



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

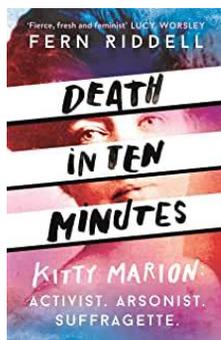
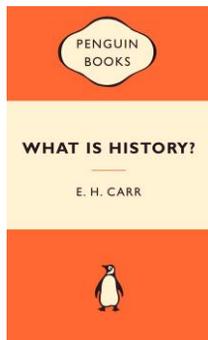


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What is History?

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



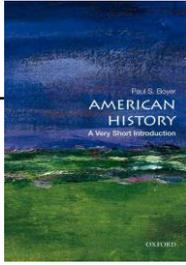
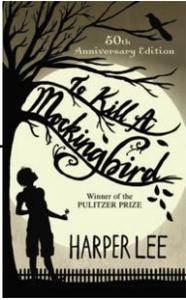
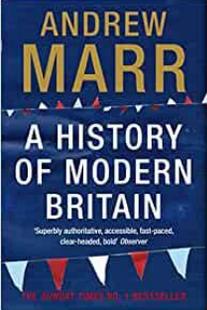
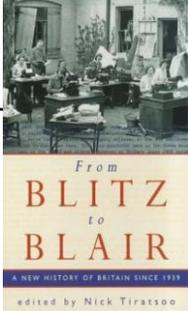
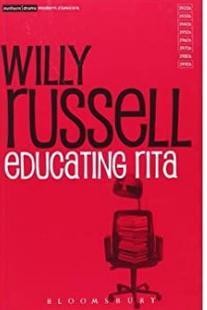
Mr Butler

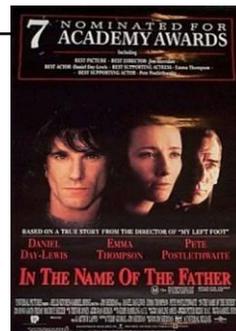
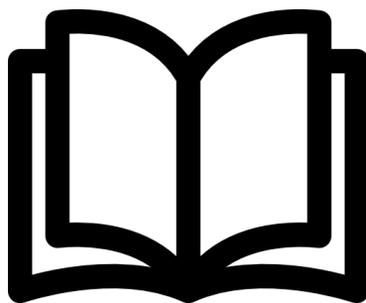
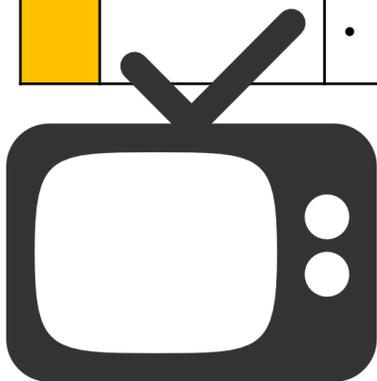


Miss Raithatha

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) 		



Pre- Learning Activity 1



UNIT 1: The USA 1865-1974



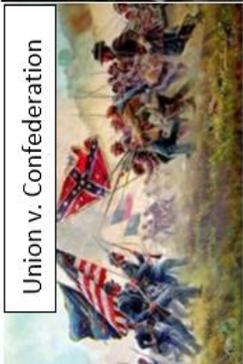
This is a breadth study of 109 years and covers 23 different presidents. A good way to start learning about the History of America is by finding out about some of these presidents and what they achieved. Below is a list of the 23 presidents. We would like you to pick 4 of the presidents – one from each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



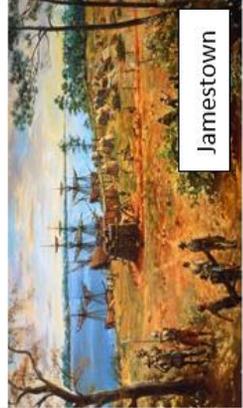
Union v. Confederation



Flapper



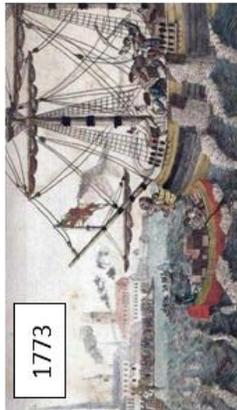
Wounded Knee



Jamestown



FDR



1773



1929



1941



Emancipation Proclamation



California, 1848



Nuclear bomb



1920s



Louisiana Purchase



The Vietnam War



The Watergate Scandal



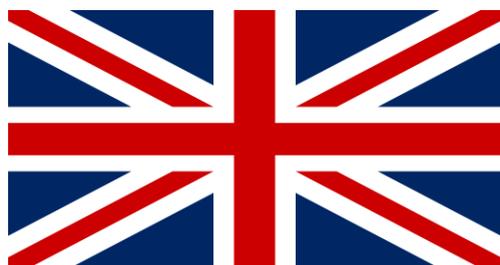
Kennedy's Assassination



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



Photograph taken in 1957 of a boarding house window in London.

What does the source tell you?

What can you infer from the photographs about attitudes to different races in the 1950s?

Research – What can you find out about...

Why did Immigrants come to Britain after 1945? What was the empire Windrush? What happened in Notting Hill in 1958?



Source B



Photograph taken in Clacton in 1964.

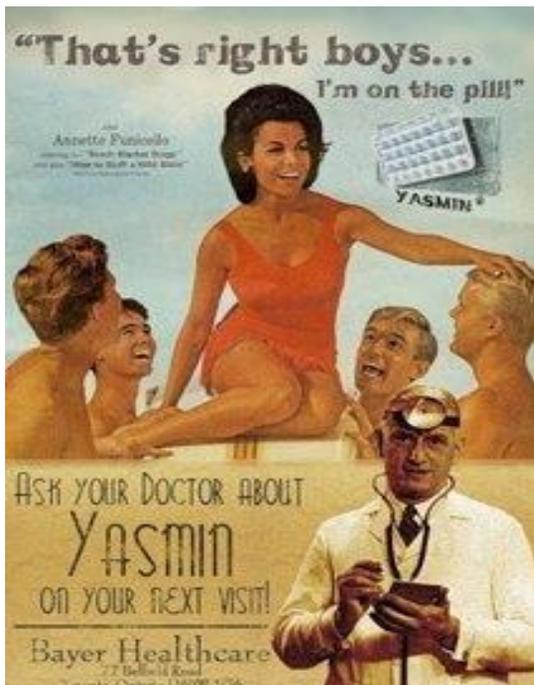
What does the source tell you?

What can you infer from the source about the behaviour of young people in the early 60s?

Research – What can you find out about...

Who were the main youth sub-groups in the 1950s and 1960s? What happened in several seaside towns at Whitsun weekend in 1964?

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?



Source D



Photograph taken in Derry, Northern Ireland in 1973

What does the source tell you?

Research – What can you find out about...

What can you see in the photograph (look closely)? What does this suggest about how peaceful Derry was?

What happened in Derry in 1973? Why did it cause such uproar? What were the Troubles?

Source H

What does the source tell you?



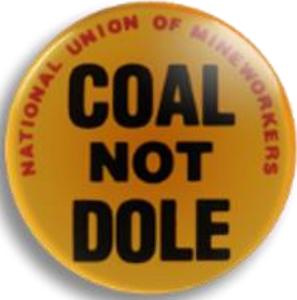
What can you see in the photograph? What can you infer from the photograph about what is not happening?

Research – What can you find out about...

Find out about the Winter of Discontent in 1979 – which groups of people were on strike and why?

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

Source F



Badge made in 1984/5

What does the source tell you?

Research – What can you find out about...

What can you infer from the badge about what is happening in 1984/5? Why would people wear a badge like this?

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?

Source G



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...

What can you see in the picture? What can you infer about attitudes to the returning troops?

Why did Britain enter the Falklands War in 1983? What was the outcome?

