

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 Modern History course.



A Level Modern History

During the Edexcel 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 three examination units and a piece of coursework as part of your A Level studies. These are:

- **Component 1 Germany & West Germany, 1918-89**
- **Component 2 The rise and fall of Fascism in Italy c1911-46**
- **Component 3 Protest, agitation & parliamentary reform in Britain c1780-1928**
- **Component 4: Coursework on Historical Interpretations: the origins of the Holocaust**

2. Tasks to complete before September

Task 1

There are 12 key terms that crop up throughout the two-year course. It is important that you are aware what the meaning is of the 12 terms.

Define the following key terms:

Dictatorship	Fascism	Republic	Democracy	Eugenics	Authoritarian
Nationalism	Coalition	Capitalism	Constitution	Imperialism	Communism

Task 2: Chronology

Step 1: Create a timeline on A3 paper which spans the entire time period you will be studying for each of your three examinable units.

Step 2: On your timeline, plot on the key events with full dates and titles.

Step 3: For each event, write a brief description of what happened and the consequences of it?

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 2: Create a fact-file

We will be studying a number of topics in both German and Italian History. Select **one** of the topics below and create a fact-file on the case study. This should contain text and relevant images or diagrams.

Ensure your fact-file contains:	✓ The Fall of the Berlin Wall 1989
✓ What happened	✓ The Wannsee Conference 1942
✓ What caused the event	✓ The Munich Putsch 1923
✓ An overview of the individuals involved	✓ The March on Rome 1922
✓ Consequences of the event	✓ The Nuremberg Trials 1945-46



Task 3: 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 your timeline for each of your examination units, 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

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 each 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.

Potentially useful websites:

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

www.history.org.uk/resources/secondary_resource_4373_243.html

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

German History in Documents and Images:

1918–33: http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=12

1933–45: http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=13

1945–61: http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=14

1961–89: http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=15

Link to the Edexcel History Specification:

https://qualifications.pearson.com/content/dam/pdf/A%20Level/History/2015/Specification%20and%20sample%20assessments/9781446914366_GCE_2015_A_HIST.pdf