****

**A-Level History A level Guide**

**How History will be taught:**

A level History is taught via face-to-face teaching of the narrative; this is by either presentation or lecture. There will be a lot of discussion, debate and questioning. All students are given wider reading booklets; these are used as the basis of tasks and reading in class and for homework

**Working expectations:**

You are expected to put at least as many hours into A level History outside of lessons as you would in lessons. A level history is a reading and writing subject; in your free periods, aside from homework, you should be going back over the lesson through moodle and using the wider reading booklet to go over the subject of each lesson in much more detail, making your own detailed notes.

**What 100% effort in this subject looks like:**

* As much time out of lesson devoted to history
* Always back over the lesson via the chapters in the wider reading booklet and making notes on these
* Using the moodle to look ahead to the next lesson and reading ahead in the booklets to prepare.
* Seeking additional essay questions, doing them as practice and handing them in.
* Making your own revision booklets
* Reading about the wider context, eg events in Europe related to what we have studied but not on our spec.

**Folder Policy:**

*Your folder should have:*

-Maps and course content list at the front, along with the readings booklet you are using.

-All notes in chronological topic order.

- All marked essays and mock exams should always be kept in the back of your folder for reference and to show progress.

-Example essays and other overall revision materials should also be in the back.

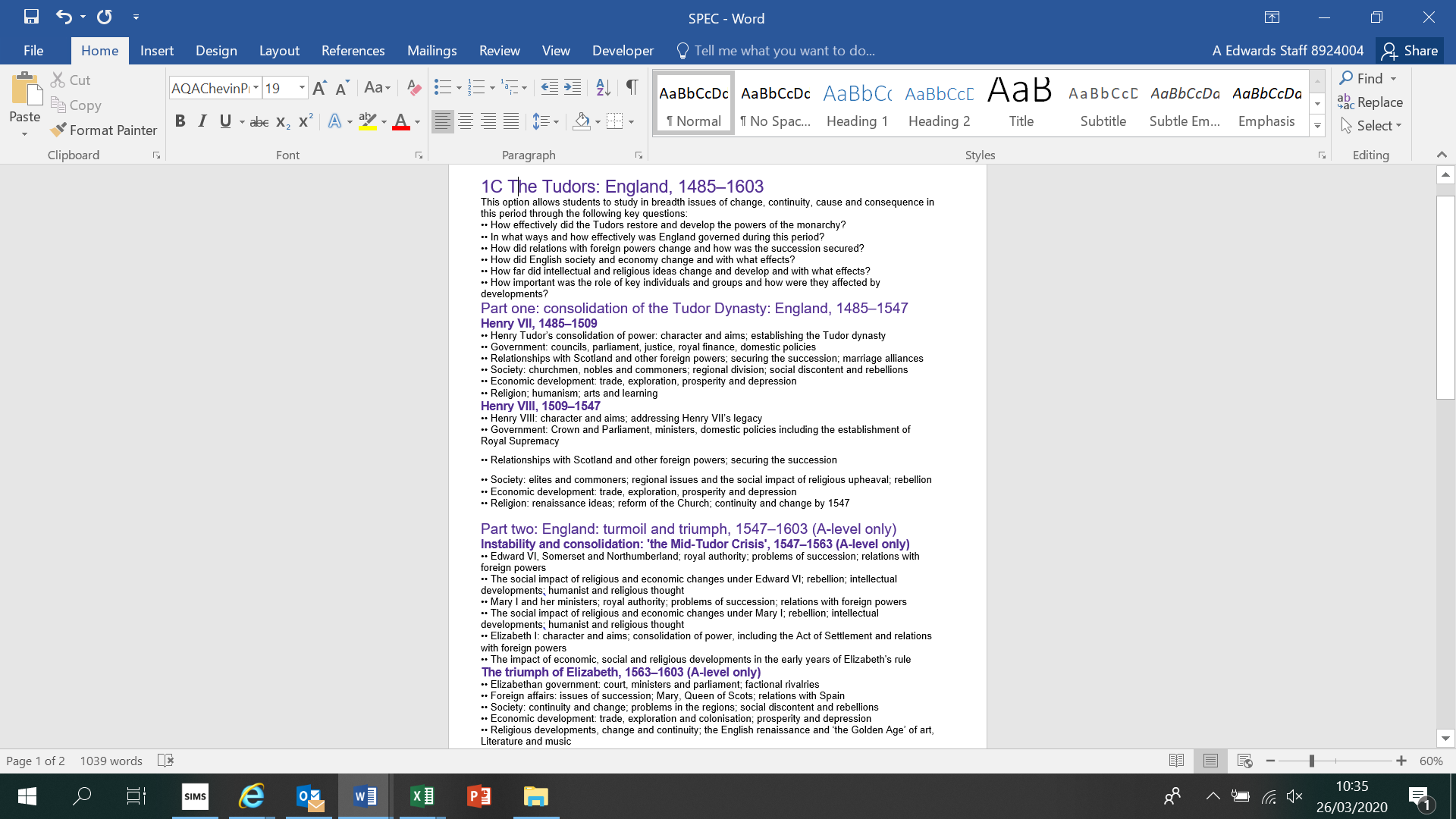
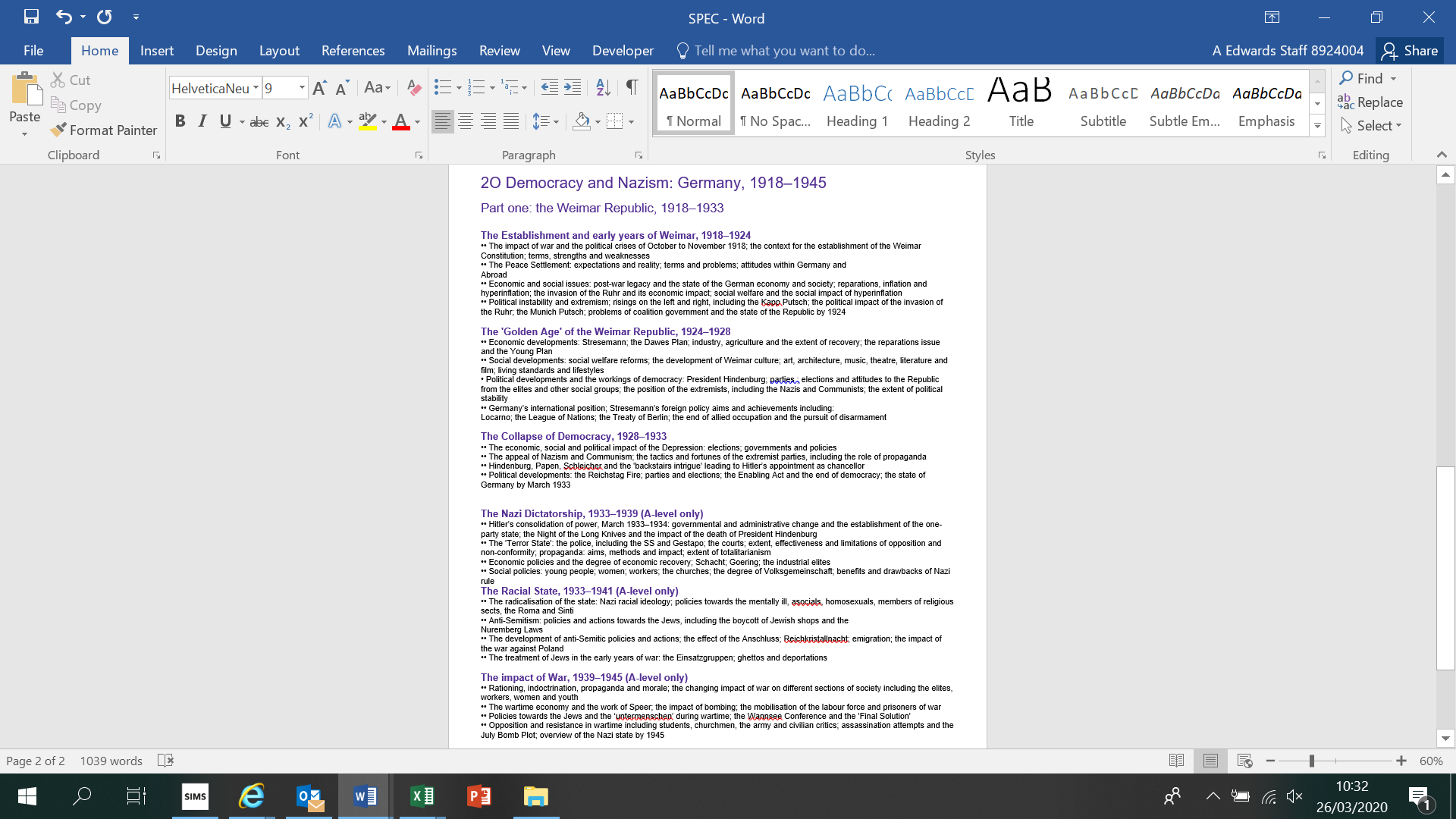
It is fine for you to have a single folder for both sides of the course in year 12. For year 13 you will need separate folders for Tudors and Germany.

**What Marking looks like:**

* Ordinary class notes are not marked, as there is nothing to assess
* Some homeworks that are gathering of information will be checked visually but not graded
* Homeworks that involve your thinking and analysis will be marked with comments
* Essays will be marked with the relevant cover sheet, comments and development tasks where appropriate
* Incorrect use of past/present tense will see 1 mark deducted in essays per case.

**What Homework looks like:**

* Essays; Reading;
* “Problem sheets”
* Group tasks and presentations
* Analysis/ critique of sources
* Research tasks

**Specification at a glance:**

**Summer preparation**

Tudors:

**Watch:**

**Henry VII:**

# **The Winter King documentary: King Henry VII: Winter King Documentary** <https://www.youtube.com/watch?v=VbDaXSCAYMo>

* Henry VII 10 minute History: <https://www.youtube.com/watch?v=4TIrgZ6taD4>
* Overview, Henry VII pretenders and rebellions: <https://www.youtube.com/watch?v=3S-MQU0U7e8&t=234s>
* History with Hilbert, The Battle of Bosworth:

<https://www.youtube.com/watch?v=yqfyssG4ZZ4&t=845s>

Do: The background to this course is the wars of the roses, a civil war for the throne between the Lancastrians (the Lancaster/Beaufort family) and the Yorkists (the Plantagenet family).

It went like this:

1390’s- Richard II (Plantagenet) is a terrible king and is overthrown by his cousin, Henry IV (Lancaster)

1450’s- Henry VI (Lancaster) is a terrible King, and his cousin Richard of York (Plantagenet) tries to overthrow him…

Research the Wars of the Roses. Make a note of the main families and their supporters; this will be important later. Make a timeline up to 1485 and the killing of Richard III. Make sure you know who had claims to the throne

**Germany**

Watch:

This short cartoon documentary gives you some background on how Germany came to exist as a united nation- this is important background knowledge for our course

[Ten Minute History - German Unification and Empire (Short Documentary) - YouTube](https://www.youtube.com/watch?v=tq91I3TnWu4)

Hitler: Rise of evil movie:

[HITLER the rise of evil part 1 - YouTube](https://www.youtube.com/watch?v=u-7dIYl_Zhc)

Do:

Write a factfile on Second Reich Germany.

Research:

* The Franco- Prussian war
* German unification in the 1870’s under Bismark
* Which states were included in Germany and which left out
* The Monarchy of Kaiser Wilhelm I and II
* The Political system- how much power did the people have compared to the Kaiser?
* The rise of Trade unions and socialist parties
* Who were the Junkers and why was Prussia so important?
* Importance of Militarism and the Navy laws

Summer preparation tasks

The purpose of giving you a summer bridging task is:

1. To provide a bridge from level 2 to level 3 study, and lead into the early stages of the course.
2. To engage you in independent learning which is required at level 3. iii. To encourage you to develop your work ethic and commitment to study. iv. To measure your suitability for the course and assess your initial levels of achievement.

**Task 1**: There are 12 key terms that crop up throughout the two-year course. It is important that you are aware what the meaning is of the 12 terms.

Define the following key terms:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Dictatorship** | **Fascism** | **Republic** | **Democracy** | **Eugenics** | **Authoritarian** |
| **Nationalism** | **Coalition** | **Capitalism** | **Constitution** | **Imperialism** | **Communism** |

**Task 2:** We will be studying a number of topics in German History. Select **one** of the topics below and create a Fact – File on the case study. This should contain text and relevant images or diagrams.

|  |  |
| --- | --- |
| Ensure your fact file contains:   * What happened * What caused the event * An overview of the individuals involved * Consequences of the event | * The Fall of the Berlin Wall 1989 * The Wannsee Conference 1942 * The Munich Putsch 1923 * The Nuremberg Trials 1945-46 |

**Please bring your work with you to your first lesson.**

**Potentially useful websites:**

[**https://spartacus-educational.com/Germany.htm**](https://spartacus-educational.com/Germany.htm) [**www.history.org.uk/resources/secondary\_resource\_4373\_243.html**](http://www.history.org.uk/resources/secondary_resource_4373_243.html)

**German History in Documents and Images:**

**1918–33:** [**http://germanhistorydocs.ghi-dc.org/section.cfm?section\_id=12**](http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=12)

**1933–45:** [**http://germanhistorydocs.ghi-dc.org/section.cfm?section\_id=13**](http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=13)

**1945–61:** [**http://germanhistorydocs.ghi-dc.org/section.cfm?section\_id=14**](http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=14) **1961–89:** [**http://germanhistorydocs.ghi-dc.org/section.cfm?section\_id=15**](http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=15)

**Link to the Edexcel History Specification:**

[https://qualifications.pearson.com/content/dam/pdf/A%20Level/History/2015/Specification%20and](https://qualifications.pearson.com/content/dam/pdf/A%20Level/History/2015/Specification%20and%20sample%20assessments/9781446914366_GCE_2015_A_HIST.pdf)

[%20sample%20assessments/9781446914366\_GCE\_2015\_A\_HIST.pdf](https://qualifications.pearson.com/content/dam/pdf/A%20Level/History/2015/Specification%20and%20sample%20assessments/9781446914366_GCE_2015_A_HIST.pdf)