

# WJEC GCSE History

Approved by Qualifications Wales

## Guidance for Teaching: Unit 3 Option 3.5

Teaching from 2026

For award from 2028

Version 2 - February 2025





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# SUMMARY OF AMENDMENTS

Version	Description	Page number
2	Amended to, awarded for the first time in Summer 2028.	1

## Introduction

The WJEC GCSE History has been approved by Qualifications Wales and is available to all centres in Wales. It will be awarded for the first time in Summer 2028, using grades A\* to G.

### Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of WJEC GCSE History and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for teachers to develop stimulating and exciting courses tailored to the needs and skills of their learners. The guide offers possible classroom activities and links to useful resources (including our own, freely available digital materials and some from external sources) to provide ideas for immersive and engaging lessons.

### Additional ways that WJEC can offer support:

- sample assessment materials and mark schemes
- professional learning events
- examiners' reports on each unit
- direct access to the subject officer
- free online resources
- Exam Results Analysis
- Online Examination Review.

## Qualification Structure

WJEC GCSE History consists of four units. The combination of options selected for Units 1, 2 and 3 must include one medieval, one early modern and one modern unit.

In Unit 4, centres can choose to repeat a time period previously studied in Units 1, 2 or 3. **However, the topics chosen for study in Unit 4 must not replicate or overlap with the content of any of the other selected units.**

The qualification is unitised and does not contain tiering. There is no hierarchy to the order the units should be taught.

	<b>Unit title</b>	<b>Type of Assessment</b>	<b>Weighting</b>
<b>Unit 1</b>	An in-depth study on Welsh history	Written examination	30%
<b>Unit 2</b>	An in-depth study on European and/or World history	Non-examination assessment	20%
<b>Unit 3</b>	A study of a period in World history	Written examination	30%
<b>Unit 4</b>	A changing society	Non-examination assessment	20%

## Assessment

### Summary of Assessment

<b>Unit 3: A study of a period in world history</b> <b>Written examination: 1 hour</b> <b>30% of qualification</b>	<b>60 marks</b>
Learners will study one of the following six historical topics to undertake a breadth study of an extended historical period.	
<b>Medieval</b>	
3.1 The Vikings c. 750 – c.1066 3.2 The Crusades c. 1095 – c.1291	
<b>Early Modern</b>	
3.3 The Songhai Empire c. 1464 – c.1591 3.4 The Mughal Empire c. 1526 – c.1707	
<b>Modern</b>	
3.5 Russia and the Soviet Union c.1861 – c.1953 3.6 Changes in US society c.1880 – c.1980	
Each option will be assessed by compulsory questions. These will focus on historical knowledge of the topic, second order historical concepts and the analysis and evaluation of historical sources and interpretations.	

### Unit 3 Assessment objectives and weightings

AO1	Demonstrate knowledge and understanding of the features and characteristics of the period studied	10%
AO2	Apply knowledge and understanding to historical concepts such as cause and consequence, continuity and change, similarity and difference, and significance	10%
AO3	Analyse, evaluate, or make judgements on source material, historical interpretations and historical debates, synthesising these strands where appropriate	10%

## Overview of Unit 3: Option 3.5 Modern: Russia and the Soviet Union, c.1861–c.1953

### A study of a period in world history

(30% of the qualification)

The purpose of Unit 3 is to provide an overview of an extended historical period enabling learners to explore key concepts. The aim of this option is to develop a learner's understanding of how Russia and, later, the Soviet Union evolved across the period from c.1861 – c.1953.

Time period	Option 3.5	
Modern	3.5	Russia and the Soviet Union, c.1861–c.1953
	3.5.1	The rule and overthrow of Nicholas II
	3.5.2	The Bolshevik Revolution
	3.5.3	The rule of Lenin
	3.5.4	Stalin
	3.5.5	The Second World War and its aftermath

## Scheme of Learning Option 3.5 Modern: Russia and the Soviet Union, c.1861–c.1953

This scheme of learning is provided as an illustrative example. It is designed to offer structure and inspiration but allows for adaptation to meet the unique needs, preferences, and dynamics of individual classes. Teachers are encouraged to modify elements as needed to align with their students' abilities and learning goals.

**For each section of content in this unit, WJEC is also providing blended learning resources and knowledge organisers.**

These can be found on: <https://resources.wjec.co.uk/>

3.5 Background: Tsardom in the late-nineteenth century (Each option begins with a background section. These sections are intended to provide learners with necessary context in order to access the historical topic. Learners will not be directly assessed on the content of the background sections).				
Learners should be aware of:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>the geography, government and society of Russia at the end of the nineteenth century.</li> </ul>	<p>The position of the Russian Empire in relation to Eastern Europe.</p> <p>Absolutism and the role of the “Zemstvos”.</p> <p>Social classes and the social impact of industrialisation.</p>	<p><b>Activity:</b> Analyse the maps in the presentation to understand the position of the Russian Empire in relation to Eastern Europe.</p> <p>List the functions of the Zemstvos.</p> <p><b>Outcome:</b> Learners can demonstrate that they understand where Russia was in relation to the rest of Europe, the limited nature of the political system and that Russia was industrialising later than other European powers.</p>	<p><b>Presentation:</b> <a href="#">The Last Romanov: Nicholas II and the End of Imperial Russia (1894-1917)</a></p> <p><b>Video(s):</b> <a href="#">Simon Sebag Montefiore: Hope, chaos &amp; autocracy in Russia</a></p> <p><b>Website(s):</b> <a href="#">Zemstvo - Wikipedia</a></p> <p><a href="#">Russian industrialisation</a></p>	1.5 hours

		<p><b>Advanced activity:</b> Compare Russia's industrial development to other leading powers.</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about the significance of Russia's position as both a European and Asiatic power and the speed and extent of industrialisation.</p>		
<ul style="list-style-type: none"> <li>the reigns of Alexander II and Alexander III.</li> </ul>	<p>The reforms introduced under Alexander II and the impact of his assassination in 1881.</p> <p>Repression under Alexander III, 1881-1894.</p>	<p><b>Activity:</b> Timeline of Reforms and list the main revolutionary groups.</p> <p><b>Outcome:</b> Learners can demonstrate that they understand the limitations of how the Zemstvos worked and why the Emancipation of Serfs created problems and the nature of political repression.</p> <p><b>Advanced activity:</b> Identify the main revolutionary leaders and aims.</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about the extent and limitations of the powers of the Zemstvos and the importance of revolutionary groups.</p>	<p><b>Video(s):</b></p> <p><a href="#">13th March 1881: Assassination of Tsar Alexander II of Russia</a></p> <p><a href="#">Alexander II: History of Russia in 100 Minutes</a></p> <p><a href="#">Alexander III: History of Russia in 100 Minutes</a></p> <p><b>Article(s)</b></p> <p><a href="#">Alexander II (1818-1881)</a></p> <p><a href="#">Great Reforms (Russia)   Encyclopedia.com</a></p> <p><a href="#">Alexander III - History Learning Site</a></p>	1.5 hours

3.5.1 The rule and overthrow of Nicholas II				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>the nature of political, economic and social challenges during Nicholas's reign, including:           <ul style="list-style-type: none"> <li>the domestic background to the Russo-Japanese War, Bloody Sunday and the 1905 Revolution</li> <li>the extent and limitations of political, economic and social reform.</li> </ul> </li> </ul>	<p>The impact of political repression – industrialisation and the humiliation of defeat by Japan.</p> <p>The events and consequences of “Bloody Sunday”, especially on the traditional perception of the Tsar.</p> <p>The “October Manifesto” and its limited long-term impact.</p>	<p><b>Activity</b> Create a spider diagram showing the various problems facing the Tsar.</p> <p><b>Outcome:</b> Learners can demonstrate that they understand the nature and extent of the pressures and problems facing Nicholas II.</p> <p><b>Advanced activity</b> Compare and explain the successes and shortcomings of the policies of leading ministers such as Witte and Stolypin.</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about the significance of attempted reforms and the Chief Ministers who served the Tsar.</p>	<p><b>Website(s):</b>  <a href="#">Russia in Transition, 1905-1924</a>  <a href="#">Nicholas II (1868-1918)</a>  <a href="#">The October Manifesto and the Fundamental Laws - Attempts to strengthen Tsarism, 1905-1914 BBC Bitesize</a>  <a href="#">Reforms of Stolypin - Attempts to strengthen Tsarism, 1905-1914 - Higher History Revision - BBC Bitesize</a>  <b>Video(s):</b>  <a href="#">Nicholas II: History of Russia in 100 Minutes</a>  <a href="#">22nd January 1905: Bloody Sunday</a> </p>	2 hours

<ul style="list-style-type: none"> <li>• how the First World War contributed to the destruction of the Tsarist regime, including:           <ul style="list-style-type: none"> <li>• Nicholas's decision to take personal direction of the war and the influence of Rasputin over the Tsarina, Alexandra</li> <li>• the March [February] Revolution 1917 and the abdication of Nicholas.</li> </ul> </li> </ul>	<p>The military - social and economic problems facing Russia in going to war.</p> <p>The impact of Nicholas's personal limitations and the discontent on the "Home Front".</p> <p>The events that led to the abdication and the failure to secure a new Tsar.</p>	<p><b>Activity:</b> Construct a timeline showing how Russia's military problems developed during the war.</p> <p><b>Outcome:</b> Learners can demonstrate that they understand how Russia became involved in WWI, why the Russian army performed so poorly and why the situation on the Home Front became a problem.</p> <p><b>Advanced activity:</b> Assess the relative importance of the factors which led to the fall of the Tsar.</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about the significance of Nicholas's personal failings and the influence of the Tsarina.</p>	<p><b>Video(s):</b>  <a href="#">Grigori Rasputin Biography</a>  <a href="#">BBC Two - Bitesize: History, Russia's involvement in World War I</a>  <b>Website(s):</b>  <a href="#">Civil-Military Relations during World War I (Russian Empire)</a>  <a href="#">BBC - History - World Wars: War and Revolution in Russia 1914 - 1921</a>  <a href="#">Impact of World War One - February Revolution - Causes, events and effects - BBC Bitesize</a></p>	2 hours
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<ul style="list-style-type: none"> <li>• the impact of the First World War on Russia, including:           <ul style="list-style-type: none"> <li>• social and economic disintegration and shortages of basic necessities</li> <li>• the rise of the Petrograd Soviet and Lenin's return to Russia from exile.</li> </ul> </li> </ul>	<p>The ongoing problems of the Provisional Government.</p> <p>Trotsky and the power of the Petrograd Soviet.</p> <p>Lenin's "April Theses".</p>	<p><b>Activity:</b> Create a visual chart linking problems of the Provisional Government to their consequences.</p> <p>Work in groups to analyse the arguments in Lenin's Thesis and assess their radical nature.</p> <p><b>Outcome:</b> Learners can demonstrate that they understand why Russia faced defeat in 1917 and why the Provisional Government faced difficulty in stabilising the situation.</p> <p><b>Advanced activity:</b> Assess the significance of Lenin's "April Theses" in relation to the failings of the Provisional Government.</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about the decisions taken by the Provisional Government and the importance of Lenin's return.</p>	<p><b>Video(s):</b></p> <p><a href="#">The Return of Vladimir Lenin</a></p> <p><a href="#">Lenin's April Theses</a></p> <p><a href="#">1917 October Revolution</a></p> <p><b>Website(s):</b></p> <p><a href="#">Post-war Economies (Russian Empire)</a></p> <p><a href="#">The Provisional Government</a></p>	<p>2 hours</p>
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3.5.2 The Bolshevik Revolution				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>the key events of the 1917 Bolshevik Revolution, including:           <ul style="list-style-type: none"> <li>the July Days and the fall of the Provisional Government.</li> <li>the storming of the Winter Palace.</li> </ul> </li> </ul>	<p>The rising power of the Bolshevik Party after Lenin's return and Trotsky joining the Party.</p> <p>The impact of unrest and the "Kornilov Affair" in the collapse of the Provisional Government.</p> <p>The Bolshevik seizure of power.</p>	<p><b>Activity:</b> Construct a timeline of events from the abdication of Nicholas to the October Revolution.</p> <p><b>Outcome:</b> Learners can demonstrate that they understand how the Provisional Government fell and why the Bolsheviks rose in importance.</p> <p><b>Advanced activity:</b> Explain why the Bolsheviks were able to take power despite their relative lack of widespread support.</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about the significance of the Bolshevik seizure of power.</p>	<p><b>Website(s):</b>  <a href="#">October Revolution: Causes, events, effects - BBC Bitesize</a></p> <p><b>1917 – Seventeen Moments in Soviet History</b></p> <p><b>Video(s):</b>  <a href="#">How did the Bolsheviks Take Russia?</a></p>	2 hours

<ul style="list-style-type: none"> <li>• the course of the Civil War, including:           <ul style="list-style-type: none"> <li>• the weakness and divisions of the Whites and effects of foreign intervention</li> <li>• Trotsky's effectiveness as Commissar for War and reasons behind the communist victory.</li> </ul> </li> </ul>	<p>The reasons for the failure of early attempts to unseat the Bolshevik government.</p> <p>Trotsky's leadership of the Red Army and the weaknesses of its opponents.</p> <p>The execution of the Romanovs.</p>	<p><b>Activity:</b> Use the information in the supporting articles and videos to construct a table showing the strengths and weaknesses of the opposing forces.</p> <p><b>Outcome:</b> Learners can demonstrate that they understand how the Red Army won the war and why the Tsar and his family were executed.</p> <p><b>Advanced activity:</b> Explain the nature of the problems facing the Bolsheviks in relation to the Romanovs and how the decision to execute the entire family was eventually taken.</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about the relative importance of the factors that led to the execution of the Royal Family.</p>	<p><b>Video(s):</b></p> <p><a href="#">Brutal Execution of the Romanovs: History</a></p> <p><a href="#">The Russian Civil War: Every Other Day</a></p> <p><a href="#">Why the Reds WON the Russian Civil War against the Whites</a></p> <p><b>Article(s):</b></p> <p><a href="#">Leadership of the Reds - Reasons for the victory of the Reds in the Civil War - BBC Bitesize</a></p> <p><a href="#">Leadership of the Whites - Reasons for the victory of the Reds in the Civil War - BBC Bitesize</a></p> <p><a href="#">Impact of foreign intervention - Reasons for the victory of the Reds in the Civil War - BBC Bitesize</a></p>	<p>2 hours</p>
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<ul style="list-style-type: none"> <li>• pogroms during the 1917 Revolution including:           <ul style="list-style-type: none"> <li>• the background to, and treatment of, minority ethnic groups</li> <li>• anti-Semitic violence.</li> </ul> </li> </ul>	<p>The concept of “Enemies of the People” and its implications for national minorities.</p> <p>The deep roots of anti-Semitism in Russia and the conflict between official Bolshevik policy and grassroots hostility.</p>	<p><b>Activity:</b> Identify the main victims of the persecution and the nature of their suffering.</p> <p><b>Outcome:</b> Learners can demonstrate that they understand the scope and nature of persecution and the reasons why it happened.</p> <p><b>Advanced activity:</b> Analyse the conflicting pressures of pragmatism and ideology facing the Bolshevik hierarchy.</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about the ideas of the Bolshevik leadership compared to the mass of their followers.</p>	<p><b>Video(s):</b> <a href="#">The Russian Revolution and the Perception of the Jews</a></p> <p><b>Article(s):</b> <a href="#">Pogroms - Meaning, Russia &amp; Jewish   HISTORY</a></p> <p><b>Podcast(s):</b> <a href="#">A History of Hate - Pogroms: Anti-Semitism, Revolution and Civil War - BBC Sounds</a></p>	2 hours
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3.5.3 The rule of Lenin				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>the policy of War Communism, including:           <ul style="list-style-type: none"> <li>repression and requisitioning</li> <li>growing opposition to the system; the Tambov Rebellion.</li> </ul> </li> </ul>	<p>How War Communism operated and aided the war effort – the scope of its aims.</p> <p>The growth of resistance to the government's response.</p>	<p><b>Activities:</b> Learners will design a visual diagram or infographic to illustrate:</p> <ul style="list-style-type: none"> <li>The six principles of War Communism</li> <li>The reasons why these policies were implemented (e.g. the Civil War, Bolshevik goals of centralised control).</li> <li>The consequences of War Communism, including opposition from peasants (Tambov Rebellion), workers (strikes), and the Kronstadt Rebellion.</li> </ul> <p><b>Outcome:</b> Learners can demonstrate that they understand what War Communism involved and why it led to opposition.</p> <p><b>Advanced activity:</b> Identify specific issues and events and assess the government response – this could be completed individually or as a group task.</p>	<p><b>Video(s):</b> <a href="#">The Revolutionary Sailors of Kronstadt</a></p> <p><b>Website(s):</b> <a href="#">War Communism - History Learning Site</a> <a href="#">1921 – Seventeen Moments in Soviet History</a> <a href="#">Explaining Lenin's Policy of War Communism and the New Economic Policy – Explaining History</a></p> <p><a href="#">The Kronstadt Rebellion</a> <a href="#">Peasant uprisings</a></p>	2 hours

		<p><b>Advanced outcome:</b> Learners can draw conclusions about the importance of the nature of opposition and the significance of how Lenin and Trotsky responded.</p>		
<ul style="list-style-type: none"> <li>• the famine of 1921–1922, including:           <ul style="list-style-type: none"> <li>• drought, poor harvests and their death toll</li> <li>• the deteriorating economic and social situation and the end of War Communism.</li> </ul> </li> </ul>	<p>The nature of and reasons for increasing economic problems and their impact on the leadership.</p> <p>The reasons for the ending of War Communism.</p>	<p><b>Activity:</b> Learners create a timeline of key events and policies from 1917 to 1922, focusing on how War Communism policies contributed to economic problems like reduced agricultural output and food shortages.</p> <p><b>Outcome:</b> Learners can demonstrate that they understand the economic problems and how War Communism contributed to them.</p> <p><b>Advanced activity:</b> Assess the relative successes and failures of War Communism and its significance for the future.</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about the wider impact of War Communism and why it was abandoned.</p>	<p><b>Video(s):</b> <a href="#">Feeding an Adversary: The Great Famine</a></p> <p><b>Article(s):</b> <a href="#">The Great Famine of 1921</a></p> <p><a href="#">Explaining Lenin's Policy of War Communism and the New Economic Policy</a></p> <p><a href="#">War Communism: Lenin's Plan to Bolster the Red Army   History Hit</a></p>	2 hours

<ul style="list-style-type: none"> <li>• Lenin's New Economic Policy (NEP) including:           <ul style="list-style-type: none"> <li>• the aims and methods of the NEP</li> <li>• the extent of its success by 1925 and the reasons for its end.</li> </ul> </li> </ul>	<p>The ideas behind the NEP and how it worked in practice.</p> <p>The positive and negative impacts of the NEP.</p>	<p><b>Activity:</b> Construct a list of terms of the NEP showing the how different part of the economy were changed.</p> <p><b>Outcome:</b> Learners can demonstrate that they understand the NEP's main provisions and why it was controversial with some Bolsheviks.</p> <p><b>Advanced activity</b> Explain the negative and positive impacts of NEP and explain how Lenin justified the NEP.</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about the relative successes and failures of the NEP.</p>	<p><b>Video(s):</b>  <a href="#">21st March 1921: The New Economic Policy introduced by Vladimir Lenin</a></p> <p><b>Website(s):</b>  <a href="#">The New Economic Policy (NEP) - Alpha History</a>  <a href="#">Explaining Lenin's Policy of War Communism and the New Economic Policy - Explaining History</a></p>	2 hours
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3.5.4 Stalin				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>the rise of Stalin, including:           <ul style="list-style-type: none"> <li>Stalin's appointment as General Secretary and his use of that role</li> <li>Lenin's growing concerns about Stalin and his comments on Stalin in his Will.</li> </ul> </li> </ul>	<p>Stalin's abilities and his rise within the Party.</p> <p>The increasing tension between Lenin and Stalin and the impact of Lenin's "Will".</p>	<p><b>Activity:</b> Construct a timeline showing Stalin's career in the party up to Lenin's death.</p> <p><b>Outcome:</b> Learners can demonstrate that they understand why Stalin rose in the Party and why Lenin appointed him to an important position.</p> <p><b>Advanced activity</b> Explain why Lenin came to have concerns about Stalin and the nature of the warnings he made in his "Will".</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about the significance of Stalin's relationship with Lenin.</p>	<p><b>Video(s):</b> <a href="#">Stalin - BBC Bitesize</a></p> <p><a href="#">Joseph Stalin: Dictator</a></p> <p><a href="#">1924 – Seventeen Moments in Soviet History</a></p> <p><b>Website(s):</b> <a href="#">From Total Obscurity to Infamous Dictator: Why Stalin Was More Clever and Cunning Than You Think   The York Historian</a></p> <p><a href="#">Excerpts from Lenin's political testament (1922)</a></p> <p><a href="#">Lenin's Testament — a summary. In December 1922, while recovering from...   by History In An Hour   Medium</a></p> <p><a href="#">How Joseph Stalin became the leader of the Soviet Union - DailyHistory.org</a></p>	2 hours

<ul style="list-style-type: none"> <li>• the removal of Trotsky and Stalin's rivals from the Politburo, including:           <ul style="list-style-type: none"> <li>• the reduction of Politburo's powers</li> <li>• Stalin's defeat of the Left Opposition.</li> </ul> </li> </ul>	<p>The reasons for Stalin's increasing power despite Lenin's "Will".</p> <p>The methods Stalin employed to marginalize Trotsky and eliminate opposition.</p> <p>The concept of "Socialism in One Country".</p>	<p><b>Activity:</b> Describe the differing personalities and qualities of Stalin and Trotsky and show how this impacted on the outcome of the power struggle.</p> <p><b>Outcome:</b> Learners can demonstrate that they understand how Stalin overcame the impact of Lenin's Will and why Trotsky failed to counter Stalin's growing power.</p> <p><b>Advanced activity:</b> Compare and contrast the differing approaches to building socialism.</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about the significance of "Socialism in One Country" as compared to "Permanent Revolution".</p>	<p><b>Video(s):</b>  <a href="#">Trotsky vs. Stalin: The Struggle for Lenin's Succession (1924-1929)</a></p> <p><b>Website(s):</b>  <a href="#">History: From One Student to Another - How did Stalin consolidate his power between 1922 and 1929?</a></p> <p><a href="#">The Struggle for Power: Stalin against Trotsky, 1921-1927   Between The World Wars - Big Site of History</a></p> <p><a href="#">Stalin vs Trotsky: The Soviet Union at a Crossroads</a></p>	2 hours
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<ul style="list-style-type: none"> <li>• life under Stalin, including:           <ul style="list-style-type: none"> <li>• the programme of Collectivism, the Five-Year Plans, the purges</li> <li>• Stalin's use of persuasion and coercion.</li> </ul> </li> </ul>	<p>The reasons for Stalin's drive for modernisation in industry and agriculture.</p> <p>The impact of the totalitarian regime and Stalin's purges on the armed forces - the Party and ordinary people.</p> <p>Stalin's style and quality of leadership.</p>	<p><b>Activity:</b> List the methods used in the policies of Collectivisation and the Five-Year Plans and explain why Stalin adopted these policies and purges.</p> <p><b>Outcome:</b> Learners can demonstrate that they understand the aims and methods of Stalin's drive for modernisation.</p> <p><b>Advanced activity:</b> Construct a chart showing the relative successes and failures of these policies, assess the significance of the purges and Stalin's personal direction of them.</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about the outcomes of these policies.</p>	<p><b>Website(s):</b></p> <p><a href="#">Collectivization - Britannica Money</a></p> <p><a href="#">1929 – Seventeen Moments in Soviet History</a></p> <p><a href="#">1934 – Seventeen Moments in Soviet History</a></p> <p><a href="#">1936 – Seventeen Moments in Soviet History</a></p> <p><a href="#">The impact and legacy of Russian collectivisation - History Skills</a></p>	<p>3 hours</p>
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3.5.5 The Second World War and its aftermath				
Learners should understand:	Knowledge	Activities and Outcomes	Resources	Suggested timing (hours)
<ul style="list-style-type: none"> <li>the relationship between Germany and the Soviet Union including:           <ul style="list-style-type: none"> <li>the Nazi–Soviet Pact</li> <li>Operation Barbarossa and the invasion of the Soviet Union.</li> </ul> </li> </ul>	<p>The Treaty of Rapallo 1922 and its impact.</p> <p>The impact of Hitler's accession to power in Germany on the Soviet Union.</p> <p>The reasons for the 1939 Nazi-Soviet Pact and the consequences of Stalin's adherence to it until the invasion in 1941.</p>	<p><b>Activity:</b> List the terms showing the concessions and undertakings on both sides and comment on why Stalin agreed to the Nazi-Soviet Pact.</p> <p><b>Outcome:</b> Learners can demonstrate that they understand the terms and implications of the 1939 Nazi-Soviet Pact.</p> <p><b>Advanced activity:</b> Explain why Stalin maintained the Nazi-Soviet Pact despite evidence of German intentions and the impact of the terms on the war on the Eastern Front.</p> <p><b>Advanced outcome:</b> Learners assess the longer-term significance of the terms of the Nazi-Soviet Pact.</p>	<p><b>Map(s):</b>  <a href="#">Eastern Europe after the German-Soviet Pact, 1939-1940 - Holocaust Encyclopedia</a></p> <p><b>Video(s):</b>  <a href="#">Operation Barbarossa: Germany's invasion of the Soviet Union - Britannica</a></p> <p><b>Website(s):</b>  <a href="#">1943 – Seventeen Moments in Soviet History</a></p>	2 hours

<ul style="list-style-type: none"> <li>• the defeat of the German army including:           <ul style="list-style-type: none"> <li>• strategic failures in the German conduct of the war on the Russian front</li> <li>• Leningrad, Stalingrad, and the retreat of the German army.</li> </ul> </li> </ul>	<p>The extent of initial defeats suffered by the Soviet forces.</p> <p>Allied support and Hitler's strategic mistakes.</p> <p>The successful defence of the key cities and the advance of the Soviet army across eastern Europe.</p>	<p><b>Activity:</b> Explain how the Allies aided the Soviet Union to survive the German Army's invasion.</p> <p><b>Outcome:</b> Learners can demonstrate that they understand the initial impact of the German attack and why the Russian army was able to recover.</p> <p><b>Advanced activity:</b> Assess and explain the relative importance of Soviet successes as opposed to German failures.</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about the outcome of the war on the Eastern Front.</p>	<p><b>Video(s):</b>  <a href="#">Battle of Stalingrad</a>,  <a href="#">Eastern Front, World War II - Britannica</a></p> <p><b>Website(s):</b>  <a href="#">Why Did Operation Barbarossa Fail - WW2 1941</a>  <a href="#">History Through the Viewfinder   The National WWII Museum   New Orleans</a>  <a href="#">German Defeat at Stalingrad   Holocaust Encyclopedia</a>  <a href="#">Hitler's Greatest Mistake: Invading Russia   The National Interest</a></p>	<p>2 hours</p>
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<ul style="list-style-type: none"> <li>• post-war reconstruction, including:           <ul style="list-style-type: none"> <li>• the refusal of Marshall Aid and the requisition of German industrial and natural resources</li> <li>• the imposition of communist regimes in eastern Europe, and the Warsaw Pact.</li> </ul> </li> </ul>	<p>The impact of the Soviet victory on the Eastern Front.</p> <p>Growing tension between the Soviet Union and its former allies.</p> <p>The setting up of the Soviet bloc, the “Iron Curtain – the problem of divided Berlin – NATO and the Warsaw Pact.</p>	<p><b>Activity:</b> Identify which areas were absorbed into the Soviet Union:</p> <ul style="list-style-type: none"> <li>• a) with the agreement of USA/UK</li> <li>• b) without the agreement of USA/UK, and list those other countries forced to adopt communist regimes.</li> </ul> <p><b>Outcome:</b> Learners can demonstrate that they understand how the Soviet army occupied eastern Europe and why relations with their former allies broke down.</p> <p><b>Advanced activity:</b> Assess the relative importance of the imposition of Communist regimes in eastern Europe and other factors in the onset and development of the Cold War.</p> <p><b>Advanced outcome:</b> Learners can draw conclusions about the post-war hostility.</p>	<p><b>Video(s):</b>  <a href="#">Berlin Airlift: How ‘Candy Bombers’ Saved West Berlin - Britannica</a></p> <p><b>Website(s):</b>  <a href="#">1947 – Seventeen Moments in Soviet History</a>  <a href="#">Reactions to Soviet Expansion - The Cold War origins 1941-56 BBC Bitesize</a>  <a href="#">The Marshall Plan: Definition, Date &amp; Cold War - HISTORY</a>  <a href="#">Understanding the Iron Curtain: A Historical Overview of Divisions - Total Military Insight</a></p>	<p>2 hours</p>
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## Learning Experiences

Learners should be encouraged to consider the following learning experiences and skills to further develop their understanding, appreciation and awareness of the subject content. Information in the table below provides opportunities for teachers to integrate the learning experiences into delivery.

Learning Experience	Exemplification of Learning Experience
participate in educational visits in person or digitally	<p>An exhibition by the Tate Modern:  <b>Red Star Over Russia</b>  A revolution in visual culture 1905–55 covering a visual history of Russia and the Soviet Union from 1905 to the death of Stalin:  <a href="#">Red Star Over Russia   Tate Modern</a></p> <p>An archive of digitalised media:  <a href="#">Find an object   Imperial War Museums</a></p>
develop empathy, tolerance, compassion and curiosity through studying different historical contexts	Guide learners through the terrible experiences of ordinary people, for example, during the Civil War and deliberate famines, such as Ukraine in 1930s.
engage in collaborative working	<p>Group tasks suggested in the Scheme of Work demonstrate a number of opportunities to engage in collaborative working when studying this unit.</p> <p>Opportunities for this learning experience can be found in:</p> <ul style="list-style-type: none"> <li>• 3.5.3 The activity on opposition to War Communism could be done in groups depending on availability of advanced learners to facilitate.</li> <li>• 3.5.4 The activity on Stalin's drive for modernisation in 1930s could be done with smaller groups taking different aspects.</li> </ul>

## Opportunities for embedding elements of the Curriculum for Wales

### Option 3.5 Modern: Russia and the Soviet Union, c.1861 – c.1953

Curriculum for Wales Strands	
	Cross-cutting Themes
Local, National & International Contexts	<p><b>Unit 3</b> provides centres with six different historical topics relating to world history. The optional topics provide opportunities to enhance learners' understanding of the world and the diverse experiences of its peoples. Options allow for the study of marginalised regions of the world, the histories of dispossessed peoples and forgotten empires, especially of the global South.</p> <p>Option 3.5 Russia and the Soviet Union, c.1861 – c.1953 allows centres and learners to explore early modern history within Northern Europe and Western Asia. Learners can understand the impact of war and economic dislocation and how ordinary people suffer in conflicts. The unit offers understanding of the nature of political power and its abuse as well as showing how ideologies impact on society and the positive and negative nature of their effects</p>
Human Rights Education and Diversity	The unit offers learners the opportunity to consider the nature of basic human rights in the context of an Imperialist and autocratic system of government and in a governmental system based on rigid ideological principles of a totalitarian nature. There is also scope to learn about anti-Semitic discrimination and persecution as well as the persecution of national minorities.

### Cross-curricular Skills – Literacy

There are many opportunities to include literacy in GCSE History. These opportunities include the analysis of source material, extended writing opportunities, vocabulary development, debating and discussion. These opportunities are important to learners because they will develop cross-curricular skills which underpin the four purposes of the Curriculum for Wales, as well as communication skills which can be used across subjects and prepare them for future education or employment.

Below are some examples of how literacy can be embedded into teaching and learning for GCSE History.

	<p>Learners will have the opportunity to assess the accuracy and reliability of source material and share views through discussion and verbal questioning techniques when being taught the specification content.</p>
Listening	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Learners are encouraged to debate and respond to the views of others.</li> <li>• Learners will have opportunities to listen to podcasts and recordings in order to develop their vocabulary and listening skills.</li> <li>• Use of oral history and interviews develop listening skills and the ability to respond to others appropriately.</li> <li>• Learners have the opportunity to share and respond to peer presentations.</li> </ul>
Reading	<p>Learners will have the opportunity to read contemporary source material as well as a variety of historical interpretations, before critically evaluating the sources, analysing their content, and comparing and contrasting sources focusing on the interpretation they give on events.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Learners can use a range of reading techniques such as skimming and scanning or reading for a purpose.</li> <li>• Reading extracts from a wide range of sources such as speeches, articles, diary extracts, historians and newspapers.</li> <li>• Comparing and contrasting the content of historical sources.</li> <li>• Assessing the reliability and accuracy of the text to develop the skill of critical reading.</li> </ul>

	Learners will have the opportunity to develop their understanding of viewpoints and content through debate, discussion, presentations and group work.
Speaking	<p><b>Examples</b></p> <ul style="list-style-type: none"><li>• Debating the most important reason why an event happened.</li><li>• Asking questions for clarification and development of understanding.</li><li>• Learners can develop speaking skills through group and pair work.</li></ul>
	Learners will have the opportunity to use a range of subject-specific vocabulary, idiomatic language and be able to present their work digitally. They will also have opportunities to reflect on the structure and content of their writing.
Writing	<p><b>Examples</b></p> <ul style="list-style-type: none"><li>• Role modelling of answers through teacher, peer and self-assessment activities.</li><li>• Learners have the opportunity to use a wide range of writing styles such as formal, informal and first person.</li></ul>

### Cross-curricular Skills – Numeracy

There are many opportunities to include numeracy in GCSE History, for example analysing population change, interpreting statistics in primary and secondary sources, analysing graphs and timelines and engaging with concepts such as chronological awareness. These opportunities are important to learners because it allows them to contextualise events and quantify change. Learners can draw evidence-based conclusions based on statistics and numerical data.

Below are some examples of how numeracy can be embedded into teaching and learning for GCSE History.

<p>Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world</p>	<p>Learners will have opportunities to analyse maps in order to understand the growth and development of empires or the geographical representation of wars.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Learners can analyse maps, structures and artifacts.</li> <li>• Learners can then analyse land division and urban planning.</li> <li>• There are opportunities to analyse military strategies and fortifications.</li> </ul>
<p>Learning that statistics represent data, and that probability models chance, help us make informed inferences and decisions</p>	<p>Learners will have the opportunities to examine or interpret data and graphs through source analysis.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Learners can analyse data to draw conclusions on statistics such as population growth, costs and land expansion.</li> <li>• Secondary material such as graphs and charts can be interpreted.</li> <li>• There are opportunities for learners to create their own numerical representations of data gathered.</li> </ul>

### Cross-curricular Skills – Digital Competence

There are many opportunities to include digital competence in GCSE History. Learners can make use of digital technology to access a broad range of historical sources and to undertake research of a historical topic. Learners will also have the opportunity to develop their digital skills in preparing and completing their non-examination assessments. These opportunities will allow learners to develop cross-curricular skills which underpin the four purposes of the curriculum, as well as allowing further access to historical information while fostering current and future critical thinking and ethical awareness.

Below are some examples of how digital competence can be embedded into teaching and learning for GCSE History.

	Learners will develop an understanding of the importance of attributions, including the use of resources in digital formats such as e-books and online articles. Learners will be required to address attributions when analysing items for their historical enquiry and to think critically about the authors of digital evidence.
Citizenship	<p><b>Example</b></p> <p>Learners should be made aware of copyright and plagiarism when looking at historical evidence and when developing and presenting their own arguments in relation to a topic.</p>
Interacting and Collaborating	<p>Learners can work collaboratively (digitally) on tasks in preparation for the exam. These could include peer assessment, responding to teacher feedback or work creation.</p> <p><b>Example</b></p> <p>In groups, learners could research and present a topic to introduce an area of study.</p>
Producing	<p>Learners have opportunities to research a variety of sources digitally.</p> <p><b>Example</b></p> <ul style="list-style-type: none"> <li>• Use of national and international archives to find source materials that link to the area of study.</li> </ul>

Integral Skills	
Creativity and Innovation	<p>There are many opportunities to include creativity and innovation in GCSE History. These opportunities are important to learners to become more engaged in lessons and enjoy learning through stimulating tasks. Deeper understanding is developed through the encouragement for learners to take an active role in their learning.</p>
	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Learners will demonstrate creativity when developing responses, expressing their opinions about relevant historical issues and critically evaluating sources and evidence within assessments.</li> <li>• Learners have opportunities to be creative and innovative when presenting information and findings.</li> </ul>
Critical Thinking and Problem Solving	<p>There are many opportunities to include critical thinking and problem solving in GCSE History. These opportunities are important to learners because they develop the ability to think analytically, and to collect, reflect and critically evaluate evidence in order to make informed judgements on a range of topics. This skill can be applied to real-life scenarios.</p>
	<p><b>Examples</b></p> <ul style="list-style-type: none"> <li>• Learners will have opportunities to ask meaningful questions of source material and historical interpretations, as well as to evaluate them as part of their process of developing relevant critical arguments.</li> <li>• Learners will develop their ability to see issues from multiple viewpoints.</li> <li>• Studying continuity and change over time allows learners to develop their problem-solving skills that can be applied in their future lives.</li> <li>• Learners will evaluate sources and historical interpretations in terms of reliability, bias and purpose.</li> <li>• Critical thinking and problem solving encourages independent learning and promotes the ability to come to reasoned and informed decisions in other aspects of life such as further education or work.</li> </ul>

Planning and Organisation	<p>There are many opportunities to include planning and organisation in GCSE History. These opportunities are important to learners because these integral skills allow learners to engage with the past, analyse information and communicate their findings which allow Learners to enhance their academic understanding and prepare them to apply historical knowledge in modern contexts.</p> <p>Below are some examples of how Planning and Organisation can be embedded into teaching and learning of GCSE History.</p> <p><b>Example</b></p> <ul style="list-style-type: none"><li>Learners will have opportunities to plan and then complete their response to an enquiry question.</li></ul>
Personal Effectiveness	<p>There are many opportunities to include personal effectiveness in GCSE History. These opportunities are important to learners because it develops resilience and the ability to work effectively. This helps to develop learners' time management skills and the ability to prioritise tasks, enhancing learners' ability to become adaptable individuals.</p> <p><b>Examples</b></p> <ul style="list-style-type: none"><li>Learning about potentially sensitive topics will allow learners to develop their emotional intelligence and historical awareness.</li><li>Opportunities for peer, self and teacher assessment encourage learners to develop effective strategies to improve their work.</li><li>Collaborating on a research task or presentation.</li><li>Developing resilience through the revision and remodelling of answers.</li><li>There are opportunities for learners to express their opinions about relevant historical issues, contemporary source materials and historical interpretations.</li></ul>

## Glossary for Option 3.5 Russia and Soviet Union, c.1861 – c.1953

Term	Definition
Autocracy	A system of government in which all power is held by a single individual.
Bolshevik	Russian for “minority” denoting the smaller of the two groups that emerged following the split in the Russian Social Democratic Labour Party in 1903.
Imperialism	A term used to describe the domination of one nation over one or more other nations which are unable to resist the stronger nation. Domination may take the form not only of political control but also cultural – religious – linguistic subjugation – see “Russification” below.
Marxism	A system of political, economic and social organisation in which all forms of private ownership are abolished and all property along with all means of production and distribution (industrial and agricultural) all held in common by all the people.
Menshevik	Russian for “majority” denoting the larger of the two groups that emerged following the split in the Russian Social Democratic Labour Party in 1903.
Russification	A policy of cultural assimilation in which non-Russians under Russian imperial domination gave up - either voluntarily or under compulsion - their own language and cultural traditions in favour of the Russian language and culture. This policy was adopted both in Imperial Russia and the Soviet Union.
Totalitarian	A system in which all aspects of life – political, social and economic are controlled by strict ideological principles through a single political party with no opposing political parties permitted. The precise nature of the ideological principles may vary from country to country.
War Communism	An economic and political system implemented by the Bolsheviks during the Russian Civil War (1918–1921) to maintain control and sustain the Red Army's war effort.
Zemstvos	Local government institutions established in the Russian Empire in 1864 as part of Alexander II's Great Reforms. They were designed to provide limited self-governance at the district and provincial levels, particularly in rural areas, and aimed to address local administrative and economic issues.