Year: 9
Subject: History
Topic/Unit: Why did the Russian Revolution lead to a lasting fear of Communism?
When: Autumn Half Term 2

Huntington School
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Overview: This unit of work explores the origins and impact of communist ideology, beginning with the radical philosophy of **Karl Marx** and concluding with the transformation of the Soviet Union under **Joseph Stalin**. Students will investigate how the grievances of the industrial era inspired a movement that dismantled the **Romanov dynasty** and reshaped the global political landscape.

Why this? Why now? The Russian Revolution was a defining event of the 20th century, sparking decades of international tension during the **Cold War**. By studying these events now, students gain the necessary context to understand future units of work around World War II and the outbreak of the Cold War.

Building on...building to: This unit builds upon prior knowledge of the **Industrial Revolution** and the **Chartist movement**. It serves as a foundation for future studies regarding the rise of **Fascism** in Germany and the complexities of international relations in the late 20th century.

Sequence summary:

1. **Marxist Theory:** Understanding the divide between the **capitalist class** and the **working class**.
2. **Pre-Revolutionary Russia Part 1:** Using **Sergei Prokudin-Gorsky's** photography to evaluate how the Russian Empire was portrayed before its collapse.
3. **Pre-Revolutionary Russia Part 2:** Using **Sergei Prokudin-Gorsky's** photography to evaluate how the Russian Empire was portrayed before its collapse.
4. **1917 Revolutions:** Comparing the **February Revolution** (the Tsar's abdication) with the **October Revolution** (the Bolshevik seizure of power). **The Civil War and Lenin:** Examining the conflict between **Reds and Whites** and the subsequent **New Economic Policy**.
5. **After the Revolution: Stalinism:** Investigating the **Great Purges**, the **Gulag** system, and the human cost of rapid industrialisation.

Key Vocabulary:

- **Proletariat (Working Class), Bourgeoisie (Capitalist Class), Abdicate, Bolshevik, Soviet, Propaganda**

Assessments: Students will complete regular **whiteboard quizzes** to recall key historical figures and dates. This unit will be assessed during History Assessment 2.

Able and interested: Advanced learners could analyse how Stalin used photo censorship to erase enemies from history. They may also compare Marx's radicalism with the more moderate reform efforts of the British **Chartists**.

Inclusion, Personal Development and Wider Skills: This unit promotes **media literacy** by teaching students to question the motives behind historical sources and propaganda. Discussions regarding the fair distribution of wealth and the ethics of industrialisation encourage empathy and critical thinking about social justice.