

Welcome to A Level History!

How might this picture relate to an understanding of History?

Learning objectives:

- Know the course outline
- Understand the term **interpretation** and key course concepts
- Be able to **evaluate** interpretations of historians.



How do you eat a chocolate cake?

One bite at a time!

A Level History is a marathon, not a sprint.

Cramming with facts and dates last minute will not suffice here!

Consolidation booklets, tick-lists, knowledge tests etc will all be used to help you keep on top of your revision.



Develop your study skills



1. Good organisation of material:

- Subject specific **files**. If you need folders, we have loads!
- Organised concise notes.
- Cross-reference and footnote.

2. Take efficient notes:

- Don't copy shedloads from the internet
- Make sure your notes have a **focus**
- Don't make notes on something you don't understand- ask your teacher/peers first.
- Read the page/article first, **then** take notes.
- Double digest. Use the **Cornell method**.

The Tudors, 1485-1603: Miss Carew

Revolution and Russia, 1917–1953 Mr Jacks

NEA Coursework: Miss Carew

Component 1: Breadth study	+	Component 2: Depth study	+	Component 3: Historical investigation
What's assessed The study of significant historical developments over a period of around 100 years and associated interpretations.		What's assessed The study in depth of a period of major historical change or development and associated primary evidence.		What's assessed A personal study based on a topic of student's choice. This should take the form of a question in the context of approximately 100 years. It must not duplicate the content of options chosen for Components 1 and 2.
Assessed <ul style="list-style-type: none">written exam: 2 hours 30 minutesthree questions (one compulsory)80 marks40% of A-level		Assessed <ul style="list-style-type: none">written exam: 2 hours 30 minutesthree questions (one compulsory)80 marks40% of A-level		Assessed <ul style="list-style-type: none">3,000–3,500 words40 marks20% of A-levelmarked by teachersmoderated by AQA
Questions <ul style="list-style-type: none">two sectionsSection A – one compulsory question linked to historical interpretations (30 marks)Section B – two from three essays (2 x 25 marks)		Questions <ul style="list-style-type: none">two sectionsSection A – one compulsory question linked to primary sources or sources contemporary to the period (30 marks)Section B – two from three essays (2 x 25 marks)		

The Tudors, 1485–1603:

Arguably the most famous dynasty in history, the Tudors were certainly a force to be reckoned with! This theme focuses on the aims, trials and tribulations of each Tudor monarch.



The Tudors, 1485–1603:

This option allows students to study, in breadth, issues of change, continuity, cause and consequence in this period through the following key questions:

- How effectively did the Tudors restore and develop the powers of the monarchy?
- In what ways and how effectively was England governed during this period?
- How did relations with foreign powers change and how was the succession secured?
- How did English society and economy change and with what effects?
- How far did intellectual and religious ideas change and develop and with what effects?
- How important was the role of key individuals and groups and how were they affected by developments?



Revolution and dictatorship: Russia, 1917–1953

Arguably the most famous revolution in history! In opposition to our Tudors unit, this topic focuses on the toppling of a royal dynasty, the introduction of a republic and a political shift to communism.



Revolution and dictatorship: Russia, 1917–1953

This option provides for the depth study of the coming and practice of communism in Russia. It explores concepts such as Marxism, communism, Leninism, and Stalinism, ideological control, and dictatorship.

It also enables students to consider issues of political authority, the power of individuals and the inter-relationship of governmental and economic and social change.

This topic explores concepts and ideas such as American identity at home and abroad, anti-communism, social equality, ethnic identities and federal versus states' rights. It also encourages students to reflect on the nature of democracy in a pluralist society, political protest and the power of the media. For example:



Coursework- you decide: This is your chance to immerse yourself into your favourite period of time. All students will conduct independent research to complete a 3000–4000 word essay on a topic of their choice, which may arise out of content studied elsewhere in the course. This is completed in lesson time and counts for 20% of your A Level.

Previous chosen topics include:

- *The French Revolution*
- *The American Civil War*
- *The Wars of the Roses*
 - *The Crusades*
- *Development of the Feminist Movement*
 - *The impact of the tobacco industry*
- *British Black History and the Georgian Slave Trade*
 - *The Vietnam War*

Lesson 1: What is History really all about?

Big picture: Why is History important?

As you progress through this lesson, make notes for each inquiry point on paper or typed, then email to scarew@coombedean.co.uk



Watch the [clip](#) and note down as many reasons as you can to study History.

Where does the word History come from?

Greek word “historia” meaning to find out, an inquiry.

Where might you see the word inquiry?

How might the jobs of a historian and a detective be similar?



What does this suggest about History?

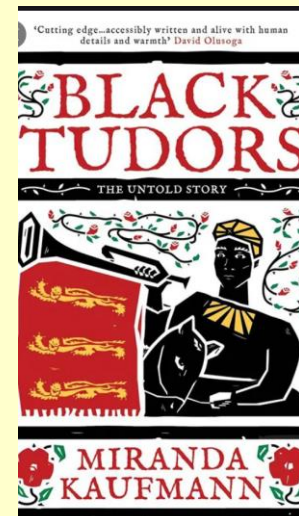
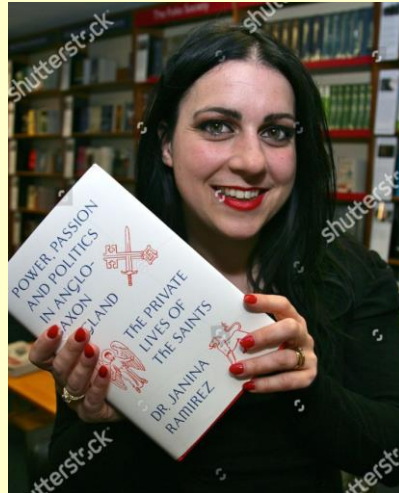
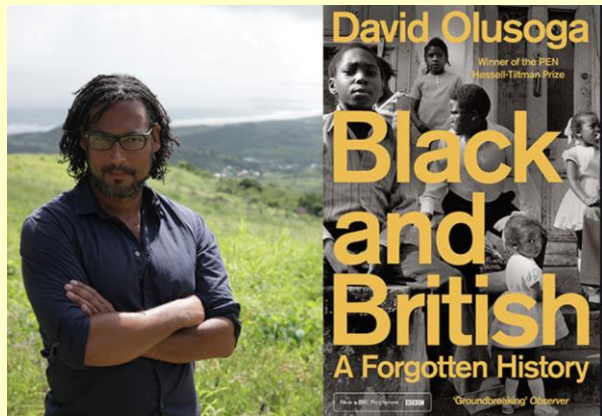
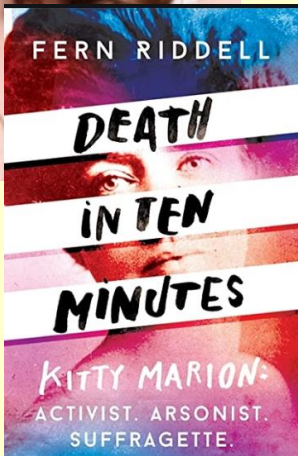
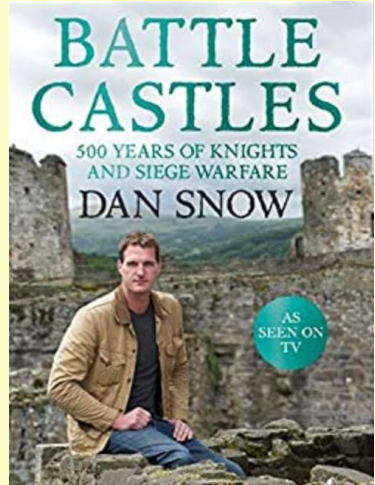
- History is an act - it's a verb.
- History is ongoing - it's active.
- Our understanding of history changes as historians carry out inquiries.
- We can have judgements about history based on the evidence we find.
- Your view of History is dependent on who you are and the evidence you look at.
- History is not dead.
- Each lesson is a part of a bigger question that allows us to piece together a jigsaw.

What is a historian?

Discuss: (write your response)

- What is a historian?
- What does a historian look like?
- What does a historian do all day?

What is a historian?



What does a historian do?

Case study: Hallie Rubenhold

- Born in LA, studied History in Massachusetts then Leeds.
- Completed years of research into women's lives and 18th and 19th social history.
- Began researching a very familiar story...



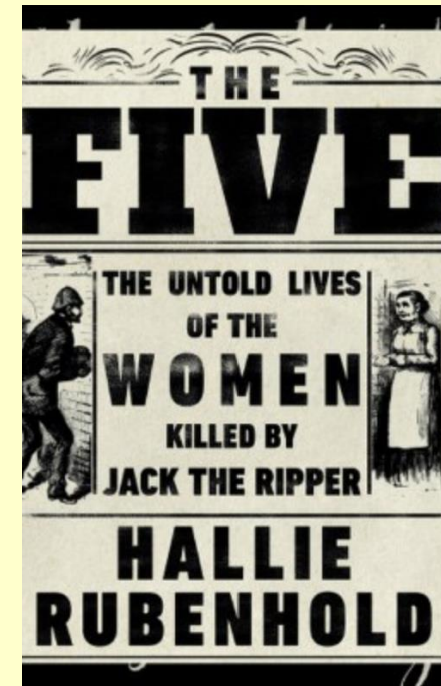
“Polly, Annie, Elizabeth, Catherine and Mary-Jane are famous for the same thing, though they never met. They came from Fleet Street, Knightsbridge, Wolverhampton, Sweden and Wales. They wrote ballads, ran coffee houses, lived on country estates, they breathed ink-dust from printing presses and escaped people-traffickers.

What they had in common was the year of their murders: 1888.

Their murderer was never identified, but the name created for him by the press has become far more famous than any of these five women.

Now, in this devastating narrative of five lives, historian Hallie Rubenhold finally sets the record straight, and gives these women back their stories.”

- The book is now a bestseller.



What skills did Hallie Rubenhold need, to be able to write 'The Five'?

You are now going to have a go at a small piece of research just like Hallie and all the other historians do all the time.

You are going to inquire into history and uncover some footprints from the past.

23 Sept. 1888.

Dear Boss.

I keep on hearing the police have caught me but they wont fix me just yet. I have laughed when they look so close and talk about being on the right track. That joke about Leather Apron gave me real fits. I am down on whores and I shant quit ripping them till I do get buckled. Grand work the last job was. I gave the lady no time to squeal. How can they catch me I love my work and want to do again. You will soon hear of me with my funny little games. I saved some of the proper red stuff in a gingerbeer bottle over the last job to write with but it went thick like glue and I cant use it. Red ink is fit enough I hope ha ha. The next job I do I shall clip the lady's ears off and send to the

police officers just for jolly wouldnt you. Keep this letter back till I do a bit more work then give it out straight. My knife is so nice and sharp I want to get to work right away if I get a chance. Good luck!

yours truly

Jack the Ripper

Dont mind me giving the tradesname

Content- What observations can you make about this source?

25 Sept 1888

Dear Boss,

I keep on hearing the police have caught me but they wont fix me just yet. I have laughed when they look so clever and talk about being on the right track. That joke about Leather Apron gave me real fits. I am down on whores and I shant quit ripping them till I do get buckled. Grand work the last job was. I gave the lady no time to squeal. How can they catch me now. I love my work and want to start again. You will soon hear of me with my funny little games. I saved some of the proper red stuff in a ginger beer bottle over the last job to write with but it went thick like glue and I cant use it. Red ink is fit enough I hope ha. ha. The next job I do I shall clip the ladys ears off and send to the police officers just for jolly wouldn't you. Keep this letter back till I do a bit more work, then give it out straight. My knife's so nice and sharp I want to get to work right away if I get a chance. Good Luck.

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PS Wasnt good enough to post this before I got all the red ink off my hands curse it No luck yet. They say I'm a doctor now. ha ha

Look at the source (piece of evidence) you have been given.

- **Content-** Now you have been given a translation of the source, what further observations can you make?
- **Comment-** What does this source suggest about the police case?
- **Context-** Write down 3 further questions you have.

Look again at the footprints photo. What is History really all about?

In a paragraph, explain what history is all about, and what history means to you using the information from today's lesson. You may wish to comment on:

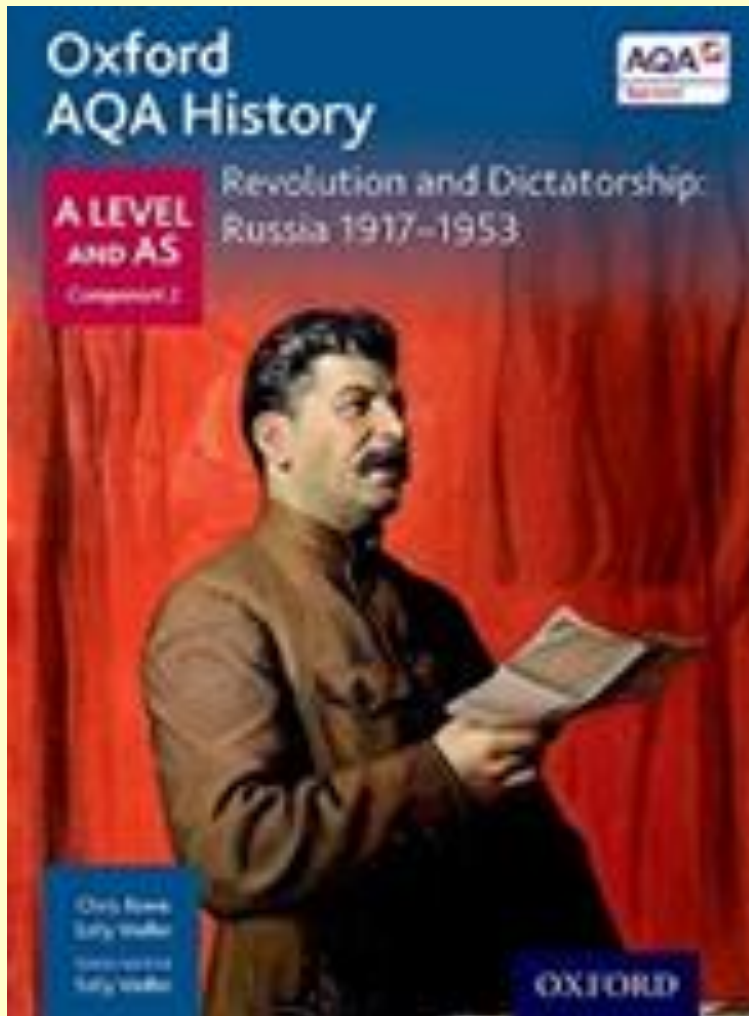
- The **etymology** of history
- A historian's job
- Research
- Questions
- People's footprints from the past



Summer transition work: **suitability**

1. Complete the Seneca courses- see your info sheet.
2. Using the timeline for **each topic**, research **each** event and create your own timeline with a **detailed description of each event**.
3. To be accepted onto the History course, you **MUST** complete these tasks **before the summer holidays** and **email to Miss Carew by the 14th July**: scarew@coombedean.co.uk

Textbooks- You will be asked to buy your own textbooks in September. If you know you are **definitely** doing this course, then you can buy them over the summer. Ebay/Amazon second hand is great, you don't need to buy them new.



**Oxford
AQA
History for
A Level:**

**Revolution
and
Dictatorshi
p: Russia
1917-1953**



**AQA A-level
History:**

**The Tudors:
England
1485-1603**