

# TCOLC Sixth Form

Yr11 – 12 Transition Activities

Subject: History



THE CITY OF LEICESTER COLLEGE

# What is History?

## General Course Information

History is all about people, their actions and the resulting changes. It asks why something happened, and requires students to provide an answer using facts. It considers a wide range of topics that address political, social and economic changes, and prompts students to reflect on and make comparisons between the past and the present.

History can help you, through understanding the past, to make better decisions and choices in the future – not just about your own life, but also about the future of your local community, your country and the world.

## How is the course assessed?

The course is taught by very experienced teachers. In lessons you will undertake inquiry work, analyse a range of information, discuss and debate key questions, and work on small projects. You will use a wide range of materials from books to music. You will develop good writing skills for essays and coursework. You might attend special History conferences and meet historians who will help you to understand the latest research on the topics you are studying.

In the **AQA History A-Level** you will study two topics concurrently for the two years of the course – a breadth study and a depth study.

- At the end of Year 13 you will sit **two examination papers** – one for each of the topics. Each exam is worth 40% of the A-Level.
- You will also complete a **personal study** (coursework), which is worth 20%.

## Who's it for?

An interest in History and current affairs is a good starting point! You should enjoy reading and analysing information, discussion with others, and writing. Historians never accept information at face value. Your reading, note-taking and essay writing require a critical approach and a questioning mind. The former Russian leader, Nikita Khrushchev, said, "**Historians are dangerous people as they are capable of upsetting everything.**" Check newspapers and current affairs reports and you will find historians uncovering 'truths' about the past that can be upsetting, even scandalous. History will help you to understand why it has been so hard to make peace in Northern Ireland; why people think the House of Lords should be reformed; why there are still Nazis in Germany; and why it is so difficult to unite Europe.

We usually recommend having at least a Grade 6 at GCSE History and a similar good grade in English. However, students who have not studied History at GCSE can achieve success at A-Level History too; so if you are interested enough, apply to take the course.

## Progression

The skills you will acquire through A-Level History are widely sought after and valued by universities and employers. You might go into employment after finishing your studies and will find that your History A-Level is highly regarded in a large number of jobs. A-Level History is also very useful and valuable for anyone planning to study **law, economics, accountancy, finance, medicine** or **English** at degree level, leading to careers in the **legal profession, banking, the Civil Service, television and radio, journalism, design, marketing, advertising** and **Public Relations** (to name but a few). Other careers linked closely with History include **art and building restoration, museum and library work, tourism** and **architecture**.

# The History A-level Specification

<p align="center"><b><u>Paper 1:</u></b> <b><i>The Tudors: England, 1485-1603</i></b></p>	<p align="center"><b><u>Paper 2:</u></b> <b><i>The Cold War, 1945-1991</i></b></p>	<p align="center"><b><u>Paper 3: NEA</u></b> <b>(coursework)</b></p>
<p><b>Content:</b> In this unit you will study the fascinating world of the Tudors – from the accession of Henry VII in 1485 to the death of Elizabeth I in 1603.</p> <p>The unit covers issues such as:</p> <ul style="list-style-type: none"> <li>• How the power of the monarchy developed during the period.</li> <li>• How England interacted with other European countries.</li> <li>• How religious and other ideas developed and changed.</li> <li>• Social and economic developments.</li> </ul>	<p><b>Content:</b> In this unit, you will study the period after WW2, characterised by the rivalry between the USSR and the USA, which dominated international relations until 1991.</p> <p>The unit covers issues such as:</p> <ul style="list-style-type: none"> <li>• Causes of the Cold War.</li> <li>• Nuclear Arms and Space Race.</li> <li>• Hot points in the Cold War such as the Korean War, the Cuban Missile Crisis and the Second Cold War.</li> <li>• The role of key personalities such as President Kennedy, Khrushchev, President Reagan and Gorbachev.</li> </ul>	<p><b>Content:</b> Your opportunity to read around and research a topic outside the examined topics, and produce a long essay based on a historical enquiry question.</p>
<p><b>Assessment:</b> 1 x 2.5 hour exam at the end of Year 13, comprising:</p> <ul style="list-style-type: none"> <li>• 1 compulsory question based on historical interpretations.</li> <li>• 2 essays from a choice of three.</li> </ul>	<p><b>Assessment:</b> 1 x 2.5 hour exam at the end of Year 13, comprising:</p> <ul style="list-style-type: none"> <li>• 1 compulsory question based on historical sources.</li> <li>• 2 essays from a choice of three.</li> </ul>	<p><b>Assessment:</b> An essay (approx. 4,000 words) on a topic to be agreed with your teacher. The essay is based on independent reading and research, and will be submitted in the Spring Term of Year 13.</p>

## Want to know more about what you will learn in each unit?

Go to the AQA website and look at the course specification:

<https://www.aqa.org.uk/subjects/history/as-and-a-level>

You will follow the **A-level** (two-year course).

## Unit 1 – Tudors



Watch all four episodes of **Britain's Bloody Crown** – a great series on the Wars of the Roses. This gives excellent background to the rise of the Tudors.

### Episode 1:

[https://www.youtube.com/watch?v=SB\\_OThWd-eA&t=62s](https://www.youtube.com/watch?v=SB_OThWd-eA&t=62s)

(Links to other episodes will appear in the side-bar.)



Read the two articles:

- *Henry VII: The Miracle King*
- *Bosworth: The Dawn of the Tudors.*



Watch the documentary **The Winter King** (about Henry VII):

<https://www.youtube.com/watch?v=-5FsriGn300>



Conduct your own research on the Internet and create a Timeline of key events in the Tudor period, 1485-1603.

Focus on the births, marriages and deaths of key figures, including:

- Henry VII and Henry VIII
- Edward VI and Mary I
- Elizabeth I
- Cardinal Wolsey
- Thomas Cromwell
- Thomas Cranmer

Aim to note down some key biographical data about each.

## Unit 2– The Cold War



Watch **CNN Cold War Series Episode 1** on YouTube to explore events prior to 1945 and the start of the Cold War.

Use the enclosed guided question sheet to make some notes.



Conduct your own research on the Internet and create a **Timeline** of key event of the Cold War. This will be your starting point you can add or remove events as you progress in your study.

Try this as a good starting point:

<https://historycoldwarera.webnode.com/main-events/>



Explore the **Science** behind the Cold War. Below is a link to a podcast about the **Manhattan Project** – the programme behind the development of the **atomic bomb**. Try to find others.

[https://podcasts.google.com/feed/aHR0cHM6Ly9yc3MuYXJ0MTkuY29tL2NvbnNwaXJhY3ktdGhlc3JpZXM/episode/ZGYzMzI2NzQtYTQ4Mi0xMWU4LWVhbnNzAtNDNhNTQ3ZTA2MTU4?hl=en-GB&ved=2ahUKEwiWpvyh\\_LDpAhUjQhUIHfs5ChQQjrkEegQIBRAI&ep=6](https://podcasts.google.com/feed/aHR0cHM6Ly9yc3MuYXJ0MTkuY29tL2NvbnNwaXJhY3ktdGhlc3JpZXM/episode/ZGYzMzI2NzQtYTQ4Mi0xMWU4LWVhbnNzAtNDNhNTQ3ZTA2MTU4?hl=en-GB&ved=2ahUKEwiWpvyh_LDpAhUjQhUIHfs5ChQQjrkEegQIBRAI&ep=6)



Watch some **classic Cold War themed movies** to develop a deeper understanding of how the Cold War affected all aspects of life at the time.

<https://www.bbcamerica.com/anglophenia/2016/03/10-must-watch-cold-war-films>



Look up and read around the differences between **communism** and **capitalism** to begin to develop an understanding of the differences between the USSR and the USA. You can start with the link below

<https://www.etownschools.org/cms/lib/PA01000774/Centricity/Domain/629/Karl%20Marx%20Communism101.pdf>

## Transition Tasks

### Unit 2: The Cold War, c.1945-1991

#### CNN Cold War Episode 1 - Guided Question

1. Who were the official victors of the Second World War and where did they meet to settle post-war order?
2. Give two reasons why President Truman was unprepared for the Potsdam conference.
3. Who was Stalin's predecessor and what did he hope?
4. What is Churchill, fresh from victory over Germany, quoted as saying? What does this mean?
5. What did intervention in the Russian Revolution convince Lenin and Stalin of?
6. What happened when foreign troops withdrew?
7. Why did America turn inwards?
8. What happened to American politics after the Wall Street Crash?
9. What did the Moscow trials reveal?
10. What did the Nazi-Soviet Pact leave Stalin free to do?
11. Why did Churchill welcome Stalin's Russia as an ally?
12. What event made Russia and America allies?
13. What did Stalin tell the British that post-war Soviet boundaries must include?
14. What did American aid to Russia concentrate on? What did Stalin and his people want as well?
15. In 1943, where were the 'Big Three' scheduled to meet?
16. What approach did Roosevelt and Churchill take towards "Uncle Joe"?
17. What did the Allies agree regarding post-war Eastern Europe?
18. Where was the next 'Big Three' meeting held?
19. What had the US successfully tested the day before the Potsdam conference?
20. How did Stalin react to this news?
21. How did the Soviets already know about the Manhattan Project?
22. What did news from London reveal?

**Unit 2 – Cold War – Sources/Skills** – in this unit you will be working with primary sources and you will answer a compulsory source question in the exam. This is an activity to give you an idea of how to use Sources at A level. It will form the starting point of your first source essay assessment on the course.

*A level question focus:*

**How useful** (valuable) is Source A to a Historian studying the **causes of the Cold War**?

**Summarise the source** – What main point/argument overall is the author making in relation to the topic in the question?

**Source A:** From the 'Long Telegram' by George Kennan, February 1946.

Kennan was an expert adviser, deputy chief to the US mission in Moscow

'Everything possible will be done by the Soviets to set major Western powers against each other. Where suspicions exist, they will be fanned; where not, ignited. No effort will be spared to discredit and combat all efforts that threaten to lead to any sort of unity or cohesion among others from which Russia might be excluded. Thus all forms of international organisation not amenable to Communist penetration and control must expect to find themselves under fire. The Soviet regime is a police regime par excellence, reared in the dim half-world of Tsarist police intrigue, accustomed to think primarily in terms of police power. This should never be lost sight of when gauging Soviet motives.'

#### Content

What does the source say that's relevant to the question?



**Emphasis:** What point/argument does stand out overall? How does that affect the value?

**Tone:** How does it communicate the information? How does that affect the value?

#### Provenance

**Who** made /wrote it? How does that affect the value?

**Why** did they make/write it? How does that affect the value?

**When** was it made/written? What going on then, before, after? How does this affect the value?

**Where** was it made/written? Why was this significant? How does this affect the value?

**Context:** What was happening at the time? How is it reflected in the source?

**Overall value:** What is the source best for finding out about? In relation to question? Or something else?

A level question focus:

**How useful** (valuable) is Source B to a Historian studying the **causes of the Cold War**?

**Summarise the source** – What main point/argument overall is the author making in relation to the topic in the question?

**Source B** From a speech by Winston Churchill at Fulton, Missouri, 6 March 1946.

In all the Eastern States of Europe, Communist parties, which were very small, have been raised to pre-eminence and power far beyond their numbers and are seeking everywhere to obtain totalitarian control. This is certainly not the liberated Europe we fought to build up. Nor is it one that contains the essentials of a permanent peace. I do not believe that Soviet Russia desires war. What they desire is the fruits of war and the indefinite expansion of their power and doctrines. But what we have to consider here today, while time remains, is the permanent prevention of war and the establishment of the conditions of freedom and democracy as rapidly as possible in all countries. Our difficulties and dangers will not be removed by closing our eyes to them.

**Context:** What was happening at the time? How is it reflected in the source?

**Content**

What does the source say that's relevant to the question?



**Emphasis:** What point/argument does stand out overall? How does that affect the value?

**Tone:** How does it communicate the information? How does that affect the value?

**Provenance**

**Who** made /wrote it? How does that affect the value?

**Why** did they make/write it? How does that affect the value?

**When** was it made/written? What going on then, before, after? How does this affect the value?

**Where** was it made/written? Why was this significant? How does this affect the value?

**Overall value:** What is the source best for finding out about? In relation to question? Or something else?

A level question focus:

**How useful** (valuable) is Source C to a Historian studying the **causes of the Cold War**?

**Summarise the source** – What main point/argument overall is the author making in relation to the topic in the question?

**Source C** From the address made by President Harry S Truman to the US Congress on 12 March 1947, announcing the Truman Doctrine.

The very existence of the Greek state is today threatened by the terrorist activities led by communists. Greece must have assistance if it is to become a self-supporting and self-respecting democracy. The United States must supply that assistance. At the present moment in world history nearly every nation must choose between alternative ways of life. The choice is too often not a free one. I believe that it must be the policy of the United States to support free peoples who are resisting attempted subjugation by armed minorities or by outside pressures. I believe that we must assist free peoples to work out their own destinies in their own way.

**Context:** What was happening at the time?  
How is it reflected in the source?

**Content**

What does the source say that's relevant to the question?



**Emphasis:** What point/argument does stand out overall? How does that affect the value?

**Tone:** How does it communicate the information? How does that affect the value?

**Provenance**

**Who** made /wrote it? How does that affect the value?

**Why** did they make/write it? How does that affect the value?

**When** was it made/written? What going on then, before, after? How does this affect the value?

**Where** was it made/written? Why was this significant? How does this affect the value?

**Overall value:** What is the source best for finding out about? In relation to question? Or something else?