15 and 16	<ul style="list-style-type: none"> The end of the First World War The Cheka The Red Army Causes, nature and consequences of the Civil War and Bolshevik success Propaganda 	Develop your students' understanding of the problems in ending Russia's part in the First World War. They should be able to explain the reasons for the Civil War and the nature of the fighting. You can also explore why the Reds won the war and the consequences of victory.	<p>Enquiry question: 'Lenin was a dedicated revolutionary who did not mind if he failed.' Do you agree?</p> <p>Ask your students to investigate what Lenin did in the first few weeks/months of communist rule. What can they learn about his priorities?</p> <p>Students create a profile of Trotsky and should choose what they believe are the three most important reasons for the success of the Bolsheviks in the Civil War and explain why.</p> <p>Divide your class into two groups: 'Russia' and 'Germany' The class debate on what the peace treaty should say and why.</p> <p>Students research the conditions of fighting during the Civil War. They can study the propaganda on both sides – both written and visual and use</p>	<p>Map showing the Eastern Front in 1917</p> <p>Research relating to Lenin.</p> <p>Biographies of Trotsky and research relating to Civil War.</p> <p>Information regarding the peace treaty.</p> <p>Information, propaganda relating to conditions during the Civil War.</p>

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			<p>their findings to write a report.</p> <p>As a class, list the reasons why the Reds won the Civil War; then in small groups discuss which reasons were the most important and which were the least important.</p> <p>Class debate: were the Bolsheviks successful under Lenin?</p>	

Social and economic developments

Lesson number	Specification content	Guidance	Learning activity	Resources
17 and 18	<ul style="list-style-type: none"> • War Communism • The Kronstadt Rising • The New Economic Policy (NEP) • The achievements of Lenin and Trotsky 	<p>The focus is to understand the social and economic problems during and after the Civil War, especially the New Economic Policy. Also develop your students' understanding of the impact these problems and policies had on the Russian people.</p>	<p>Students can draw up a table to highlight the main differences between War Communism and the NEP.</p> <p>Students research the economic and social problems during the Civil War and write a response to following question: how helpful was War Communism in solving these problems?</p> <p>Ask your students to compare the NEP with War Communism. They should consider what were the arguments for and against having this policy?</p> <p>Students should write a list of activities and achievements for each of the leaders and say which two achievements are the most important.</p> <p>Class discussion: was it inevitable that Russia/USSR would develop quickly into a Communist dictatorship?</p>	<p>Information relating to social and economic problems, the NEP and War Communism.</p> <p>Information relating to the leaders.</p>

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19	Review and assessment of Part two	This is an opportunity to assess your students' understanding of Part two and discuss exam techniques with the class.	Give your students exam-style questions relating to Part two. You could give them a 4 mark 'describe' question, an 8 mark 'explain' and a 12 mark evaluative question.	

Part three: Stalin's USSR

Stalin the dictator

Lesson number	Specification content	Guidance	Learning activity	Resources
20 and 21	<ul style="list-style-type: none">• The power struggle to succeed Lenin• The control of the Communist party over government	The focus should be on explaining the claims of the contenders for the leadership after the death of Lenin and the power struggle that ensued. You should emphasise the emergence of Stalin as the sole ruler of the USSR.	<p>Enquiry question: why was Stalin able to achieve total power in the USSR by the end of the 1920s?</p> <p>As a class, study the death and funeral of Lenin. Ask your students to consider:</p> <ul style="list-style-type: none">• Why did so many people queue to see his body?• What was his reputation as seen in the European obituaries? <p>Students investigate Lenin's Last Testament – what it said and why it was not published.</p> <p>Research Stalin's use of Lenin's funeral to add to his reputation.</p> <p>Enquiry question: who was better qualified to succeed Lenin?</p> <p>Students research the background of Stalin and Trotsky before January 1924 –</p>	<p>Obituaries of Lenin from various sources, both in the USSR and other European countries.</p> <p>Extracts from Lenin's Last Testament</p> <p>Information relating to Stalin and Trotsky.</p>

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			<p>what had they contributed to the emerging USSR?</p> <p>Group task: give each group one of the leadership rivals and prepare a presentation promoting the leadership claims of that rival and vote.</p> <p>Students devise a chart to show how Stalin defeated Trotsky by using the other contenders and then defeated them.</p> <p>Students study the Communist system of government and the role of the secret police. They should also consider the role of propaganda, including posters.</p> <p>As a class analyse the reasons for Stalin's success in becoming the sole ruler. Discuss which factors were most important and why.</p>	<p>Examples of propaganda including photographs and posters.</p>

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22 and 23	<ul style="list-style-type: none"> the Terror and the Purges; the army; secret police; labour camps. 	Develop your students' understanding of the reasons for and extent of the Purges. You students should also understand how the groups were affected.	<p>Students investigate the evidence surrounding the murder of Kirov, the show trials and the Great Terror.</p> <p>As a class, brainstorm the consequences of the Terror for the armed forces of the USSR.</p> <p>Class discussion: why did Stalin's government feel that it had to resort to these brutal methods?</p> <p>In groups, students investigate the use of secret police and informers. They should consider what effects the secret police and informers would have on communities within the USSR.</p> <p>Students write an essay explaining the consequences of the purges and the Great Terror in the 1930s.</p>	<p>Information relating to Kirov, the show trials and the Great Terror.</p> <p>Information relating to the secret police, informers and labour camps.</p>
24	<ul style="list-style-type: none"> Censorship The Cult of Personality Propaganda 	Develop your students understanding of Stalin's control further by explaining the Cult of Personality and its consequences.	Ask your students to find propaganda paintings, posters, poems, speeches, films etc to illustrate how Stalin was shown as godlike. Your students could also listen to Russian music	<p>Examples of propaganda, which portray Stalin in a positive light.</p> <p>Music – propaganda (Dmitri Shostakovich)</p>

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			<p>praising Stalin, such as, by Prokoviev.</p> <p>Students research the construction of the Moscow Underground and how this glorified Stalin.</p> <p>Class discussion: ask your students to evaluate which method of control used by Stalin was the most effective in securing full control.</p>	Information and propaganda relating to the underground.

Stalin's modernisation of the USSR

Lesson number	Specification content	Guidance	Learning activity	Resources
25, 26 and 27	<ul style="list-style-type: none"> Collectivisation The Five Year Plans Social and economic consequences for Kulaks, city dwellers, women, professional and industrial workers The extent of modernisation 	Develop your students' understanding of collectivisation and industrialisation. Explain the reasons behind the policies, their key features and their results. Your students should be able to evaluate the impact of Stalin's economic policies on the Russian people.	<p>Enquiry question: 'Collectivisation and the Five Year Plans brought glory to Stalin and misery to his people.' Do you agree?</p> <p>Discuss with your class the reasons why Stalin wanted rapid modernisation in the USSR – economically, politically and personally.</p> <p>Give your students a brief explanation of collectivisation and the Five Year Plans.</p> <p>Brainstorm with your class reasons why most peasants were angry at proposals for collectivisation.</p> <p>Students research collectivisation. They should include: the process; opposition and consequences such as mass famine, which followed.</p> <p>Students draw up a table showing the successes and failures of collectivisation and</p>	<p>Information related to Collectivisation. Soviet propaganda posters about collectivisation.</p> <p>Statistics about the effects of collectivisation and statistics about the results of the Five</p>

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			<p>the Five Year Plans.</p> <p>Students research life in the new industrial cities such as Magnitogorsk to see the realities of industrial development.</p> <p>Give your students a range of interpretations (Soviet and Western) of life in the USSR in the 1930s. How do these interpretations differ? Why might they differ? Which is the most convincing interpretation?</p> <p>Students construct a table to show the economic, political and social consequences of Stalin's economic policies.</p>	<p>Year Plans.</p> <p>Information related to life in industrial cities.</p> <p>A range of interpretations about life in the USSR in the 1930s.</p>

Impact of the Second World War

Lesson number	Specification content	Guidance	Learning activity	Resources
28 and 29	<ul style="list-style-type: none"> Stalin's wartime leadership Political, economic and social problems caused by the Great Patriotic War up to 1945 	With your students look at the reasons for early German success and later Soviet recovery. Evaluate the importance of Stalin's leadership in the recovery of the USSR. Also develop your students' understanding of the key features of Stalin's later years.	<p>Enquiry question: how effective was Stalin's wartime leadership?</p> <p>Give your students a brief introduction to the Second World War to set the scene.</p> <p>Over the course of lessons 27, 28 and 29 students create a timeline that covers the key events and developments in Stalin's wartime leadership.</p> <p>Students use contemporary sources to look at the impact of war on different aspects of society, including the workers, the farmers and the military.</p> <p>Class debate: how effective was Stalin's wartime leadership?</p>	Media footage, films and written sources to analyse the impact of the Second World War on the USSR.
30	Review and assessment of Parts one, two and three.	This is an opportunity for you to assess your students' understanding of Parts one, two and three of the specified content. You can also develop their exam technique by using the specimen paper or exam-style questions.	<p>Give your students a specimen paper or a mock paper.</p> <p>Alternatively, you could ask your students to assess the successes and failures of Tsar Nicholas II, Lenin and Stalin.</p>	

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			Which leader was more successful in achieving their objectives? This task could provide a useful overview for your students.	