



Pearson

# **INTERNATIONAL ADVANCED LEVEL HISTORY**

## **TOPIC GUIDE**

**Unit 1 WHI01**

**Depth Study with Interpretations**

**Option 1B**

**Russia in Revolution, 1881-1917**

## Unit 1 – Depth Study with Interpretations

This topic booklet has been written to support teachers delivering **Unit 1 Option 1B: Russia in Revolution, 1881-1917** of the 2015 International Advanced Level History specification. We're providing it in Word so that it's easy for you to take extracts or sections from it and adapt them or give them to students.

The Guide includes some content guidance, a scheme of work and a list of suggested resources for students and for teachers.

The Options in Unit 1 focus on the history of one country over a few decades. They cover periods of momentous change and significant development in the history of each of the chosen countries. As a depth study the assessment may include the consideration of the role of individuals and single events, a single year or a number of years across the Option time period in coming to a judgement about a historical interpretation presented as view or statement.

We've provided some content guidance; a scheme of work and a list of resources for students and for teachers.

Assessment details such as assessment rationale, Assessment Objectives, question styles and examples and mark schemes are to be found in the **Getting Started** guide available on-line to be downloaded. Unit 1 details are to be found on pp 8-9.

**Question papers and mark schemes** with indicative content are also available on-line and are published following each examination session. This will allow centres to build up a bank of assessment materials.

**Principal Examiner Reports** for each Paper Option are written for each examination session. These Reports give feedback on overall candidate performance and usually include example response with commentaries reflecting the Level of Response achieved. Principal Examiner reports with Exemplification are presently available for the June 2016 examination series.

# **Option 1B: Russia in Revolution 1881 - 1917**

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## Option 1B: Russia in Revolution, 1881-1917

The option is divided into the following four key topics, though students need to appreciate the linkages between topics, as questions may target content across more than one key topic.

- Key Topic 1. Political reaction and economic change – Alexander III and Nicholas II, 1881-1903
- Key Topic 2. The First Revolution and its impact, 1903-14
- Key Topic 3. The end of Romanov rule, 1914-17
- Key Topic 4. The Bolshevik seizure of power, October 1917

### Content guidance

This section provides additional guidance on the specification content. It should be remembered that the official specification is the only authoritative source of information and should always be referred to for definitive guidance.

#### Overview

The focus of this unit is on the key developments in Russia from the rule of Alexander III, through the increasingly turbulent early years of the reign of Nicholas II, the revolution of 1905 and entry into the First World War to the end of Romanov rule and the Bolshevik seizure and establishment of power in 1917.

Students will need to gain in-depth understanding of events and developments in the years 1881-1917. They should be aware of the key events, developments, groups and individuals as outlined in the specification. Students will need to be able to analyse and evaluate differing interpretations of these events and developments with regard to the historical concepts of cause, consequence, change, continuity, similarity, difference and significance. Students do not need to know the viewpoints of named historians or the historiography of the study of the Russian Revolution. However, they do need to understand that the same historical evidence can lead historians to different explanations, viewpoints and judgements. For example, there are different explanations as to why the Bolsheviks were able to seize power in October 1917.

Although the unit topics are clarified separately below, students need to appreciate the linkages between them since questions may be set which target the content of more than one topic. For example, students might draw on elements from Topics 1 and 2 to show understanding of the nature of the opposition to Nicholas II, or they might draw on content from Topics 2 and 3 to consider the nature of Tsarist rule after the 1905 revolution.

#### **Key Topic 1: Political reaction and economic change – Alexander III and Nicholas II, 1881-1903**

The topic covers the reign of Alexander III (1881-1894) and the early years of the reign of Nicholas II to 1903. It highlights the reaction of the two Romanov rulers to the political challenges facing Tsarism in these years and the increasing social and economic problems faced by Russia as a state. Students should have knowledge and understanding of the nature of Tsarist rule; attempts to assert Tsarist control; economic change; and the growth of, reaction to, and lack of success of political opposition.

Students should be aware of the reasons for the reactionary policies implemented by Alexander III after the assassination of Alexander II. They should also be aware that there was some attempt during this period, particularly under the guidance of Sergei Witte, to counter the impact of political authoritarianism with economic reform. Students should have an understanding of the nature of the varying political and social foundations of the growing opposition to autocratic rule during this period.

### **Key Topic 2: The First Revolution and its impact, 1903-14**

The topic covers the causes, course and impact of the 1905 Revolution and the subsequent events leading up to the outbreak of the First World War. It highlights the impact of events in the year 1905 and the attempts of Nicholas II to respond politically, economically and socially to this direct challenge to Tsarism in the following years. Students should have knowledge of the causes and impact of the 1905 Revolution; the response of Nicholas II; the nature of Tsarist government, 1906-14; and the policies of repression and reform implemented in the years 1906-14.

Students should be aware of the political climate in the years 1903-5 and the circumstances in 1905 that led to the direct challenge to the rule of Nicholas II. They should understand that, after the initial success of the revolution, Nicholas was able to recover his position to some extent and that the following years saw Nicholas attempt to continue the pattern of political repression and economic reform seen in the earlier years of his rule. Students should be able to determine the nature of Tsarist government and royal power at the outbreak of war in 1914 in relation to the policies carried out under Nicholas II.

### **Key Topic 3: The end of Romanov rule, 1914-17**

The topic covers the period from the outbreak of the First World War to the February Revolution of 1917, the subsequent abdication of Nicholas II and the establishment of dual power between the Provisional government and the Petrograd Soviet. It highlights the impact of the First World War and the February Revolution on Russia and, particularly, Romanov rule. Students should have knowledge of the economic impact and political impact of the First World War; the events leading to, and the course, of the February Revolution, and its impact; and the nature of the dual power which emerged after Nicholas' abdication.

Students do not need detailed specific knowledge of the battles of the First World War or Russian strategy but they should be aware of the general timeline of events on the Eastern Front and any major turning-points with regard to progress or setbacks. The emphasis should be on the impact on Russia domestically, both on the Russian people and on the ability of Nicholas II to maintain political control.

Students should be aware of the fast pace and chaotic nature of the events surrounding the eventual downfall of the Romanov dynasty. They should understand that the events of the February Revolution and the power vacuum, albeit short term, created by the end of Tsarist rule established the environment in which dual power emerged. They should be aware of the tensions created by the parallel existence of the Provisional government and the Petrograd Soviet and the potential impact on the future government of Russia.

#### **Key Topic 4: The Bolshevik seizure of power, October 1917**

The topic covers the period from February to December 1917; from the establishment of the Provisional government in February, through the chaos of April-September, the Bolshevik seizure of power in October, to the attempt to establish Bolshevik control in November-December. It highlights the difficulties encountered by the Provisional governments during this period, the events and developments which enabled the Bolsheviks to seize power in October and the attempts by the Bolsheviks to take full control of Russia by the end of 1917. Students should have knowledge of the nature of the opposition to, and the effectiveness of, the Provisional government between February and July; government by, and opposition to, the second Provisional government; the events leading to, the course, and success, of the Bolsheviks in the October Revolution; and the precarious position in which the Bolsheviks found themselves and the policies which they attempted to enforce to December 1917.

Students should be aware of the rapidity with which developments occurred between February and October 1917 and should have an understanding of the complex chronology of events as outlined in the specification. Students should also understand the contribution of specified individuals during this period and during the October Revolution itself.

As with Key Topic 3 detailed specific knowledge of the events of the First World War are not required but an awareness of the chronology of the War in 1917 will be needed in order to understand the impact of specified developments and events, such as the June Offensive, on events in Russia itself.

Students should be aware of the precarious position in which the Bolsheviks found themselves in October 1917 and have an understanding of how this affected their actions in attempting to hold onto power in the final months of 1917, including the importance of the signing of the Armistice in December 1917.

## Example Scheme of Work

The Scheme of Work included in this section is an EXAMPLE only and do not need to be followed, However, they may be useful to use when working though the specification for the first time.

### Option 1B: The Russian Revolution, 1881-1917

Content		
<b>Week 1</b>	<b>Political reaction and economic change – Alexander III and Nicholas II, 1881 -1903</b>	The nature of autocratic rule; the difficulties of ruling Russia
<p><b>Aim:</b> To gain an overview of events 1881-1917; to understand the political, economic and social situation in Russia in 1881, particularly the difficulties of ruling the large Russian Empire; to understand and explain the nature of Tsarist rule, and the personalities of Alexander III and Nicholas II</p> <p><b>Topics covered:</b> The Tsarist principles of autocracy, nationality and orthodoxy; the differing personalities of Alexander and Nicholas and the influence of Pobedonostev on both.</p> <p><b>Suggested activities/resources:</b> Begin to create an annotated/illustrated timeline (either individual or the classroom) of events across the unit time period 1881-1903 and/or an annotated/illustrated map of Russia – each can be added to as coverage of the content progresses; use contemporary political cartoons and images to help explain the political inequalities of the period – students can create their own cartoon to show understanding.</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Intro &amp; Ch. 1.1 ;Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2015) Ch. 1; Fiehn T &amp; Corin C, <i>Communist Russia under Lenin and Stalin</i>, ( SHP, Hodder Murray, 2002) Sec.1.1</p> <p><b>Teaching points to note:</b> Establishing an overview of events through an introductory timeline allows students to begin to determine patterns of change and continuity and gain a view of the whole time period being studied. The Russian Revolution is a period of history when a great deal of change occurred over a relatively short period of time. It will also be important to provide students with or for students to have access to a map of Russia to establish the political geography of events.</p> <p>Unit 1 questions will target second order concepts such as cause, consequence, change, continuity, similarity and difference, and significance. It would be good practice to discuss different ways of approaching these concepts and analyzing events using these concepts throughout the period of the course of study.</p>		

<b>Week 2</b>	<b>Political reaction and economic change – Alexander III and Nicholas II, 1881 -1903</b>	Reaction (to reform and change)
<p><b>Aim:</b> To understand and explain the Tsarist reaction to the reforms of Alexander II and growing opposition.</p> <p><b>Topics covered:</b> The reasons for the reversal of the 'liberal' trends under Alexander II, including the institution of Land Captains and their effect and press censorship; the oppression of nationalities; anti-Semitism; the role of the Okhrana.</p> <p><b>Suggested activities/resources:</b> Investigate the early background and personalities of Alexander III and Nicholas II – use the information to write a commentary on the possible reasons for the reactionary policies of the 1880s and 90s; draw a diagram or devise a visual record of the policies of Alexander III and Nicholas II.</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Ch. 1.1 ;Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2015) Ch.1 &amp;2; Fiehn T &amp; Corin C, <i>Communist Russia under Lenin and Stalin</i>, ( SHP, Hodder Murray, 2002) Sec.1.1</p> <p><b>Teaching points to note:</b> It is important for students to be able to define, understand and deploy vocabulary specific to the topic being studied.</p> <p>It would be useful to provide an initial list of terms and encourage students to add to this and share with other students when they come upon further unfamiliar terms/phrases.</p>		

<b>Week 3</b>	<b>Political reaction and economic change – Alexander III and Nicholas II, 1881 -1903</b>	Economic change
<p><b>Aim:</b> To understand and explain the attempts to counter opposition through economic reform; to determine the significance of Sergei Witte; to evaluate the success of Tsarist economic policy 1891-1903</p> <p><b>Topics covered:</b> The significance of Sergei Witte in promoting economic development 1891–1903; the growth of railways and their impact; the significance of foreign investment; the weakness of a commercial middle class; urbanisation and its impact.</p> <p><b>Suggested activities/resources:</b> Statistical exercise – find statistical evidence for key economic indicators and use them to analyse the development of the Russian economy under Sergei Witte; produce a profile of Sergei Witte – this could be in the form of a magazine article; discuss the rationale behind policies of political conservatism and economic reform/pragmatism (this could be compared with modern examples e.g. Russia in the 1980s, modern China).</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009)Ch. 1.3; Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2015) Ch. 2.2; Fiehn T &amp; Corin C, <i>Communist Russia under Lenin and Stalin</i>, ( SHP, Hodder Murray, 2002) Sec.1.</p> <p><b>Teaching points to note:</b> Exam questions may focus specifically on individuals or groups named in the specification, so it is important to ensure that students are aware of their importance/significance. Creating a card index file, A4 factsheet or on-line notes about all of the named individuals in the specification (and selected others) would be useful for revision. This week provides a good opportunity to introduce students to the concept of significance and some of the methods used by historians to establish the extent of significance.</p>		

<p><b>Week 4</b> – centres could consider changing the order of coverage and teaching Week 4 content either for Weeks 2 or 3</p>	<p><b>Political reaction and economic change – Alexander III and Nicholas II, 1881 - 1903</b></p>	<p>Opposition to Tsarism</p>
<p><b>Aim:</b> To chart, understand and explain the growth of opposition to Tsardom before 1905; to understand the difference between opposition groups; to evaluate the success of political opposition to 1903.</p> <p><b>Topics covered:</b> Unrest among peasants and workers; the nature of the middle class and its opposition, including the founding of 'Liberation' 1902; the Socialist Revolutionaries 1901 and the Social Democrats 1898; reasons for the lack of success of opposition groups.</p> <p><b>Suggested activities/resources:</b> Create an intelligence dossier of information on the key political groups evaluating their threat to Tsarism (each could be investigated by an individual student and information shared); hold a debate about the future of the monarchy between the main revolutionaries; create cards of different social groups and ask students to determine which groups/ideas they might identify with – use these to create a chart; produce a diagram/illustration to explain why the opposition groups were relatively unsuccessful in the period before 1903.</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Ch. 1.4 ;Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2015) Ch. 2.3; Fiehn T &amp; Corin C, <i>Communist Russia under Lenin and Stalin</i>, ( SHP, Hodder Murray, 2002) Sec.1.1.</p> <p>Practice essay (causation): set a question that focuses on the reasons for the growth of opposition in Russia before 1903 – use the generic mark scheme to level the student's work – feedback using a student friendly version of the mark scheme to help them understand the level awarded.</p> <p><b>Teaching points to note:</b> This week gives students an opportunity to understand in more detail the revolutionary atmosphere and culture emerging in Russia before the onset of the 1905 Revolution. Students should be aware of the different political groups emerging, the revolutionary leadership and the role of ordinary people. It is important that students understand who supported the different groups (including the royalists) and why. Although this unit does not assess the use of primary sources, this would be a good opportunity to introduce students to the variety of contemporary material available to the historian studying this period. Students should have a basic understanding of the principles behind communism and the stages of political development according to Marx. Practice essay – Unit 1 includes an element of Historical Interpretations (AO3) – this does not involve the use of documentary extracts but requires students to consider the essay questions as a contribution to wider debates and discussions about the nature of historical explanation. Students are not addressing the historiography but discussing /debating the question asked from their own point of view in relation to the content studied and discussed during the teaching of the course (see assessment guidance above).</p>		

<b>Week 5</b>	<b>The First Revolution and its impact, 1903-14</b>	The causes and impact of the 1905 Revolution
<p><b>Aim:</b> To chart and explain the causes of the 1905 Revolution; to understand the immediate impact of this Revolution</p> <p><b>Topics covered:</b> The impact of the Russo-Japanese war; Bloody Sunday; the spread of revolutionary activity among peasants, workers and national minorities; the St. Petersburg Soviet.</p> <p><b>Suggested activities/resources:</b> Source carousel - create a carousel of sources placed around the classroom for students to collect information about the events in Russia 1903-5 – place the sources on large pieces of paper – each student can then write a comment on each piece of paper as they move around the room – collect in paper and discuss comments with the class – individual students then fill in a chart or write a commentary on the causes of the 1905 Revolution; investigate Bloody Sunday – write a magazine article or a documentary script explaining and analysing the events; discussion – compare the impact of Bloody Sunday with similar events in history e.g. Boston Massacre; Peterloo Massacre; Bloody Sunday in Northern Ireland; Sharpeville; Tiananmen Square - draw out the key features of a turning point – consider the extent to which such events led to immediate change or influenced longer term trend or had no clear significance at all. Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Ch. 1.5; Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2015) Ch. 2.4 &amp; 2. 5; Fiehn T &amp; Corin C, <i>Communist Russia under Lenin and Stalin</i>, (SHP, Hodder Murray, 2002) Sec. 1.1.</p> <p><b>Teaching points to note:</b> Exam questions may focus specifically on events named in the specification, so it is important to ensure that students are aware of their importance/significance. Creating a card index file, A4 factsheet or on-line notes about all of the named events (and selected others) would be useful for revision.</p> <p>This week provides a good opportunity to introduce students to concepts relating to turning-points or decisive events.</p>		

<b>Week 6</b>	<b>The First Revolution and its impact, 1903-14</b>	Nicholas II's response ( to - the events of 1905.
<p><b>Aim:</b> To understand and explain the events of 1905, and to evaluate the strengths and weakness of Tsarist power and the political opposition by the end of 1905.</p> <p><b>Topics covered:</b> The failure of the August Manifesto; the October Manifesto and the response of opposition groups; the crushing of the Moscow Uprising; the extent of the recovery of Tsarist power.</p> <p><b>Suggested activities/resources:</b> Report – produce a report for Marxist revolutionary leaders in exile giving a frank evaluation of events in Russia in the aftermath of the 1905 revolution and prospects for future reform. Debate -formal debate to discuss interpretations of the 1905 Revolution e.g. 'This House believes that the events of 1905 should not be described as a revolution.' Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Ch. 1.5; Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2015) Ch. 2.5 &amp; 3.2; Fiehn T &amp; Corin C, <i>Communist Russia under Lenin and Stalin</i>, (SHP, Hodder Murray, 2002) Sec. 1.1.</p> <p>Practice essay (significance): Set a practice essay that focuses on an individual event e.g. the role of Bloody Sunday in the 1905 Revolution – use the generic mark scheme to level/mark students work but do not annotate it – ask students to re-read with just the level given and to annotate/explain why the level was awarded – get them to give a mark within the level and compare with the mark actually awarded.</p> <p><b>Teaching points to note:</b> This week provides a good opportunity to consider examination questions that focus on events taking place over a short space of time or in one particular year. Students should be aware of the short term impact of the revolutionary events in 1905.</p> <p>Research on-line for different sorts of classroom debates that could be used for different purposes e.g. balloon debates to establish the significance of key individuals.</p>		

<b>Week 7</b>	<b>The First Revolution and its impact, 1903-14</b>	Change and continuity in government
<p><b>Aim:</b> To understand and explain the Tsarist response to the events of 1905; to understand the nature and determine the extent of Tsarist power 1905-1914; to understand the nature and success/failure of the political opposition to 1905-1914.</p> <p><b>Topics covered:</b> The Fundamental Law; the radicalism of the first two Dumas; Nicholas II's relations with the dumas, 1906-14; the nature of Tsarist government and royal power in 1914.</p> <p><b>Suggested activities/resources:</b> Investigate the nature of government in Russia 1905-1913 – produce material to be included in a textbook on Russia before 1914 – consider text, illustrations and the use of contemporary sources; note-making – read a textbook chapter/section on Tsarist government 1905-1913-14 – highlight the proper nouns in the text - identify the people, places and events and summarise what happened.</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Ch. 2.6; Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2015) Ch.3.2; Fiehn T &amp; Corin C, <i>Communist Russia under Lenin and Stalin</i>, (SHP, Hodder Murray, 2002) Sec. 1.1.</p> <p><b>Teaching points to note:</b> This week is a good opportunity to consider concepts of change over time and/or similarity and difference by comparing Tsarist Russia pre-1905 to post-1905.</p> <p>It is important for students to understand the relative weakness of the Tsarist opposition despite the apparent successes of 1905 and knowledge of events to come.</p>		

<b>Week 8</b>	<b>The First Revolution and its impact, 1903-14</b>	Repression and reform, 1906-14
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**Aim:**

To understand and explain the Tsarist policy of using repression and reform to control Russia; the consequences of Tsarist policies for politics, the economy and society 1906-1914; the significance of Stolypin.

**Topics covered:**

The importance of Stolypin's repression and the restoration of stability; actions against revolutionary parties; reform of agricultural landholdings and emigration to Siberia; the significance of the Lena goldfields massacre 1912.

**Suggested activities/resources:**

Create a chart to show policies of repression and reform 1903-14 and include an evaluation of success and failure; investigate the conditions of peasants and industrial workers pre- 1914 or annotate contemporary images of the lives of ordinary people to show living/working conditions; create a table to compare the situation in Russia 1894-1905 with 1905-1913-14 – produce a written comparison to explain similarities and differences.

Murphy D, *Russia in Revolution, 1881-1924: From Autocracy to Dictatorship* (Pearson, 2009) Ch. 2.6; Lynch M, *Reaction and Revolution: Russia, 1894-1924* (Access to History, Hodder, 2015) Ch. 3.1-3; Fiehn T & Corin C, *Communist Russia under Lenin and Stalin*, (SHP, Hodder Murray, 2002) Sec. 1.1.

**Teaching points to note:**

This week provides a good opportunity to build on the concept of causation with a study of conditional (long-term) causes.

Students should also now have become more aware and begin to deploy political vocabulary effectively e.g. authoritarianism, autocracy, monarchy, reaction, liberalism, socialism, communism.

<b>Week 9</b>	<b>The end of Romanov rule, 1914-17</b>	The economic impact of the First World War
<p><b>Aim:</b> To consider the causes of major revolutionary change in history; to consider the long term problems of Russia in 1914; to explain the situation in Russia in 1914; to understand and explain the economic impact of the First World War.</p> <p><b>Topics covered:</b> The significance of inflation and supplies for the cities; the consequences for the civilian population of the priority given to the army.</p> <p><b>Suggested activities/resources:</b> Discussion – use a range of examples from history e.g. American Revolution; Reformation, Glorious Revolution; French Revolution; Arab Spring to discuss why and how major changes in history have unfolded; create an imaginary blog or Twitter feed reflecting the experiences of people living in Russia and/or the soldiers at the Front.</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Ch. 2.7; Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2005); Fiehn T &amp; Corin C, <i>Communist Russia under Lenin and Stalin</i>, (SHP, Hodder Murray, 2002) Sec. 1.1.</p> <p><b>Teaching points to note:</b> This week provides a good opportunity to build on the concept of causation with a study of contingent (short-term) causes.</p> <p>Students should be aware of the steady build-up of economic problems and their impact on the ordinary people of Russia both urban and rural.</p>		

<b>Week 10</b>	<b>The end of Romanov rule, 1914-17</b>	The political impact of the First World War
<p><b>Aim:</b> To chart the Russia contribution to the First World War 1914-17; to understand and explain the political impact of the first World War 1; to consider the significance and role of Rasputin in undermining Tsarism.</p> <p><b>Topics covered:</b> The prestige of the Tsar and the morale of the army; the role of the Empress and significance of Rasputin; growing frustration and opposition in the Duma, including the formation of the Progressive Bloc; the significance of Zemgor.</p> <p><b>Suggested activities/resources:</b> Produce a timeline of events covering the First World War (outline the key events of the fighting in the war with an emphasis on the Eastern front - on one side of the timeline annotate the economic problems 1914-17 and on the other political problems – discuss the pattern emerging; investigate the significance of Rasputin - produce an in-depth magazine article about Rasputin to be written in 1916 or the present day; use clips from the film <i>Nicholas and Alexandra</i> (1971).</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Ch. 2.7 ;Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2015) Ch. 3.4-5 &amp; Ch. 4.1-3; Fiehn T &amp; Corin C, <i>Communist Russia under Lenin and Stalin</i>, ( SHP, Hodder Murray, 2002) Sec. 1.1.</p> <p>Practice essay (consequence): set a practice question to focus on the impact of the First World War on the political, economic and social stability of Russia by 1917 – concentrate on planning and improving on previous essay - use the generic mark scheme to Level/mark.</p> <p><b>Teaching points to note:</b> This week provides a good opportunity to build on the concept of causation with a study of contingent (short-term) causes and or debate over the significance of individuals in changing history.</p>		

Week 11	The end of Romanov rule, 1914-17	The February Revolution
<p><b>Aim:</b> To chart the events of the February Revolution, to understand and explain its immediate cause and to understand why Nicholas II abdicated.</p> <p><b>Topics covered:</b> Growth of unrest in towns and countryside; International Women’s Day and the Petrograd general strike; the creation of the Provisional Committee and the Petrograd Soviet; the abdication of Nicholas II.</p> <p><b>Suggested activities/resources:</b> Carousel activity (see Week 5) – events leading up to the February Revolution; investigate the role of women in the Revolution as a whole – produce an article for a history magazine or a script for a documentary piece explaining their role; create a detailed annotated/illustrated timeline of events for February 1917 (this can be carried on for the whole of the year); create a photo montage of modern images that sum up each of the events of February 1917 and then explain why each image has been chosen (either verbally or in writing this encourages good use of explanatory vocabulary); write a letter from Nicholas II explaining his decision to abdicate.</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Ch. 2.8; Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2015) Ch. 4; Fiehn T &amp; Corin C, <i>Communist Russia under Lenin and Stalin</i>, (SHP, Hodder Murray, 2002) Sec. 1.2.</p> <p><b>Teaching points to note:</b> This week provides a good opportunity to build on the concept of causation with a study of contingent (immediate) causes.</p> <p>Students should be aware of the growing revolutionary atmosphere in Russia and in St. Petersburg in particular. Students should be made aware of the calendar differences in Russia in 1914 and the February/March and October/November usage in different texts.</p>		

<b>Week 12</b>	<b>The end of Romanov rule, 1914-17</b>	The nature of dual power
<p><b>Aim:</b> To understand and explain the nature of the Provisional government; to compare and contrast the Provisional government with Tsarist rule before and after 1905; to understand and explain the nature of the dual power of the Provisional government and the Petrograd Soviet, and its impact on policy and the war effort.</p> <p><b>Topics covered:</b> The political complexion of the Provisional government; the extent of its power and support; the aims and membership of the Petrograd Soviet; early political reforms.</p> <p><b>Suggested activities/resources:</b> Investigation in the nature of dual power – students work in pairs – one researches the work of the Provisional Government and the other the Petrograd Soviet – each then shares the information and together they create a chart illustrating the nature of events from February to July 1917.</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009)Ch. 3.9 ;Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2015) Ch. 5.1; Fiehn T &amp; Corin C, <i>Communist Russia under Lenin and Stalin</i>, ( SHP, Hodder Murray, 2002) Sec. 1.2.</p> <p><b>Teaching points to note:</b> Weeks 12-16 cover a complicated period of political history with many events happening simultaneously – it is important that students are clear about the chronology of events and the role of different groups and individuals.</p>		

<b>Week 13</b>	<b>The Bolshevik seizure of power, October 1917</b>	Opposition to the Provisional government
<p><b>Aim:</b> To understand and explain the nature of the opposition to the Provisional Government; to explain the importance and impact of Lenin’s return to Russia; to chart and understand the events of April-July 1917.</p> <p><b>Topics covered:</b> The significance of conflicting attitudes on the continuation of the war; the importance of Lenin’s return to Russia and the April Theses; the Milyukov crisis and its impact; the significance of the June Offensive and the July Days.</p> <p><b>Suggested activities/resources:</b> Carousel activity (see Week 5) – growth of opposition to the Provisional Government; source activity – use contemporary sources to establish the impact of Lenin’s return to Moscow; devise a series of newspaper headlines from different perspectives to reflect events April-July 1917; use <i>The Young Indiana Jones Chronicles</i> (Season 2: Episode 14 – Petrograd, July 1917) to discuss the experience of young people during the Revolution – this episode is unusual as it takes the events of July 1917 for its basis rather than February or October (could also use as a basis for a discussion on the use of historical fiction by historians).</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Ch.3.9 &amp; 3.10 ;Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2015) Ch.5.2-3; Fiehn T &amp; Corin C, <i>Communist Russia under Lenin and Stalin</i>, ( SHP, Hodder Murray, 2002) Sec. 1.3.</p> <p><b>Teaching points to note:</b> This week provides a good opportunity to introduce students to concepts relating to turning-points or decisive events.</p>		

<b>Week 14</b>	<b>The Bolshevik seizure of power, October 1917</b>	The second Provisional government, July-October
<p><b>Aim:</b> To chart the events of July-October 1917 before the Bolshevik seizure of power; to understand and explain why the second Provisional government failed, including the role of Kerensky; to understand the impact of the Kornilov affair.</p> <p><b>Topics covered:</b> The role of Kerensky as Prime Minister; the membership of the new government; problems in industry and agriculture; the Kornilov affair and its impact on the government and the Bolsheviks.</p> <p><b>Suggested activities/resources:</b> Report – produce a report evaluating the successes and failure of the Provisional government July-October 1917 either for leaders of the Bolsheviks or the Provisional government itself; produce a profile of Alexander Kerensky; add to the earlier intelligence dossiers by including information about the opposition groups in 1917 and the main leaders of the Bolsheviks; investigate the Kornilov affair and debate its impact as a turning-point in events.</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Ch. 3.11; Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2015) Ch. 5.3; Fiehn T &amp; Corin C, <i>Communist Russia under Lenin and Stalin</i>, (SHP, Hodder Murray, 2002) Sec. 1.3.</p> <p><b>Teaching points to note:</b> This week provides a good opportunity to consider examination questions that focus on events taking place over a short space of time or in one particular year.</p>		

<b>Week 15</b>	<b>The Bolshevik seizure of power, October 1917</b>	The October Revolution
<p><b>Aim:</b> To chart the events of the October Revolution; to explain the success of the Bolsheviks and understand the methods used to seize power; to understand the role of the Bolshevik leadership and the role of ordinary people in the events of October 1917.</p> <p><b>Topics covered:</b> Lenin’s influence on the Central Committee; the significance of Trotsky and the Military Revolutionary Committee; the significance of the seizure of power in Petrograd and Moscow and the formation of the Bolshevik government.</p> <p><b>Suggested activities/resources:</b> Create a detailed timeline and an annotated map of events in Petrograd in 1917 – use them to carry out a ‘what if...?’ exercise – to work out what might have happened if any of the events had failed or not taken place – use the discussions to make a list of reasons why the Bolsheviks succeeded in taking over power in October 1917; Lenin or Trotsky? – students work in pairs – each student investigates the role of Lenin or Trotsky in the October Revolution – debate who played the most significant part in the revolution; role play – set up a newspaper room in Moscow or London and feed information from events in Petrograd to build up the whole story of the events – produce a newspaper article reflecting what happened (different perspectives might be suggested).</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Ch. 3.12; Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2015) Ch. 5.4; Fiehn T &amp; Corin C, <i>Communist Russia under Lenin and Stalin</i>, (SHP, Hodder Murray, 2002) Sec. 1.4.</p> <p><b>Teaching points to note:</b> Students should be aware of the atmosphere in Petrograd in October and of the fast moving nature of events.</p> <p>They should consider the events from the perspective of ordinary Russians caught up in the events.</p>		

<b>Week 16</b>	<b>The Bolshevik seizure of power, October 1917</b>	Holding power by a thread (events in late 1917)
<p><b>Aim:</b> To understand and explain the actions taken by the Bolsheviks in the months October-December 1917; to evaluate Bolshevik strengths and weaknesses by the end of December 1917.</p> <p><b>Topics covered:</b> The implications of Constituent Assembly elections; the significance of the Decrees on Land, Peace and Workers Control; the importance of the Armistice December 1917; the significance of the setting up of the Cheka, 1917.</p> <p><b>Suggested activities/resources:</b> Discussion – in a group discussion identify the key institutions and policies needed to successfully run a government – identify those areas under the control of the Bolsheviks by the end of 1917 – evaluate the likelihood of Bolshevik success; using the same information create a table to show power in Russia before 1905, 1905-17, under the Provisional government and the new Bolshevik regime – write a commentary identifying similarities and differences and change over time.</p> <p>Murphy D, <i>Russia in Revolution, 1881-1924: From Autocracy to Dictatorship</i> (Pearson, 2009) Ch. 4.13 ;Lynch M, <i>Reaction and Revolution: Russia, 1894-1924</i> (Access to History, Hodder, 2015) Ch. 5.5 &amp; 6.1; Fiehn T &amp; Corin C, <i>Communist Russia under Lenin and Stalin</i>, ( SHP, Hodder Murray, 2002) Sec. 2.1.</p> <p>Practice essay (change over time; similarity/difference) – set question to focus on change or similarity/difference over a longer period of time – this will allow reflection of the Unit in the build up to the period of revision – Level/mark using the generic mark scheme.</p> <p><b>Teaching points to note:</b> Students should understand the precarious hold on power which the Bolsheviks had after the October Revolution and to evaluate their position at the end of 1917 – despite the events that occurred later there was no guarantee that the Bolsheviks would hold on to power for any length of time.</p> <p>This week provides a good opportunity to review events in Russia since the 1880s and to consider concepts of change over time.</p>		

<b>Week 17 &amp;18</b>	<b>Revision</b>	
<p>The programme of revision will depend on the perceived gaps in the student’s knowledge and skills.</p> <p><b>Topics covered:</b></p> <p><b>Week 17</b> - either Weeks 1-7 content or focus on questions relating to shorter time periods</p> <p><b>Week 18</b> - either Weeks 8-16 content or focus on question relation to longer time periods</p> <p><b>Suggested activities/resources:</b></p> <p>Short answer quizzes; timed essays; interrogation of model answers; visual charts and graphs illustrating change over time etc.</p> <p><b>Teaching points to note:</b></p> <p>Teachers/tutors should encourage students to check content knowledge during these weeks (use of a RAG chart might be useful) and teacher/tutors should ensure that students are developing the required skills for the assessment tasks (see assessment guidance above).</p>		

## Resources and references

Unit 1 topics cover popular periods of historical study and there have been many books written and resources produced that deal with all aspects of the specification. The books suggested here are only a small number of those available.

Teachers are recommended to utilise the following resources:

- the 2015 specification for the IAL in History
- a detailed scheme of work as outlined in the planning and delivery section of this document
- an appropriate text book for students
- appropriate supplementary graded exercises resourced by the teacher
- Sample assessment materials for 2015 Specification for IAL History
- relevant material to be found in the Pearson AS/A Level History Specifications (2008 and 2015)/teacher support material (Pearson Edexcel website) and Pearson/Pearson accredited publications for these qualification – IAL Unit 1.A covers aspects of Unit 1 D.1 (2008)
- an historical atlas covering the time period
- on-line podcasts, articles, websites, timeline software – availability on-line is always subject to change and may include subscription charges e.g. BBC radio podcasts/series downloads, History Today, Historical Association, Biography Channel, National Archives, The Map as History, Alpha, Open University, Yale University
- TV documentaries – an increasing variety of made for television documentaries are available in DVD format or as downloads, e.g. BBC, Discovery Channel, History Channel, PBS
- regional resources – where units cover geographic areas regional to a centre utilise relevant resources
- many of the events covered in units 1A-1D have had or will be having significant historical anniversaries and new material has been/will be produced to coincide with these commemorations.

Additional resources: **Pearson Edexcel A Level (2015)** website teaching materials for Paper 2 Option C.2 provides a topic booklet and also a scheme of work – these include useful resources, activities and timelines; see also material produced for Route E Paper 1 and Paper 3 Option 38.1.

## **Suggested resources: textbooks:**

Unit 1 topics are well served by a variety of history text series that cater for A Level and undergraduate historians such as *Access to History* (Hodder), *Seminar Studies* (Routledge), *Historical Association Studies*, *Cambridge Perspectives in History* (Cambridge University Press) etc. - once identified it is always worth searching for other texts in the series.

White A & Nuttall, *Revolutions in early modern and modern Europe* (Pearson, 2015) – Paper 2.2

Lynch M, *Reaction and Revolution: Russia, 1894-1924* (Access to History, Hodder, 4<sup>th</sup> ed 2015)

Rogger H, *Russia in the Age of Modernisation and Revolution 1881-1917* (Longman, 1983)

Hutchinson J F, *Late Imperial Russia* (Seminar Studies in History, Routledge, 1999)

Wood A, *The Russian Revolution* (Seminar Studies in History, Routledge, 1986)

Lieven D, *Towards the Flame: Empire, War and the End of Tsarist Russia* (Allen Lane, 2015)

Bromley J, *Russia, 1848-1917* (Heinemann Advanced History, Heinemann, 2002)

Hite J, *Tsarist Russia, 1801-917* (Causeway Press, 2004) – very useful

Wood A, *The Origins of the Russian Revolution, 1861-1917* (Lancaster Pamphlets, Routledge, 2003)

Waldron, P, *The End of Imperial Russia, 1855-1917* (European History in Perspective, Palgrave Macmillan 1997)

Ascher A, *The Revolution of 1905: A Short History* (Stanford University Press, 2004)

Figes O, *A People's Tragedy: The Russian Revolution 1891-24*, (Bodley Head, 2014) – Figes has written a number of books relevant to the unit and produces a blog with relevant information – however, he has become quite a controversial figure in recent years

Service R, *Lenin: A Biography*, (Pan reprint 2010) – Service has written a number of books relevant to the unit

**Also:**

John Reed – *Ten Days that Shook the World* (Penguin Classic) – a classic account of the events surrounding the October Revolution from a US journalist and communist organiser

Clips from the feature films *Reds* (1981) and *Doctor Zhivago* (1965)

Clips from Sergei Eisenstein's films *The Battleship Potemkin* (1925) and *October 1917* (1927) – give Soviet perspective of events

***Resource mapping to IAL topics.***