

History

Brief Overview of the Course

(for further details, please see our *Sixth Form Prospectus*
[Sixth Form Prospectus • Sir Thomas Rich's School \(strschool.co.uk\)](https://www.strschool.co.uk/sixth-form-prospectus))

Exam Board: AQA

Specification web link: <https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/specification-at-a-glance>

Topics Covered: Year 12

Component 1. A breadth study entitled *The Tudors: England 1485-1603*. We focus on the reigns of Henry VII and Henry VIII looking at the role of individuals, monarchical power, government and relationships with foreign powers. We also study key social, economic and religious developments of the period.

Component 2. The American Dream: Reality and Illusion, 1945-1980. We focus on the USA's rise to superpower status post World War II and analyse which groups in society live the *American Dream*. Each presidency from **Truman to Kennedy** is explored in terms of foreign and domestic policy.

Component 3. A Non Examined Assessment.

You will independently study the Changing Role and Status of Women in the Nineteenth and Twentieth Centuries. You will design a suitable research pathway which allows you to document key developments and investigate reasons for change over a 100 year period.

Topics Covered: Year 13

Component 1. We continue our breadth study, investigating the reigns of Edward VI, Mary I and Elizabeth I.

Component 2. We explore challenges to the *American Dream* from 1963. Each presidency from **Johnson to Reagan** is explored in terms of foreign and domestic policy.

Component 3. A Non Examined Assessment.

We continue this unit, completing it in February 2021.

Please follow the instructions in the boxes below. The aim of these activities is to introduce you to the study of this subject at Advanced Level by:

- reinforcing your core knowledge and understanding of your chosen subject;
- encouraging you to think more deeply about your subject;
- supporting you to develop a deeper understanding of and appreciation for your subject as an academic discipline.

Core Knowledge and Understanding Task

Whether you have studied this subject before or not, there are elements of core knowledge and understanding that you must have prior to starting the A Level course.

Please provide brief written answers (a paragraph) to each of the following questions. There are some links below to help you discover the answers.

Component 1:

Task 1: War of Roses overview

- What were the causes of the War of the Roses?
- How many monarchs were there during the War of the Roses and why was this an issue?
- What lessons should Henry VII learn from the War of the Roses?

Task 2: Richard III, final Plantagenet king

- How did Richard claim the throne?
- What was the Buckingham rebellion?
- Why did Richard III face increased opposition during his reign?

Task 3: Battle of Bosworth

- What support did Henry VII have?
- What happened at the battle/were the key events?
- Explain why Richard III was defeated
- What does the story of the Battle of Bosworth tell you about the fragile basis of the Tudor dynasty?

Task 4: Henry VII background and initial actions

- What was Henry's claim to the throne? Was it a strong claim to the throne?
- What problems did Henry face having become King?
- How did Henry secure his position in the short term?

Component 2:

Task 1: A civil rights overview

- Why did the twentieth-century Civil Rights Movement emerge?
- Which of the strategies employed by civil rights activists do you think was most effective?
- What do you think was the most significant achievement of the Civil Rights Movement? Did civil rights activists achieve all of the goals of the movement?

Task 2: Investigate the situation for African Americans after the Civil War (1861-5) and the failure of Reconstruction.

- What economic, legal, and societal barriers did African Americans face after slavery?
- What accounts for the intensity of white race prejudice in the years after slavery's end?
- Why do you think education and the church were so important to African Americans in the era after slavery?

Task 3: What was the situation for African Americans in the Deep South by 1945, when Harry Truman became President?

- Use both clips below to summarise what life was like in the Deep South under the Jim Crow system.
- What do both clips illustrate about black culture, ambition and achievements?

Task 4: Investigate the role of a major civil rights organisation

- When was the NAACP established and what were its aims?
- What campaigns and outcomes did it engage in up to 1946?
- Why is this organisation still active and relevant today?

Links to support Component 1:

Task 1:

Wars of Roses, Michael Hick

<https://www.oxfordbibliographies.com/view/document/obo-9780199791279/obo-9780199791279-0066.xml>

The Political History of the Wars of the Roses [About Us - Richard III Society](#)

Task 2:

[Richard III: The Lost King – The Historic England Blog](#)

What Do We Really Know About 'Evil' King Richard III?

[What Do We Really Know About 'Evil' King Richard III?](#)

Task 3:

The Battle of Bosworth [The Battle of Bosworth Field](#)

Task 4:

Why were they called the Tudors? <https://www.historyextra.com/period/tudor/history-extra-explains-why-were-they-called-tudors-tudor-history-henry-viii-dynasty-when-did-it-start-surname-house/>

English Politics after Bosworth <https://www.historytoday.com/archive/english-politics-after-bosworth>

How Henry VII Killed the Wars of the Roses - The Consolidation of Power
<https://www.youtube.com/watch?v=B1S55Jfb-1U&list=PLWHb-MbcZ9kplZF3fh4Amv-foQZ0Csns3&index=4&t=0s>

The Bigger Picture Task

As well as reinforcing your core knowledge and understanding, our A Level curriculum will expose you to what are called the 'established orthodoxies' within each subject, which can include key research, important people who have contributed to the field, as well as broader methods and theories that exist within the subject.

Prior to starting the A Level course, it is important that you are aware of the following themes and topics so that you can develop an understanding of how they contribute to some of the established orthodoxies within the study of History

Component 1 Task: Choose one of these and produce a response of approximately 1 side of A4.

- What defined a successful Tudor monarch and who were the different Tudor monarchs?
- Did we see a revolution in politics and religion in the sixteenth century?
- What were the different religious perspectives of the Tudor monarchs?

Component 2 Task:

Component 2: Core Knowledge and Understanding Tasks

Task 1: The American Dream

Using the supporting links below and your own research, write out answers to the below questions in full sentences.

1. What does the phrase American Dream mean?
2. How did the meaning change over time?
3. During the 1940s-60s who lived the dream and who didn't and why?
4. When did the American Dream appear to slip away?

Task 2: American Politics

Define the following key terms using the link below and your own research.

- Constitution
- Amendment
- President
- Supreme Court
- Federalism
- States' Rights
- Civil Rights
- Congress
- Executive Order
- Insurrection Act 1807
- NAACP

Task 3: The American Civil War (1861-1865)

Using the supporting links below and your own research, write out answers to the below questions in full sentences.

1. What were the main causes of the American Civil War?
2. Research the following three constitutional amendments and why they are significant:
 - a. 13th Amendment
 - b. 14th Amendment
 - c. 15th Amendment
3. What economic, legal, and societal barriers did African Americans face after slavery?
4. What accounts for the intensity of white race prejudice in the years after slavery's end?

Task 4: **20th Century America**

Using the information from the Library of Congress, create a timeline of American History from 1900 to 1945. You should include the following events

- World War One
- Women's Suffrage
- The Roaring Twenties
- The Great Depression
- The Second World War
- The work of the NAACP
- At least two others.

Then write a paragraph explaining which event you think was the most **significant** issue affecting America between the years 1900 to 1945.

Links to support Component 2:

Task 1: <https://www.smithsonianmag.com/history/ behold-america-american-dream-slogan-book-sarah-churchwell-180970311/>

Task 2: [The Constitution, the Articles, and Federalism: Crash Course US History #8](#)

Task 3: [The Civil War, Part I: Crash Course US History #20](#)

Task 3: [The Amendments | Constitution Center](#)

Task 4: [Progressive Era to New Era, 1900 to 1929 | U.S. History Primary Source Timeline | Classroom Materials at the Library of Congress | Library of Congress](#)

Task 4: [Great Depression and World War II, 1929 to 1945 | U.S. History Primary Source Timeline | Classroom Materials at the Library of Congress | Library of Congress](#)

Component 2: Bigger Picture Task

1. What makes a US President successful?
2. What are the main issues a US President has to deal with in a typical period in office?
3. For each president below, summarise what the biggest problem of their presidency was and the actions they took to try and solve it.
 - Franklin D. Roosevelt
 - Harry Truman
 - Dwight Eisenhower
 - John F. Kennedy
4. How do you think the start of the Cold War added to the problems faced by American presidents?

Links to support: [U.S. Presidents | Miller Center](#)

Recommended Reading List and the Department's 'Top Pick' Title

As an A Level student, we want you to value academic endeavour (scholarship) and develop a thirst for learning in your chosen subject. Our curriculum will help you to understand that scholarship is not just about learning facts, it is about nurturing powerful knowledge.

We will help you with this by directing you to resources that will not only deepen your knowledge and strengthen your understanding of the A Level content, but also broaden it beyond that of the exam board specification.

Please find the full subject reading list alongside our prospectus on the Sixth Form section of the STRS website here: <https://strschool.co.uk/sixthform/prospectus>. We would encourage you to explore as many of these titles as you can.

From the published reading list, the most highly recommended book(s)/article(s) to read before September are:

Tudor: The Family Story by Leanda de Lisle

Once you have read the recommended book/chapter/article, consider the following:

- What did you learn from the reading?

- Have you identified any patterns or made any connections?
- What unanswered questions has the reading left you with?
- Did you agree entirely with what you have read? If so, why? If not, why not?
- Are there any themes or topics that you would like to explore further?

Other Recommended Activities

Please find below a selection of suggested additional activities that the department feel it would be useful for you to explore prior to starting the A Level course in September.

History podcasts:

BBC You're Dead to Me – Greg Jenner

e.g Podcasts on **civil rights activists Josephine Baker and Harriet Tubman**

NPR—Throughline

e.g Buried truths The Story of Thomas Finch, a victim of lynching. In 1936, a black man named Thomas Finch was shot and killed by an Atlanta police officer, who later became leader of the Ku Klux Klan.

Leanda de Lisle—10 Minute Tudors

BBC In Our Time with Melvyn Bragg

e.g Former Labour MP Baroness Oona King's father and grandfather worked with Martin Luther King

Documentaries:

Royal History's Biggest Fibs ep1&2 – iPlayer

Lucy Worsley's Six Wives – iPlayer

British History's Biggest Fibs ep1 – YouTube The Tudors – Netflix (fun)

History video channels:

Timelines TV – YouTube channel

BBC Teach – women's history playlist

BBC Teach History playlist

TEDEd – assorted History lessons

History Extra – YouTube

BBC History YouTube playlist

Dan Snow's History Hit TV