



Wath Sixth Form Subject Preparation Pack

A-LEVEL HISTORY

World-class learning

World-class learning every lesson, every day

The highest expectations

Everyone can be successful; always expect the highest standards

No excuses

Create solutions not excuses; make positive thinking a habit

Growth mindset

Believe you can improve; work hard and value feedback

Never give up

Resilience is essential; be relentless in the pursuit of excellence

Everyone is valued

Diversity is celebrated; see the best in everyone

Integrity

Be trustworthy and honest; deliver on promises and walk the talk

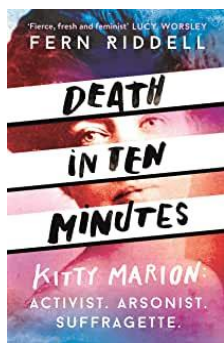
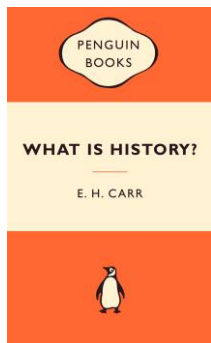


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What is History?

The study of history is a window into the past which helps provide understanding of the present-day, which in turn can help us plan for the future. Historical study focuses on how societies came to be and examines cultural, political, social, and economic influences across time and space. It is the Historians job to piece together the puzzle of the past through careful analysis of sources, in order to construct their interpretation of what happened. History therefore is a dynamic, changing subject. There is not one true account of the past instead there are many histories.



‘History is full of secrets. Untold lives that have been forgotten as the victors have decided what and, more importantly, who should be remembered. The role of the historian is therefore to act as a gatekeeper; we are conduits between the past and the present.’ (Fern Riddell)

Why should you study History?

History makes you think. Not only is it intrinsically interesting, it requires you to develop your critical thinking skills. In a world of fake news and clickbait it is probably the only subject that develops your ability to be able to separate fact from fiction, to evaluate provenance and reliability. It also teaches you to argue in a convincing and sustained way; that is why so many History students end up practicing law. By studying History you will better understand the world in which you live and be able to ‘join in the conversation’.



What careers could A Level History lead to?

A qualification in History is excellent preparation for a range of university courses and professions; history, law, politics and journalism are common pathways for historians, but a rich understanding of the past can also add crucial context to the study of drama, music, art or literature. History is a well-respected subject which is held in very high esteem by both employers and universities for being a rigorous subject which requires its students to think and argue. It is not easy and therefore it holds kudos. Even if thinking of applying to a Science based degree such as Medicine or Veterinary Science, History is often valued and can make a candidate stand out, due to their ability to be able write in an analytical way. Furthermore, the Russell Group of the leading Universities values History as a facilitating subject, 2 of which are required for entry to most courses.



**RUSSELL
GROUP**

What will you study?



The course is divided into 3 sections as below – we have deliberately chosen parts of History that are particularly interesting and relevant to understanding the modern world, and which compliment what you have already covered, without being repetitive.

UNIT 1	UNIT 2	UNIT 3
America 1865-1975	Britain 1951-2007	The Origins of the French Revolution
A study of America from the end of the Civil War to its development into the Superpower that it is today. You will look at the different presidencies from Abraham Lincoln through to Woodrow Wilson, Franklin D Roosevelt, JFK and Richard Nixon. Key themes include the end of slavery, Civil Rights, the Cold War and the 'Boom and Bust' economy.	This unit will help you understand the world in which you currently live. You will look at Britain at the end of World War Two, the affluent 50s, the swinging 60s, the turbulent 70s, Thatcher's 80s and Tony Blair's Britain, right up to 2007. You will cover many pivotal events, examples include: the Notting Hill Riots, the Miners Strike, and 9/11.	This unit is an opportunity to study some older History by looking at the French Revolution of 1789, that culminated in the death of it's king and the end of the monarchy. You will examine the reasons why the French people rose up and consider who or what was most culpable.

How will you be assessed?

The course will be assessed through two examinations of 1 hour and 30 minutes, one on Units 1, and one on Unit 2. Each exam paper is worth 40%. In addition. you will get the chance to do a Non-Examined Assessment which is worth 20% of the marks – this is a great opportunity to get some marks in the bag before the exams take place. Students in the past have really enjoyed having the opportunity to pursue their own piece of individual research without time constraints – an opportunity to show off what they can really do!

Who will teach you?

The A Level team at Wath are a group of enthusiastic, experienced Historians with a range of eclectic interests; we are also known for our great sense of humour. The thing we all have in common is our passion for our subject, something that we want to pass on to our students. Many of you will have been taught by us at GCSE or KS3, so you know what you will be getting! The A Level teachers at the moment are:



Mrs Champlin



Mr Slack



Mr Butler

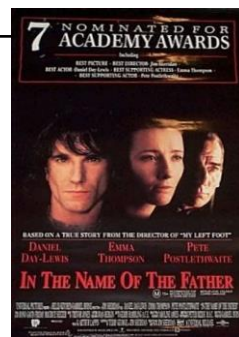
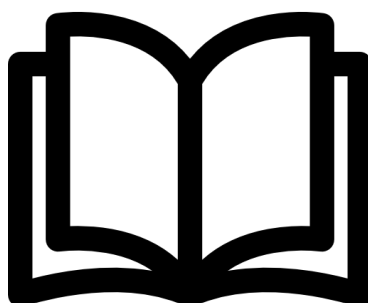
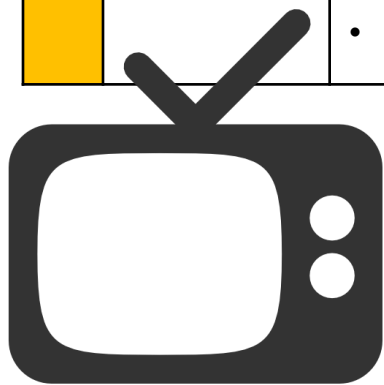


Miss Raithatha

Additional Resources:



UNIT 1: AMERICA 1865-1975	COURSE INTRO BOOKS	<ul style="list-style-type: none"> American History A Very Short Introduction by Paul Boyer. The Penguin History of the US by Hugh Brogan 	 
	FICTION	<ul style="list-style-type: none"> The Great Gatsby by F. Scott Fitzgerald Of Mice and Men by John Steinbeck The Grapes of Wrath by John Steinbeck To Kill a Mockingbird by Harper Lee 	
	FILMS	<ul style="list-style-type: none"> Annie (Hoover) The Untouchables (Gangsters/Prohibition) An American Tail (Immigration) Selma (Civil Rights) Little Women (Reconstruction) The Help (Civil Rights) Hidden Figures (Civil Rights) Mississippi Burning (KKK) 	 
UNIT 2: BRITAIN 1951-2007	COURSE INTRO BOOKS	<ul style="list-style-type: none"> A History of Modern Britain by Andrew Marr From Blitz to Blair by Nick Tiratsoo 	 
	FICTION	<ul style="list-style-type: none"> Educating Rita by Willy Doyle Small Island by Andrea Levy Absolute Beginners by Colin MacInnes Collected Poems by Philip Larkin A Taste of Honey by Shelagh Delaney 	
	FILMS	<ul style="list-style-type: none"> Scandal (Profumo Scandal) Brassed Off (Miners Strike) Made in Dagenham (Women's Rights) In the Name of the Father (Northern Ireland) The Iron Lady (Margaret Thatcher) World Trade Center (9/11) 	 





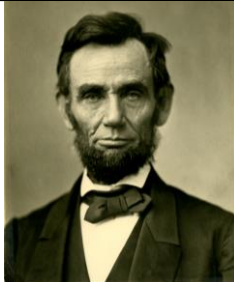
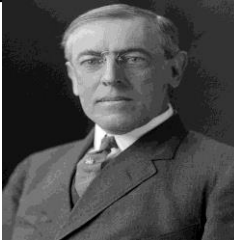


UNIT 1: The USA 1865-1974



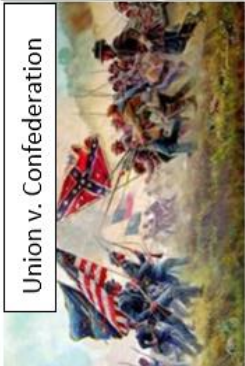
This is a breadth study of 109 years and covers 23 different presidents. A good way to start learning about the History of America is by finding out about some of these presidents and what they achieved. Below is a list of the 23 presidents. We would like you to pick 4 of the presidents – one from each of the sub-units of the specification and complete the following questions on each:

1. When they ruled, what party they represented.
2. A brief summary of the main events of their presidency.
3. Their main achievement and their main failure.

You can produce your overview in any format that you like but we would like you to bring it to your first lesson in September. You could also try and learn the names of ALL 23 of the presidents in the right order. This will save you lots of time later.

Section 1 1865-1890	<ul style="list-style-type: none">• Abraham Lincoln 1861-1865,• Andrew Johnson 1865-1869• Ulysses S Grant 1869-1877• Rutherford B Hayes 1877-1881• James Garfield 1881• Chester Arthur 1881-1885• Grover Cleveland 1885-1889.	
Section 2 1890-1920	<ul style="list-style-type: none">• Benjamin Harrison 1889-1893• Grover Cleveland 1893-1897• William McKinley 1897-1901• Teddy Roosevelt 1901-1909• William Taft 1909-1913• Woodrow Wilson 1913-1921	
Section 3 1920-1945	<ul style="list-style-type: none">• Warren G Harding 1921-1923• Calvin Coolidge 1923-1929• Herbert Hoover 1929-1933• Franklin D Roosevelt 1933-1945	
Section 4 1945-1975	<ul style="list-style-type: none">• Harry Truman 1945-1953• Dwight Eisenhower 1953-1961• John Kennedy 1961-1963• Lyndon B Johnson 1963-1969• Richard Nixon 1969-1974• Gerald Ford 1974-1977	

We would also like you to make a timeline of some of the key events of the course. Cut these images out and arrange them in chronological order. You can research some of the events too and add the detail to your timeline.



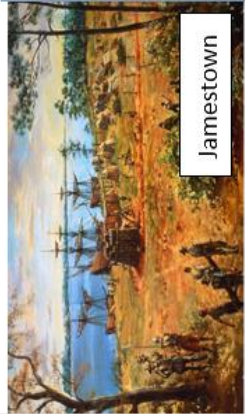
Union v. Confederation



Flapper



Wounded Knee



Jamestown



FDR



1773



1929



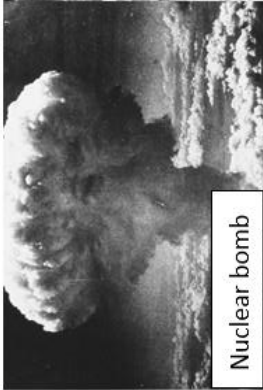
1941



Emancipation Proclamation



California, 1848



Nuclear bomb



1920s



Louisiana Purchase



The Vietnam War



The Watergate Scandal



Kennedy's Assassination




March on Washington 1973



UNIT 2: Britain 1951-2007



Below are a series of visual sources taken from across the period 1951-2007. For each source we would like you to think about what they tell you about the period and then we would like you to research each event that they relate to in a bit more detail. By doing this you will start to develop a broad chronological overview of the period and some of the major turning points that occurred. When you meet these events in the classroom next academic year you will then be familiar with them and hopefully feel a bit more confident.

Source A	
<div></div> <div><p><i>Photograph taken in 1957 of a boarding house window in London.</i></p></div>	
What does the source tell you?	Research – What can you find out about...
<p><i>What can you infer from the photographs about attitudes to different races in the 1950s?</i></p>	<p><i>Why did Immigrants come to Britain after 1945? What was the empire Windrush? What happened in Notting Hill in 1958?</i></p>

Source B



Photograph taken in Clacton in 1964.

What does the source tell you?	Research – What can you find out about...
<p>What can you infer from the source about the behaviour of young people in the early 60s?</p>	<p>Who were the main youth sub-groups in the 1950s and 1960s? What happened in several seaside towns at Whitsun weekend in 1964?</p>

Source H



Poster from 1967

What does the source tell you?

What is the poster advertising? What does it suggest is the major benefit of this?

Research – What can you find out about...

When was the pill first introduced to Britain? Who was able to get it? What impact did it have on female liberation?



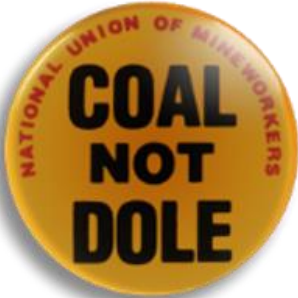
*Photograph taken in
Derry, Northern Ireland
in 1973*

What does the source tell you?	Research – What can you find out about...
<p><i>What can you see in the photograph (look closely)? What does this suggest about how peaceful Derry was?</i></p>	<p><i>What happened in Derry in 1973? Why did it cause such uproar? What were the Troubles?</i></p>



*Photograph taken in London’s
Leicester Square during the
Winter of 1979*

What does the source tell you?
<p><i>What can you see in the photograph? What can you infer from the photograph about what is <u>not</u> happening?</i></p>
Research – What can you find out about...
<p><i>Find out about the Winter of Discontent in 1979 – which groups of people were on strike and why?</i></p>



Badge made in 1984/5

What does the source tell you?	Research – What can you find out about...
<p><i>What can you infer from the badge about what is happening in 1984/5? Why would people wear a badge like this?</i></p>	<p>Why did the Miners go on strike and what happened in the end? Find out about the local area – why was Cortonwood important? What was the Battle of Orgreave?</p>



Photograph taken in Portsmouth in 1983 as troops return from the Falkland Islands.

What does the source tell you?	Research – What can you find out about...
<p><i>What can you see in the picture? What can you infer about attitudes to the returning troops?</i></p>	<p>Why did Britain enter the Falklands War in 1983? What was the outcome?</p>

Source H

Page 8 Daily Mail, Wednesday, May 5, 2004

Yard admits defeat in battle to charge Stephen's killers

By Stephen Wright
Chief Crime Correspondent

SCOTLAND Yard will this week finally admit defeat in its 11-year hunt for the race-hate killers of Stephen Lawrence.

The Director of Public Prosecutions, Ken Macdonald QC, will tell detectives there is insufficient evidence to bring fresh charges over the murder.

The decision follows a strenuous inquiry by the Met, which included a comprehensive investigation of the case that took five years.

Despite the inquiry – the longest ever conducted by the Met – officers were unable to say with any certainty who actually stabbed Stephen.

By the end of the week Crown Prosecution Service lawyers will also advise the Met against mounting a prosecution against the three suspects named in the inquiry, or pursuing the course of justice.

The CPS spent two years considering thousands of pages of evidence against the five original suspects and a further 10 who were alleged to have been involved in the killing.

Stephen, an 18-year-old African student, was stabbed to death by a gang of white youths in Broad Street, London, on April 22, 1993.

It is understood his parents Neville and Evelyn Lawrence have now put up standby for a statement by the Met, confirming that the marathon hunt for justice is over.

Senior officers reluctantly admit that, while there is more evidence to come to light on a suspect's relationship, it is unlikely the case will ever be solved.

The damage caused by past, bungled inquiries did not ease the weight of a private prosecution and the weight of potential publicity caused the possibility of putting the killers on trial. The paper challenged the drive to see

MURDERERS

The Met's landmark report in 2000 announced that the case against the three suspects was dropped before it reached court.

In February 1997, the day after an alleged gang of white youths was unlawfully killed "in a completely unprovoked race attack by the white youths", the Daily Mail took the hard-line decision to publish the murder suspects' names and photographs under the headline "Murderers" even though they had not been convicted.

The paper challenged the drive to see

for them if they believed they could find their names.

"They have never done so and Stephen's father Neville says this was the 'turning point' in the hunt for a justice inquiry and a fresh witness statements gave the case further momentum.

In September 2001, David's parents, Stephen and Elaine, were granted four more details about the case.

Two family friends' of Stephen were also granted by police. They none has been charged with any offence.

In December 2001, Detective Smith, in a review of the case, was granted on the basis of evidence.

The Commission has ordered the cost of three separate murder investigations and an internal review and an external inquiry by Kent Police.

This inquiry was first two investigations and prompted the three Home Secretary Jack Straw to set up a public inquiry chaired by the William

Mr. Williams was a senior member of the Metropolitan Police and a former senior official in the Home Office.

Mr. Williams' inquiry cost £1.5 million, much of it lawyer fees.

As well as this, the Met paid Mr and Mrs Lawrence £250,000 compensation for bringing the murder investigation.

Stephen Lawrence: Stabbed by a gang of white youths

What does the source tell you?

What can you infer about justice in the case of Stephen Lawrence? What do the dates tell you?



Research – What can you find out about...

What happened to Stephen Lawrence? Why did it take so long to get justice? What does the case of Stephen Lawrence tell us about racism in modern Britain?

Newspaper headline from 2004, about the death of Stephen Lawrence in 1993.

Source I



Photograph taken in NYC, September 2001

What does the source tell you?

Describe what you can see in the picture – what might be the consequences of this?

Research – What can you find out about...

What happened in 9/11? Why did it happen? What were the consequences?