

Course
Transition



Bridging the Gap
from School to College



Warlingham
Sixth Form College

Year 11 > Year 12 Transition
Summer Term
A Level History

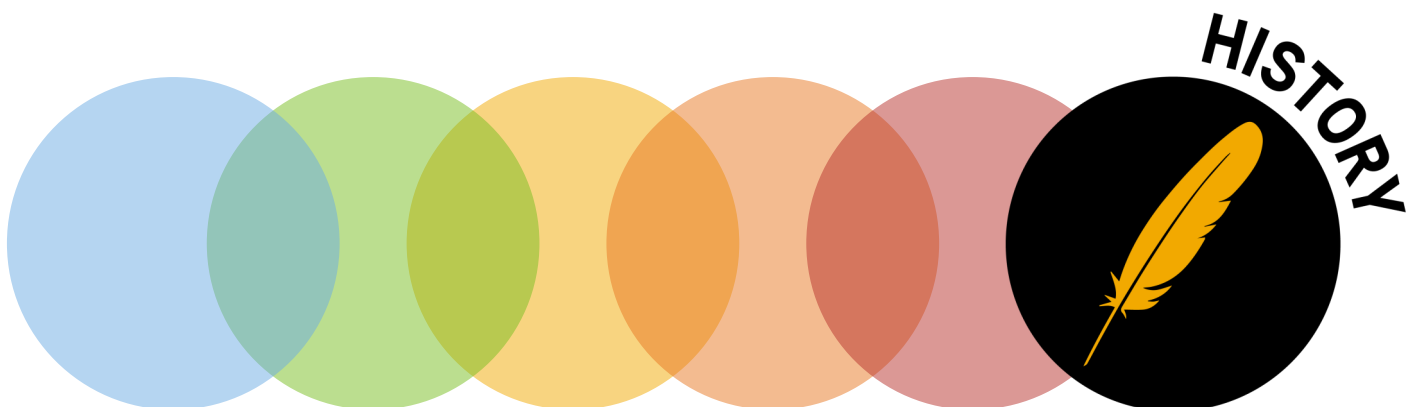











TABLE OF CONTENTS

		Page No
	Course Overview	1-2
	Our Expectations	3
	Using Cornell Notes	4
	Review / Revise	5
	Watch	6
	Listen to	7
	Read	8
	Research	9
	Complete	11



COURSE OVERVIEW

AQA A Level History (7042)

Why should I study A Level History?

History is unique. In an era in which we have to filter all we read, watch and hear, history develops your skills in discerning reality from half-lies and untruths, known unknowns from unknown unknowns, in a real context. It helps you weigh up and decide upon the veracity of sources presented to you. You are taught to present your case for a point of view, justified by knowledge which you have moulded for your own argument. These are useful skills. History at Warringham is taught by genuine enthusiasts who love their subject, enjoy the duel of argument, and do their utmost to pass on their zeal for historical debate.

Course Overview

Paper One: Industrialisation and the people, c1783– 1885 (Option 1F)

In this course we examine how Britain underwent significant changes during the 19th century. Whilst this initially begins as changes to industry it unleashes unintended consequences due to the terrible conditions people at the time found themselves living in. Fed up of these conditions, the people turned to radical ideas and even dared to dream of revolution. This course examines what the government did in response and considers how they managed to survive.



Paper Two: The Cold War, 1945-1991 (Option 2R)



This option provides for the study in depth of the evolving course of international relations during an era of tension between communist and capitalist powers which threatened nuclear Armageddon. It explores concepts such as communism and anti-communism, aggression and détente and also encourages students to reflect on the power of modern military technology, what hastens confrontation and what forces promote peace in the modern world.



COURSE OVERVIEW

Coursework

A 4,500 word enquiry on a topic of your choosing. You will be expected to:

- find a topic that is of particular interest to you.
- create a suitable title.
- find two key historians with fundamentally different views on the topic.
- research the question using a wide range of historians.
- complete an essay of approximately 4,000 words.

Course Entry Requirements

Grade 5 or above in GCSE History, if taken. Otherwise: Grade 5 or above in any Humanities GCSE. If no Humanities GCSEs were taken: Grade 5 in GCSE English. (In exceptional circumstances, a Grade 4 will be considered.)

Assessment Format

Paper One (2hr 30mins) – worth 40% of the A Level

Paper Two (2hr 30mins) – worth 40% of the A Level

Coursework – worth 20% of the A Level

What can I do afterwards?

Degrees in History, the History of Ideas, Archaeology, Law and Politics. Careers in Civil Service, Teaching, Law and Local Government or any career needing logical, progressive thought.

Further information from Mr G Dicks, Mr A Richardson-Price or Mr R Leay.



OUR EXPECTATIONS

College Expectations for Academic Success

The College will work closely with all students and parents to create a purposeful, creative and stimulating environment in which students are encouraged to fully develop - both academically and personally.

We will expect you to take responsibility for your own behaviour and learning. The current College Committee, along with the student body, have discussed and agreed that students should commit to:

- Ensuring academic success through regular attendance and punctuality at all required registrations, lessons, supervised study lessons and Inspire Periods. Attendance which drops below 95% reduces Key Stage 5 performance by at least one grade, so it is taken very seriously.
- Completing all set tasks on time to the best of your ability, making full use of study periods and homework to enable you to meet all deadlines.
- Using study time effectively by bringing all required equipment and resources with you and making full and regular use of the College study rooms and LRC, respecting the need for silent studying conditions.
- Working closely with all your teachers to develop an effective working relationship based on mutual respect and discussing your work with them on a regular basis and meeting targets set.
- Developing your skills as an independent, self-evaluative learner and work closely with your tutor in monitoring and discussing your academic progress. As an independent learner, if you miss a lesson, it is your own responsibility to find the teacher and catch up with the work missed.
- Organising your work efficiently and effectively into folders for each subject, making full use of individual subject expectations and using Cornell Notes daily to ensure work in your folders is relevant and meaningful.
- Keeping mobile phones out-of-sight in all classrooms and during assemblies so that lessons are not disturbed and/or important information is missed.
- Attending all parents' evenings and arrange appointments with your teachers to discuss your progress and work.

Course-specific Expectations for Academic Success

- Have an interest in studying the past and understanding how and why human beings have acted in different ways throughout time.

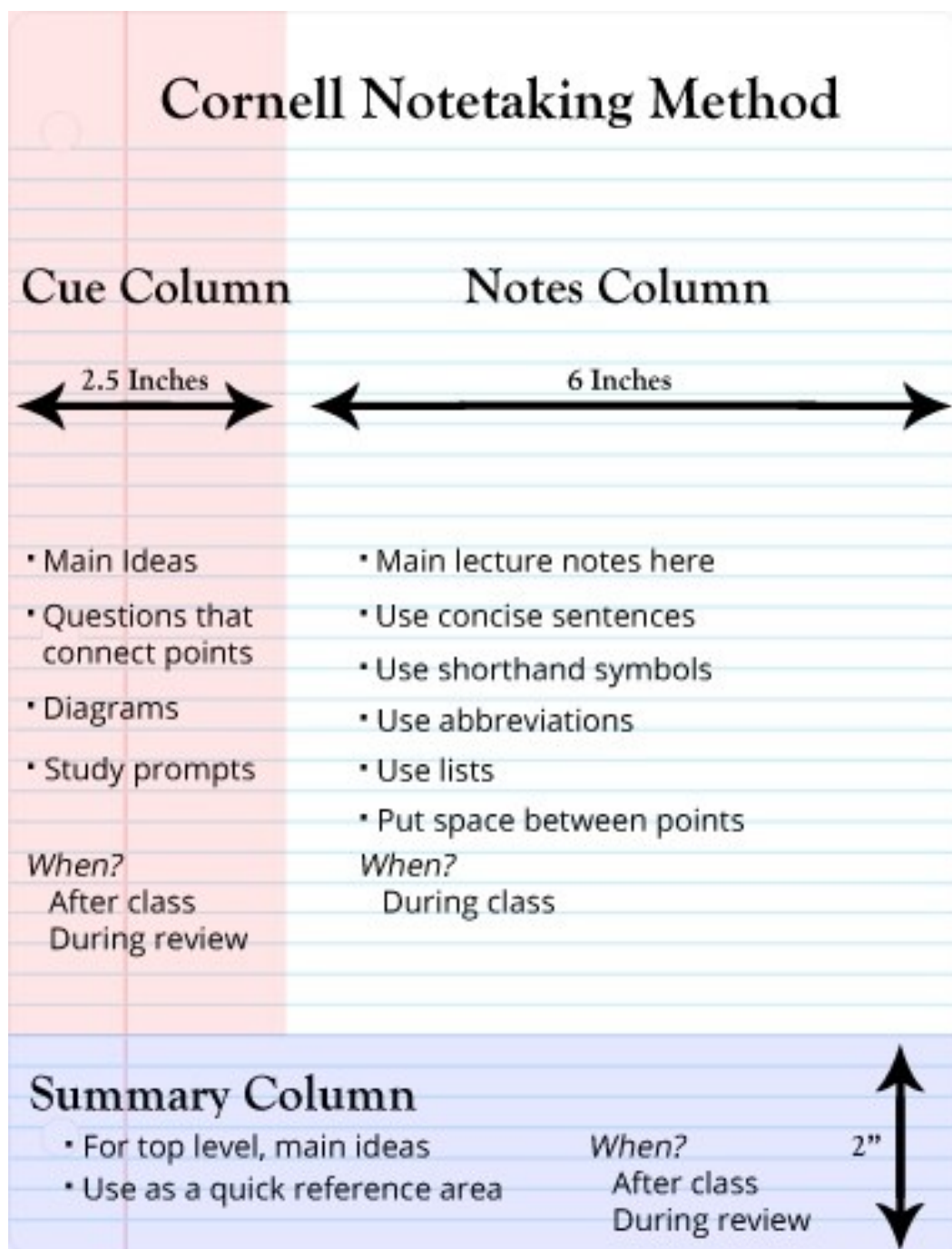


USING CORNELL NOTES

The Cornell Notes system is a note-taking system devised by Walter Pauk, an education professor at Cornell University. It is a proven method that establishes a more effective learning process.

It is designed to help the user think and reflect upon the notes they have made as well as making them more useful for revision purposes.

Please [click here](#) to watch a video that explains how to take Cornell Notes properly.





REVIEW / REVISE

Industrialisation and the People, Britain, c1783-1885



“NOT SO VERY UNREASONABLE!!! EH?”

JOHN.—“MY MISTRESS SAYS SHE HOPES YOU WON'T CALL A MEETING OF HER CREDITORS; BUT IF YOU WILL LEAVE YOUR BILL IN THE USUAL WAY, IT SHALL BE PROPERLY ATTENDED TO.”

*. The Chartists in London, excited by the revolutionary proceedings in France, held numerous meetings in London and elsewhere, and drew up a very formidable petition.

If you studied the **Power and the People** topic as part of your History GCSE then this will give you a great overview of what life in Britain was like during the nineteenth century. Review the **Power and the People flashcards** and test yourself on them. You can even get others to test you. You can find them on SharePoint by going to the [Waringham website](#) then clicking on the Students tab and Student Room/SharePoint. You will need to log in and follow the link:

Student Room/Revision and Homework Projects/Year 11/History/Revision/3 - Knowledge Guides / Flash Revise Power and the People

The Cold War, c.1945-1991

The Cold War section of your GCSE Course will be incredibly useful for A level. The course continues your study of the conflict as well as why it came to an end.

There are lots of useful materials on [SharePoint](#) here including flashcards on the Cold War. Test yourself regularly on these.

You may also find the [BBC Bitesize website](#) useful a part of your revision.





WATCH

Lectures

Lectures are a good way of learning about History. There are a range based on History which you can search for on the following [website](#) or via [TED Talks](#) but some of those below are most relevant to your course:

The lecture entitled '**The USSR in the Cold War Years**' available via this [website](#)

The lecture entitled '**Fuelling the Debate: The English Corn Laws**' via this [website](#).

Make sure you summarise what you have learned from the lecture(s) using the Cornell method of notetaking.

History and Film

You may also like to watch any or all of the following films that are centred around historical topics:



1. Forrest Gump

A great take on a range of relevant events in international relations and the Cold War but told from the perspective of one individual with remarkable talents.

2. Bridge of Spies & Tinker, Tailor, Sailor, Spy

Set in the context of the Cold War, these films follow the secretive side of the conflict by focusing on espionage and intrigue.

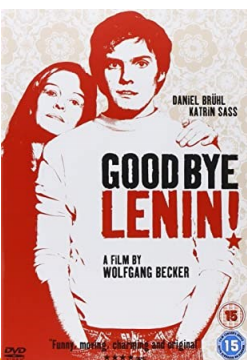


3. Peterloo

Set in 19th century Britain, this film follows the events of the Peterloo Massacre when some workers dared to campaign for better rights but faced dire consequences.

4. Oliver Twist

A classic film based on the book by Dickens which gives an insight into conditions for the poorest in nineteenth century Britain.



5. Goodbye Lenin

A subtitled German film which is set during the fall of the Berlin Wall and shows the differences between the lives of those who lived in East and West Germany.



LISTEN TO

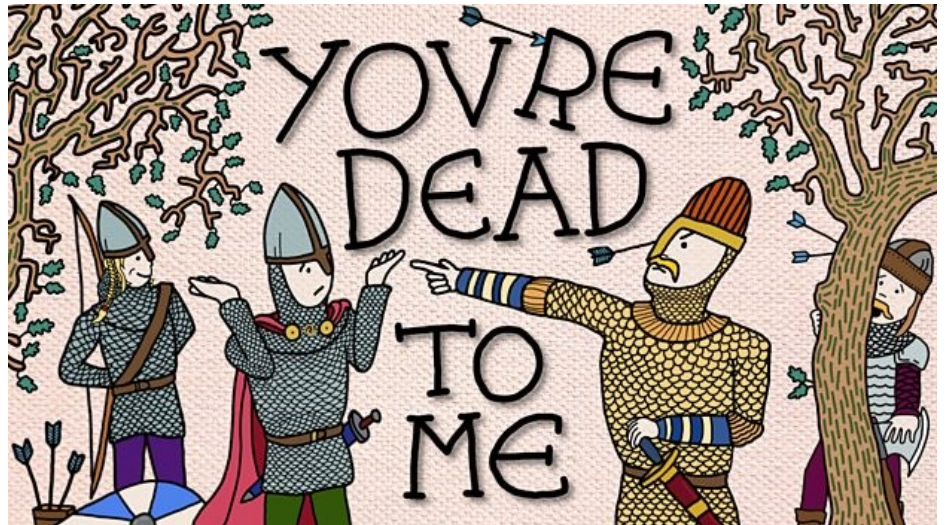
You're Dead to me Podcast

The podcast '**You're Dead to Me**' is available via the following links:

Home page - [Click here](#)

List of episodes - [Click here](#)

We would particularly recommend the episode on **the History of General Elections** as a starting point, as it is very relevant to your **Industrialisation** course. [Click here](#).



This is a great podcast that takes a really light hearted, but also informative, approach to a range of topics within history from key individuals such as Boudicca or Harriet Tubman to events like the history of football and Christmas.

Each episode sees the presenter, Greg Jenner, discuss the topic with an expert historian in that field, along with a comedian who provides some welcome entertainment to the topic of discussion.

Cold War: Stories from the Big Freeze Podcast



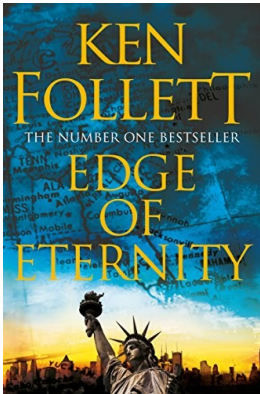
This podcast provides an insight into a range of stories from across the entire Cold War and covers a number of topics that you will study.

Find a list of episodes [here](#).

Choose any episode(s) that interest(s) you and make some notes afterwards to summarise what you have learned on that topic.



READ

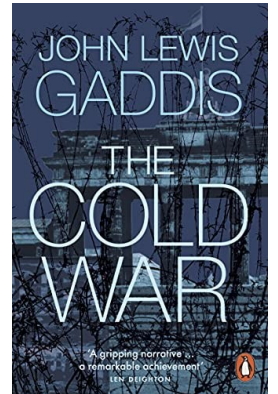


Edge of Eternity by Ken Follett

A fictional take on the events of the Cold War told from the perspective of a range of different characters. It covers the key developments that we will study in the Cold War and provides an interesting take on how individuals may have reacted at the time.

The Cold War by John Gaddis

A good overview of the Cold War from the historian John Gaddis who provides a factual account of the main developments in the conflict.

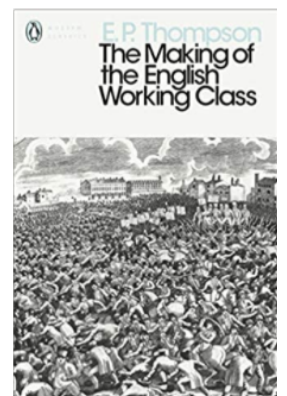


The Ragged Trousered Philanthropist by Robert Tressell

A fictional tale of a group of workers who experience terrible conditions due to the affects of industrialisation but try to do something about it by working collectively.

'The Making of the English Working Class' by E.P. Thompson

A seminal piece of work from Marxist historian E.P. Thompson who provides an explanation for how workers developed their own class consciousness in Britain as a result of the industrialisation.



Articles

There are also some useful articles that you can read to give you an insight into the issues you will be studying in History. Remember to make notes on anything you read using the Cornell method. You can search for some on:

- [TED IDEAS](#)
- [JSTOR](#) - e.g. [Origins of the Cold War](#) or [Industrial Revolution](#)



RESEARCH

Coursework

You will be required to complete a 4,500 word study on a topic of your choice. **It is never too early to start thinking/researching.**

By the end of Year 12, you will need to have done the following:

- Decided on a topic that you find interesting (by Christmas).
- Devised a title that fits the criteria laid down by the exam board (by Easter).
- Found at least two historians with differing views on your topic (by Easter).
- Found at least three key sources that you will evaluate during your study (by July).

There will be a little lesson time allocated to this in Year 12 and more in Year 13, however, **the majority of the work will be carried out independently by you.**

Key Characters for First Term, Year 12

Research these key characters and organisations, making sure you understand why they played key roles in the two units we study.

Industrialisation

- Pitt the Younger
- Lord Liverpool
- Henry Hunt

Cold War

- US Presidents - Roosevelt, Truman, Eisenhower, Kennedy, Nixon
- Soviet leaders - Stalin, Khrushchev, Brezhnev, Gorbachev



COMPLETE

Peterloo to the Pankhursts: Radicalism and Reform in the 19th century

The course on '**Peterloo to the Pankhursts: Radicalism and Reform in the 19th century**' from the University of Royal Holloway London.

By completing this course, you will explore 19th century Britain and learn more about how citizens gained more rights during a time of fundamental change for the country. [Click here](#) to start the course and for more detail.



Industrial Revolution Courses

The course on '**Working Lives in Factories and Mills**' (click [here](#)) or '**Working Lives in Britain's Railways**' (click [here](#)), which both provide an insight into the working conditions faced by some of Britain's workers during the height of the Industrial Revolution.

There are a range of courses available on the following websites - choose one that interests you:

- [Future Lean](#)
- [Open University](#)
- [University of Oxford](#)
- [University of Cambridge](#)
- [Stanford University](#)