

Progression - History



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[Thinking of studying A Level History at Worcester Sixth Form College?](#)

At WSFC we offer two History Courses:

- (1) **Early Modern History** (AQA): This covers the period 1469-1715. Students study Spain in the Age of Discovery 1469-1598; The English Revolution 1625-1660; Coursework on France 1610-1715

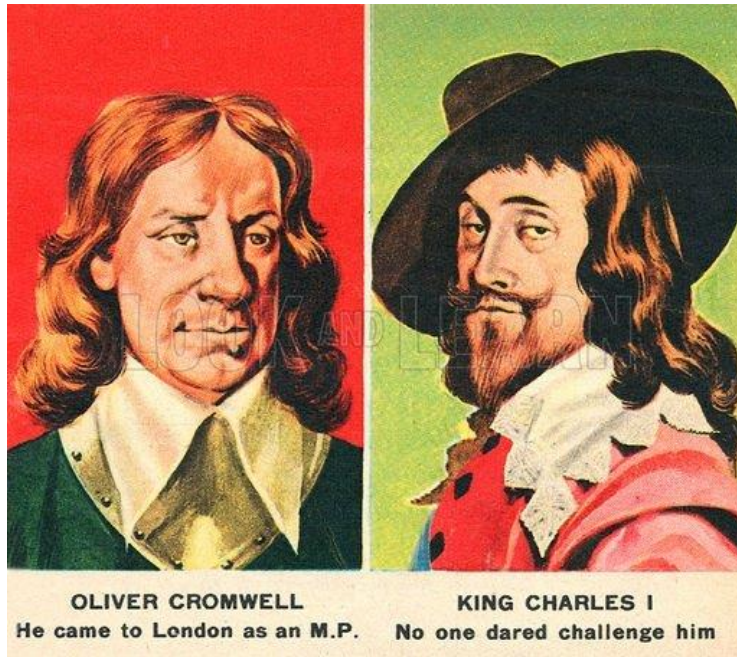
Or

- (2) **Modern History** (Edexcel): This covers Germany & West Germany, 1918-89; The rise and fall of Fascism in Italy c1911-46; Protest, agitation & parliamentary reform in Britain c1780-1928; Coursework on the Holocaust.

Students opt for either Early Modern **or** Modern History.

This booklet covers tasks for the Early Modern History course.





A Level Early Modern History

During the AQA Early Modern History course you will be exploring new time periods, topics and themes in both breadth and depth. Understanding the key chronology of your units will be central to your ability to both analyse sources in their context and engage critically and meaningfully with essay questions.

You will do two examination units and a piece of coursework as part of your A Level studies. These are:

Component 1 Spain in the Age of Discovery 1469-1598

Component 2 The English Revolution 1625-1660

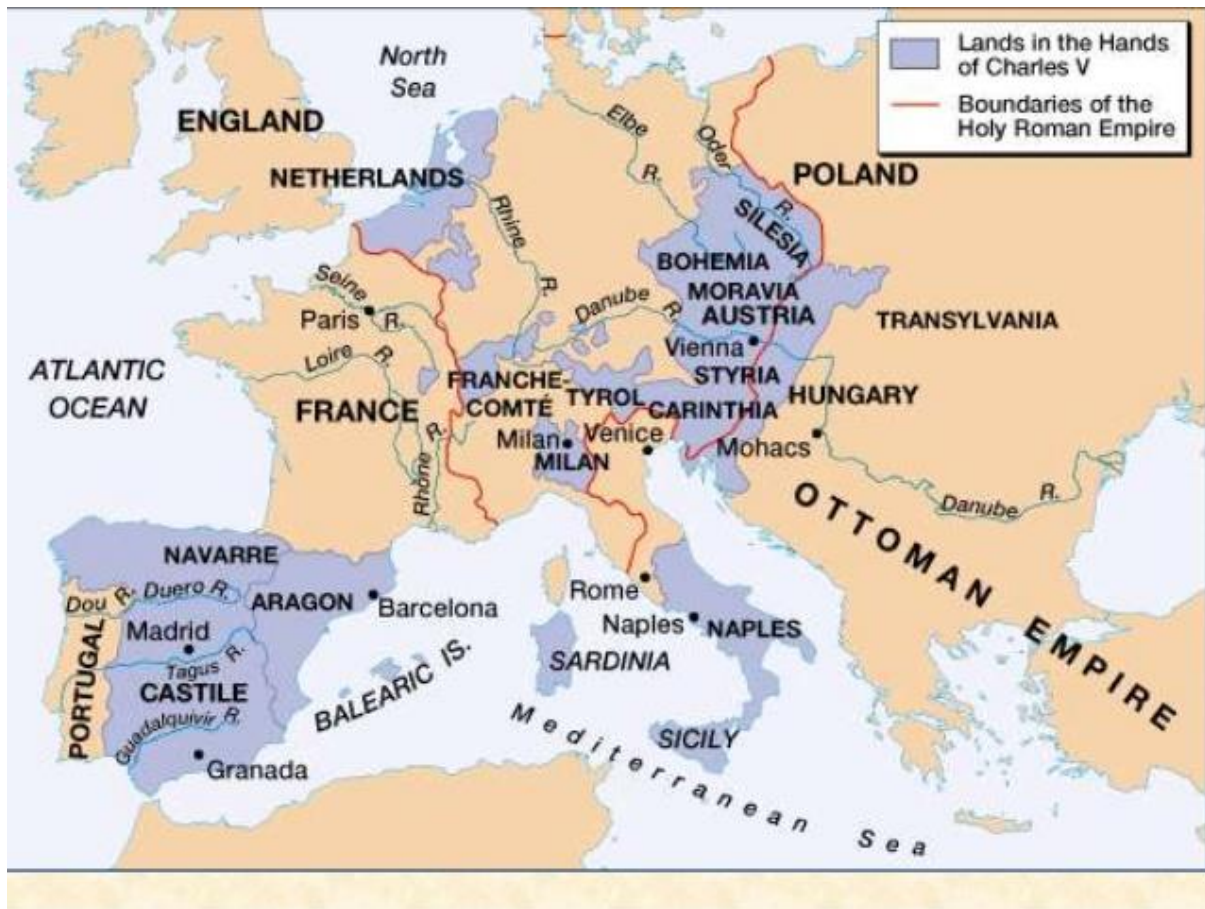
Component 3 Coursework on France 1610-1715 (completed from summer term of year 1 until end of spring term year 2)

Link to the AQA Early Modern History Specification:

<https://filestore.aqa.org.uk/resources/history/specifications/AQA-7041-7042-SP-2015.PDF>

2. Tasks to complete before September

Task 1



Look at the map above. Try to spot at least five differences between Europe in around 1500 and Europe today. Either label these differences on a print-out of this map or write a list of them.

Task 2

During the period studied in the 'Spain in the Age of Discovery' component in Year 1, explorers discovered the New World. Students should watch the YouTube video, 'The Great Age of Exploration' (around 30 minutes) on the link below. Then, please complete the quiz towards the end of the clip.

<https://uk.video.search.yahoo.com/yhs/search?fr=yhs-avast-securebrowser&hsimp=yhs-securebrowser&hspart=avast&p=the+great+age+of+exploration#id=1&vid=130c882c02e6543fdfe8de50792c28e9&action=click>

Task 3

There are a number of key terms that crop up during the study of the component, 'The English Revolution, 1625-60'. It is important that you are aware of the meaning of these terms.

Define the following key terms:

Royal prerogative	Parliamentary privilege	Constitution	Parliament	Absolutism
Protestant	Puritan	Catholic	Divine right	Radicalism

A number of websites could be used to research these terms, but some useful ones are below:

<https://www.bl.uk/restoration-18th-century-literature/articles/the-turbulent-17th-century-civil-war-regicide-the-restoration-and-the-glorious-revolution>

<https://www.britannica.com/>

Task 4: Chronology

Step 1: Create a timeline on A3 paper which spans the entire time period 1469-1660 you will be studying for both of your two examinable units. Try to draw it to scale!

Step 2: On your timeline, plot on twelve key events with full dates and titles that link to either events in England or events that happened in the Spanish Empire You might decide to include a small picture

To get you started you might like to find out when the following happened:

- (i) Marriage of Ferdinand and Isabella
- (ii) Christopher Columbus set sail to the 'New World'
- (iii) Charles, grandson of Ferdinand and Isabella, became king of Spain
- (iv) Hernan Cortes captured Mexico
- (v) Philip 11 inherited the throne
- (vi) Philip 11 sent the Spanish Armada against England
- (vii) The Battle of Worcester

Step 3: For each event, write a brief description of what happened and the consequences of it. (one paragraph)

Step 4: In a separate colour, draw and annotate arrows explaining the connections between the events in your timeline – in what ways are key events/changes connected?

Step 5: Counterfactual analysis is a key component of A Level study. For 5 of the events on your timeline, can you explain how history would have been different if this event had not

occurred? Can you predict how your timeline might have looked different? What does this tell you about the importance of this event within this unit of work?

Challenge: Can you now begin to explain the strengths and limitations of timelines? How far, and in what ways, will they be useful to you in studying the past?



Task 5: Causation and Consequence

Many of the essays you will write throughout Year 12 and Year 13 will address the conceptual focuses of causation and consequences – why do events happen, and what are the implications of them?

Step 1: From all your timeline for both English and European history, identify what you consider to be the 5 key events.

Step 2: Create a mind map, with the event in the middle, divided into two sections – causes and consequences.

Step 3: On the left hand-side, use the internet to research the event and identify 5 causes as to why this event happened. For each event use the “shades of likelihood” scale to explain how far, and in what ways, this cause led to the event occurring:

1	2	3	4	5
Partially	Noticeably	Dramatically	Certainly	

Step 4: For your causes, now categorise your factors into the following themes: political; social; economic; long-term cause; and short-term cause.

Step 5: From your causation map, can you now identify what you think is the most important cause behind this event, and justify your decision?

Step 6: On the right hand-side, identify between 5-10 consequences that occurred as a result of this event.

Step 7: For your consequences, now categorise them into the following themes: political; social; economic; long-term consequence; and short-term consequence. Can you explain the links between your consequences?

Step 8: Can you identify what you think is the most important consequence of this event, and justify your decision?



Extension Task: Significance – (Optional)

One of the central recurring themes in A Level History is the role and significance of individuals in shaping events. Why is it that some individuals are more significant than others? In what ways, if at all, can the contributions of some individuals to the past be unprecedented? In what ways are some events in the past inevitable, unaffected by human agency?

Step 1: From your timeline, identify 5 key individuals from both of your examination units (if in doubt, double check with your History teacher for Year 12 to see if the people you have chosen are suitable!).

Step 2: For each of your individuals, complete the grid below, explaining the ways that they are significant:

In what ways was this individual's actions or ideas remarkable, both at the time and since?

Why are the actions of this person remembered today and in the past?

What do the actions and ideas of this individual reveal to us about the values and concerns of the time period in which they lived?

In what ways did the actions or ideas of this individual result in short or long term consequences?

Step 3: Based upon your grids, which of your individuals do you think was most significant and why? If you had to rank them into an order of significance, what would your criteria be for what makes an individual significant in the past?

Please bring your work with you to your first lesson.

Useful Websites

<https://schoolhistory.co.uk/>

<https://spartacus-educational.com/>

<https://www.britannica.com/biography/Charles-II-king-of-Great-Britain-and-Ireland>

www.historylearningsite.co.uk/

<https://www.history.com/>

<https://www.britannica.com/topic/Catholic-Monarchs>

<https://worldhistory.us/european-history>

<http://www.historyworld.net/wrldhis/PlainTextHistories.asp?ParagraphID=gti>

Access to History books are also a good introduction – such as Kilsby Spain 1469 – 1598