



Introduction to Sixth Form History



A Level History

- Three key elements:
- Tudors 1485-1603 (40%)
- Russia 1917-53 (40%)
- Coursework (20%)



The Tudors: England, 1485-1603

The Tudor dynasty is one of the most famous or could be infamous of all the English dynasties. Everyone remembers the rhyme 'divorced, beheaded, died, divorced, beheaded, survived'; but there is so much more to the one hundred and thirteen years reign of England than Henry VIII and his many marriages.



We begin with the usurpation of Henry VII and the constant threat towards him, the death of his first born son and securing his dynasty. Henry VIII, learning stories of great kings of the past, which influenced his reign greatly and the pressure placed upon him to have a son. The outcome which we know. The changes his children made to religion and the reasons behind this; which were more complex than Henry wanting and needing a new wife. The challenging relationship with Scotland; the impact this had on relations on the continent and the threat to the English crown. We end with the uniting of the two nations with the death of arguably the greatest English queen.

1C The Tudors: England, 1485–1603

This option allows students to study in breadth issues of change, continuity, cause and consequence in this period through the following key questions:

- How effectively did the Tudors restore and develop the powers of the monarchy?
- In what ways and how effectively was England governed during this period?
- How did relations with foreign powers change and how was the succession secured?
- How did English society and economy change and with what effects?
- How far did intellectual and religious ideas change and develop and with what effects?
- How important was the role of key individuals and groups and how were they affected by developments?

Part one: consolidation of the Tudor Dynasty: England, 1485–1547

Henry VII, 1485–1509

- Henry Tudor's consolidation of power: character and aims; establishing the Tudor dynasty
- Government: councils, parliament, justice, royal finance, domestic policies
- Relationships with Scotland and other foreign powers; securing the succession; marriage alliances
- Society: churchmen, nobles and commoners; regional division; social discontent and rebellions
- Economic development: trade, exploration, prosperity and depression
- Religion; humanism; arts and learning

Henry VIII, 1509–1547

- Henry VIII: character and aims; addressing Henry VII's legacy
- Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy
- Relationships with Scotland and other foreign powers; securing the succession
- Society: elites and commoners; regional issues and the social impact of religious upheaval; rebellion
- Economic development: trade, exploration, prosperity and depression
- Religion: renaissance ideas; reform of the Church; continuity and change by 1547

Part two: England: turmoil and triumph, 1547–1603 (A-level only)

Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563 (A-level only)

- Edward VI, Somerset and Northumberland; royal authority; problems of succession; relations with foreign powers
- The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought
- Mary I and her ministers; royal authority; problems of succession; relations with foreign powers
- The social impact of religious and economic changes under Mary I; rebellion; intellectual developments; humanist and religious thought
- Elizabeth I: character and aims; consolidation of power, including the Act of Settlement and relations with foreign powers
- The impact of economic, social and religious developments in the early years of Elizabeth's rule

The triumph of Elizabeth, 1563–1603 (A-level only)

- Elizabethan government: court, ministers and parliament; factional rivalries
- Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain
- Society: continuity and change; problems in the regions; social discontent and rebellions
- Economic development: trade, exploration and colonisation; prosperity and depression
- Religious developments, change and continuity; the English renaissance and 'the Golden Age' of art, literature and music
- The last years of Elizabeth: the state of England politically, economically, religiously and socially by 1603

Examination:

There are two parts to this examination. Section A is an interpretations question which everyone answers. You are required to identify the arguments and evaluate, to reach a judgement on which interpretation is more convincing. You must apply knowledge and understanding of the historical context to these arguments and interpretations.

Section B, you are given a choice of three essays and you answer two. You are required to assess historical understanding of developments and issues within a broad and coherent chronology, covering a minimum of 20 years. The focus of these questions will be, as appropriate, on understanding causation, change, continuity, similarity, difference and significance over time. Thus, questions with a narrow focus, such as those focused on specific events, will not be set.

Russia in 1914

...rt the course by looking
... entry to WW1



The last
Tsar (King)
of Russia-
Nicholas II



His wife
Alexandra

'wardness' of the Russ

The influence of the monk

utin

... was there not just
... tions in 1917?

The
mysterious
'mad monk'
Rasputin

<https://www.youtube.com/watch?v=KOK1TMSyKcM>

The
disaster
of WW1





1921 Famine

To...Russia in 1953



Cartoon of the terror



Lenin

Communist country, led by Lenin
Stalin



Stalin as the father of the USSR

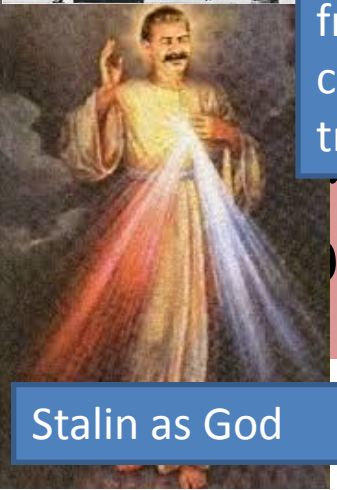
Industrialisation and
Electricity for the first time



Queuing in freezing conditions to pay tribute to Lenin

terror of living under Stalin

end of WW2



Stalin as God

USSR emerges as a

superpower



Re-writing History

Civil War propaganda

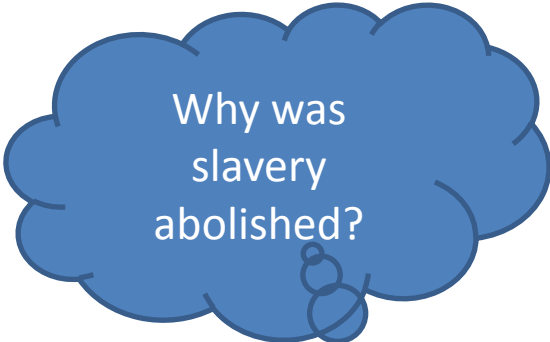


lag work camp




Coursework- It's a gift!


- 82% of 2019 cohort achieved A*-B
- 20% of overall grade
- Lesson time and support to write
- Pick your own topic

A blue thought bubble with a white outline and a small circle at the bottom. It contains the text "Why was slavery abolished?".

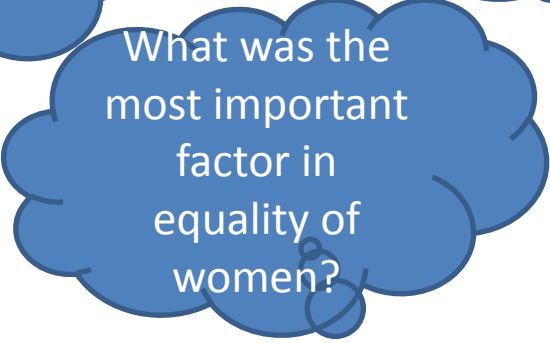
Why was slavery abolished?

A blue thought bubble with a white outline and a small circle at the bottom. It contains the text "Did the Nazi's benefit Germany?".

Did the Nazi's benefit Germany?

A blue thought bubble with a white outline and a small circle at the bottom. It contains the text "Why are NI and Ireland divided?".

Why are NI and Ireland divided?

A blue thought bubble with a white outline and a small circle at the bottom. It contains the text "What was the most important factor in equality of women?".

What was the most important factor in equality of women?

Why choose History?

History helps us tell the future - teaching us about the past. That makes it a great way into a whole host of careers.



Helps towards degree courses in...

- Archaeology
- Economics
- Classics
- Languages
- English
- History of art
- Law
- Politics
- Teaching
- Religious studies



Related subjects

- English Literature
- Languages
- Media studies
- Law
- Politics
- Philosophy
- Psychology
- Economics
- Sociology