



UXBRIDGE
HIGH SCHOOL



Sixth Form Transition Pack

HISTORY

COURSE INTRODUCTION

Studying history at UHS will greatly develop your interest in and enthusiasm for the subject. It will provide an understanding of its intrinsic value and significance through an appreciation of different identities within societies. Studying A level history will enable you to improve as an effective and independent learner, as a critical and effective thinker with a curious and enquiring mind.

‘ If you don’t know history, then you don’t know anything. You are a leaf that doesn’t know it’s part of a tree.’

Michael Crichton

Paper 1	Paper 2	Paper 3	Paper 4
Britain 1930-1997 Enquiry topic: Churchill 1930-1951	Democracy and dictatorships in Germany 1919-1963	Civil Rights in the USA 1865-1992	Topic based essay (internally assessed)

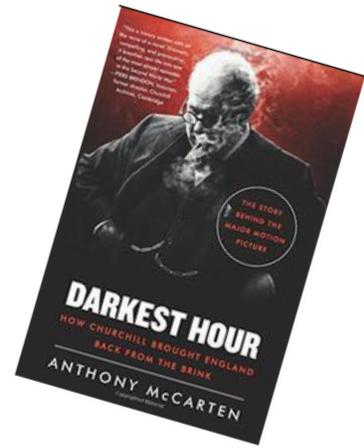
Content Overview	Assessment Overview	
<p>British period study and enquiry: (unit group 1)</p> <p>Learners study one of the 13 units available, each of which constitutes a substantial and coherent element of British History.</p> <p>The enquiry is a source-based study which immediately precedes or follows the outline period study.</p>	<p>British period study and enquiry (Y101-Y113) 50 marks 1 hour 30 minute paper</p>	<p>25% of total A level</p>
<p>Non-British period study: (unit group 2)</p> <p>Learners study one of the 24 units available, each of which constitutes a coherent period of non-British History.</p>	<p>Non-British period study (Y201-Y224) 30 marks 1 hour paper</p>	<p>15% of total A level</p>
<p>Thematic study and historical interpretations: (unit group 3)</p> <p>Learners study one of the 21 units available. Each unit comprises a thematic study over a period of at least 100 years, and three in-depth studies of events, individuals or issues that are key parts of the theme.</p> <p>Learners will develop the ability to treat the whole period thematically, and to use their detailed knowledge of the depth study topics to evaluate interpretations of the specified key events, individuals or issues.</p>	<p>Thematic study and historical interpretations (Y301-Y321) 80 marks 2 hour 30 minute paper</p>	<p>40% of total A level</p>
<p>Topic based essay: (unit Y100)* **</p> <p>Learners will complete a 3000–4000 word essay on a topic of their choice, which may arise out of content studied elsewhere in the course. This is an internally assessed unit group. A Title(s) Proposal Form must be submitted to OCR.</p>	<p>3000–4000 word essay (Y100/03 or 04) Non exam assessment 40 marks</p>	<p>20% of total A level</p>

Essential summer reading

- Britain 1930-1997, Wells & Fellows
- Modern British History 1900-1999 Lynch M.
- Britain 1929-1998, Rowe C.
- Darkest Hour - McCarten A.



- Germany 1858-1990: Hope, Terror and Revival, Kitson, OUP
- Weimar and Nazi Germany, Hite and Hinton, Hodder



Essential summer viewing/listening



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

<http://spartacus-educational.com/PRchurchill.htm>

<http://alphahistory.com/weimarrepublic/imperial-germany/>

<https://www.youtube.com/watch?v=1TVp9SaJi-4>

<http://spartacus-educational.com/FWWinGermany.htm>



Tasks to be completed

Unit group 1. Britain 1930–1997 Enquiry topic: Churchill 1930–1951

Task 1 – How did Churchill bring Britain back from the brink?

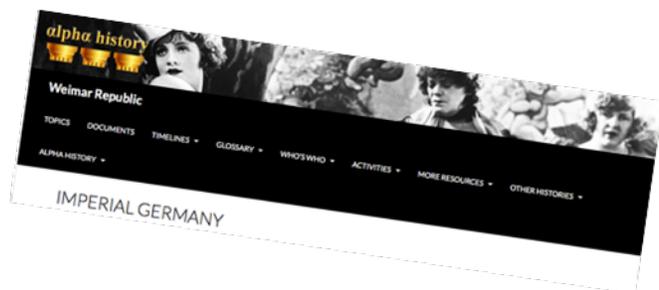
Watch the clip (link above). Create a timeline charting key events in Winston Churchill's life. Write a profile on Winston Churchill in particular the role that his childhood, early years and his time as Chancellor played in shaping the period between 1929 and 1951.



Unit group 2. Democracy and dictatorships in Germany 1919-1963

Task 2 - How does a democratic government deal with terrorism and violent radical political groups who desire to destroy the democracy?

Write a summary of the unification of Germany and how the German Empire was founded using the links above.



Using Spartacus website (and any other research) explain how Germany developed as a world power between 1871 and 1914.