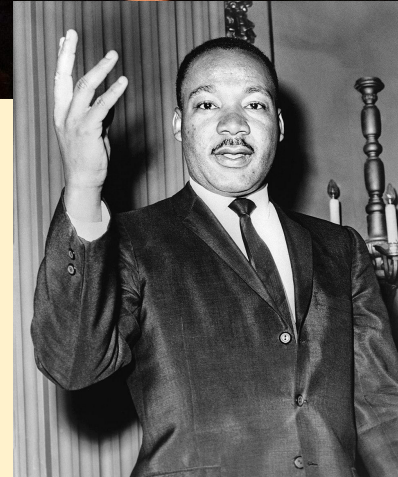


Introduction to A-level History

Starter: What skills should a medieval king have? What sort of personality should he have?

What is the difference between civil and human rights?

Finish the saying “If you give them an inch, they will take a....?”



Analysing the past - Sources and Interpretations

For each source/interpretation, annotate it to answer the following questions:

Highlight any words or phrases unfamiliar to you?

What can you infer from the source?

What quote or detail can you use to support this inference?

What other questions do you need the answer to in order to fully understand the sources/interpretations?

Wars of the Roses

Croyland Chronicle (Second Continuation), c.1486:

"In the time of King Henry the Sixth, when the realm was governed less by the king than by certain great and ambitious lords, dissensions arose daily among the nobility. The weakness of the king, the envy of the peers, and the division of the royal blood into two factions, Lancaster and York, were the seeds of that great misery which fell upon the realm."

Civil Rights in the USA

David Goldfield, historian of the American South, in *America Afflame: How the Civil War Created a Nation* (2011):

"The Cold War provided the context and the impetus for civil rights reform. American leaders could not ignore the hypocrisy of promoting democracy abroad while denying it to Black citizens at home. The increasing visibility of African Americans, especially after World War II, their economic contributions, and the rise of Black political activism forced the federal government to respond."

International Relations

Source A: Prime Minister Chamberlain Trying to Save the World
This cartoon by David Low was published on 25 September 1938 in the "News of the World".



(Source: Praxis Geschichte I/2002, p.38.)

Embedded text: Peace / War / Czech Crisis / Chaos
Context: "Czech Crisis". In 1938, Hitler demanded the Sudetenland for Germany by threat of war. The Sudetenland was a protected region on the borders of Czechoslovakia where people mostly spoke German (see the map on the bottom of Worksheet No.9).

How is A-Level History structured?

Unit 1 - Y105 - 25% - Wars of the Roses: Yorkists, Lancastrians and Henry VII, 1445-1509.

Unit 2 - Y218 - 15% - International Relations, 1885-1941 - Causes of WW1, peace-keeping in the Interwar Years, Rise of Fascism, Imperial Japan

Unit 3 - Y319 - 40% - Thematic Study: Civil Rights, 1865-1992 - Native Americans, Women, Trade Unions and Civil Rights.

Unit 4 - Y100 - 20% - Coursework: Women's suffrage/ Russian Revolution/ Rise of Fascism/ Wars of the Roses/ International Relations - 4000 word essay.

What skills will you need in A-Level History?

Unit 1: Analysis of 4 sources and an essay

Unit 2: 2 analytical essays

Unit 3: Analysis of 2 interpretations, 2 essays looking at continuity and change across the time period

Unit 4: 4000 word essay combining knowledge, sources and interpretations.

What does A Level History involve?

- Variety of tasks in lessons - reading, discussions, tables, timelines, videos and more.
- Reading sources and interpretations.
- Extended writing - every fortnight - essays and practice answers.
- Regular homework - reading, research and writing.
- Extending your knowledge - reading articles, books, watching documentaries and films.
- Coursework - independent research (internet, books, sources, interpretations) to write a 4000 word essay.

Where can History take you?

Anywhere!

Transferable skills - reading and drawing out key details, identifying fact and fiction, writing to give judgements and opinions, justifying opinions. Also you learn about people, cultures and societies.

Common careers - lawyer, journalism, civil servant, marketing, heritage (museums, historical locations etc.), police and many more!

Explore the History A-Level course website

https://sites.google.com/u/0/d/1lj2SNlfz3xRabrD-igNaJoKG6xsNP3z3/edit?usp=sites_home&ths=true

How can I find out about the content that I am studying?

<https://www.ocr.org.uk/qualifications/as-and-a-level/history-a-h105-h505-from-2015/>

Read through the specification. (PDF pages 111 onwards) What do you already know about? Highlight any content that you are familiar with.

Make an action plan: What can you start to do in your study periods/ summer holidays/ time at home to start filling these gaps?

Wars of the Roses

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