

Newstead Wood School

Sixth Form

September 2016

Year 13 History Handbook



If you prove not an honest man, I will never trust a fellow with a great nose for your sake."

Sir Arthur Haslerig, A word to General Cromwell, 1647



'The only real power comes out of a long rifle'

Joseph Stalin

Name: _____

Welcome to Year 13 History!

Who's who?

Mrs Smith – Director of Learning - Sixth Form, i/c History KS5

Mrs Smith teaches 'Revolution and Dictatorship 1917-1953' and the coursework module on Russia, 'Peter The Great 1672-1725'. She can usually be found in her office in the Sixth Form Study Centre.

Miss Young – Director of Learning - Upper School, Head of Politics, i/c History KS4

Miss Young teaches Stuart Britain and the Crisis of the Monarchy 1603-1702 and the coursework module on the Middle East 1850-1950, she can usually be found in the Upper School office

Studying History in Year 13 encourages students to:

1. develop their interest in, and enthusiasm for, history and an understanding of its intrinsic value and significance
2. acquire an understanding of different identities within society and an appreciation of aspects such as social, cultural, religious and ethnic diversity, as appropriate
3. build on their understanding of the past through experiencing a broad and balanced course of study
4. improve as effective and independent students and as critical and reflective thinkers with curious and enquiring minds
5. develop the ability to ask relevant and significant questions about the past and to research them
6. acquire an understanding of the nature of historical study, for example that history is concerned with judgements based on available evidence and that historical judgements are provisional
7. develop their use and understanding of historical terms, concepts and skills
8. make links and draw comparisons within and/or across different periods and aspects of the past
9. organise and communicate their historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

Assessment objectives (AOs) are set by Ofqual and are the same across all AS and A Level History specifications and all exam boards. The exam board for History A Level at Newstead Wood is AQA (www.aqa.org.uk)

Your exams will measure how you have achieved the following assessment objectives:

- AO1 Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.
- AO2 Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.
- AO3 Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Weighting of assessment objectives for A-level History

Coursework Module	20% of the A Level
Breadth study (Stuart)	40% of the A Level
Depth study (Russia)	40% of the A Level

Advanced learning in this subject

History students at A2 are higher level thinkers and are actively engaged in the subject. They read widely and are able to make connections across time periods. History students will be required to analyse and evaluate the historical debates surrounding the key issues.

How is Year 13 different from Year 12?

In Year 12 there is an expectation that students will read widely and use their reading to reinforce their classwork. They will build on their learning at AS by drawing on and evaluating a greater depth and range of increasingly sophisticated content and evidence. They will demonstrate a more complex understanding of historical concepts and will produce responses that are more analytical. Their judgements will be much more substantiated and they will be expected to understand and use a range of historical evidence. Students will be expected to undertake reading to further their understanding of the issues and this increasingly

independent style of learning is the major difference from the AS course. There is more time to reflect on your own learning in Year 13.

In what different ways will you be expected to work?

History students are expected to note-take in lessons and take an active role in class discussions. They will be expected to work in groups from time to time and present a topic to the class. They will be required to work independently and develop the skills required to find out the answers to the questions they have. The USSR part of the course is assessed by examination and students will write two essays in 90 minutes.

Above all else, History in Year 13 demands reading and writing at a length and depth above and beyond the demands of AS. This represents significant preparation for University study.

What do successful learners in this subject do?

Successful History students arrive to lessons on time and complete all homework thoroughly and on time. They identify areas where they are unsure and actively seek to address these through further research and questioning. They actively engage in class discussion – both answering and asking questions – and amending their notes in the light of these conversations. They also attend all support sessions as directed. Successful students read beyond the required reading lists and discuss and debate the key topics. Students should be actively engaged in independent study and should manage their time effectively to ensure that classwork is completed thoroughly and on time to extend their learning. Above all else, they ask when unsure.

Specification for Russia: Revolution and dictatorship 1917-1953

Part two: Stalin's Rule, 1929–1953

Economy and society, 1929–1941

- ✓ Agricultural and social developments in the countryside: voluntary and forced collectivisation; state farms; mechanisation; the impact of collectivisation on the kulaks and other peasants; the famine of 1932–1934; the success of collectivisation
- ✓ Industrial and social developments in towns and cities: Gosplan; the organisation, aims and results of the first three Five Year Plans; new industrial centres and projects; the involvement of foreign companies; the working and living conditions of managers, workers and women; Stakhanovites; the success of the Five Year Plans
- ✓ The development of the Stalin cult: literature, the arts and other propaganda; Socialist Realism

- ✓ The social and economic condition of the Soviet Union by 1941: strengths and weaknesses

Stalinism, politics and control, 1929–1941

- ✓ Dictatorship and Stalinism: the machinery of state terror; the NKVD; the early purges; Kirov's murder; the show trials; the Stalin constitution
- ✓ The Yezhovshchina: mass terror and repression at central and local levels; treatment of national minorities; the gulags; the end of the purges; the death of Trotsky; responsibility for and impact of the Terror and purges
- ✓ Culture and society: church; women, young people and working men; urban and rural differences; 'socialist man' and the impact of cultural change; similarities and differences between Lenin's and Stalin's USSR
- ✓ Stalin and international relations: co-operation with Germany; entry into the League of Nations; pacts with France and Czechoslovakia; intervention in the Spanish Civil War; reaction to Western appeasement and Japanese aggression; the Nazi-Soviet Pact and its outcome

The Great Patriotic War and Stalin's Dictatorship, 1941–1953

- ✓ The impact of the war on the Soviet Union: Operation Barbarossa and the Stalinist reaction; the course of the war; the USSR under occupation and the fight-back; the Soviet economy; mobilisation and evacuation of industry; foreign aid
- ✓ The defeat of the Germans: reasons and results; post-war reconstruction; industry and agriculture
- ✓ High Stalinism: dictatorship and totalitarianism; renewed Terror; the NKVD under Beria; Zhdanovism and the cultural purge; Stalin's cult of personality; the Leningrad affair; purges and the Doctors' Plot
- ✓ The transformation of the Soviet Union's international position: the emergence of a 'superpower'; the formation of a soviet bloc; conflict with USA and the capitalist West; death of Stalin and Stalin's legacy at home and abroad

Suggested reading list for Year 13 (Russia)

- D Evans and J Jenkins, *Years of Russia, the USSR and the Collapse of Soviet Communism*, Hodder Arnold, 2001
- J Laver, *The Modernisation of Russia 1856–1985*, Heinemann, 2002

- S J Lee, *Russia and the USSR*, Routledge, 2005
- M Lynch, *Reaction and Revolutions: Russia 1881–1924*, Hodder Murray, 2005
- M McCauley, *Russia 1917-1941*, Sempringham, 1997
- M McCauley, *Stalin and Stalinism*, Longman, 2003
- D Murphy and T Morris, *Russia 1855–1964*, Collins, 2008
- A Wood, *The Russian Revolution*, Longman, 1986

Specification for Stuart Britain: Crisis of Monarchy 1603-1702

Part two: Monarchy restored and restrained: Britain, 1649–1702

From Republic to restored and limited monarchy, 1649–1678

- ✓ The consolidation of the Republic: Scotland and Dunbar; campaigns in Ireland; Charles II and Worcester
- ✓ Political divisions and experiments: Republicanism and the Rump; Millenarianism and the Parliament of Saints
- ✓ Cromwell and his aims; the Protectorates; Major-Generals and the relations with the Political Nation
- ✓ Charles II and the nature of restored monarchy; rule through parliament and ministers; Clarendon; the Cabal and Danby
- ✓ The emergence of Court and Country ‘parties’: causes, significance and consequences
- ✓ Religious divisions and conflicts: the defeat of Millenarianism; the restoration of the Church of England; Protestant Dissenters; conflict over Catholic influence at Court
- ✓ The establishment of constitutional monarchy, 1678–1702
- ✓ Political developments and conflicts: Exclusion, its aims, methods and its failure; James II and the attempts at absolutism and the restoration of Catholicism
- ✓ The ‘Glorious Revolution’: causes and nature; its consolidation in England, Scotland and Ireland
- ✓ Divisions within the Political Nation and the emergence of Whigs and Tories and their impact
- ✓ Religious changes: religious toleration and changes to the position of Anglicans, Protestants and Catholics

- ✓ Government under William and Mary: the importance of political parties and ministers; the changing influence of Crown and Parliament and the reasons for the development of limited monarchy
- ✓ The condition of Britain and its monarchy by 1702: the significance of the Act of Settlement; the balance of power between Crown and Parliament; the condition of the Church of England and non-conformism and Catholicism

Suggested reading for Year 13 (Stuart Britain)

- T Barnard, *The English Republic 1649–1660*, Longman, 1982
- M Bennett, *The English Civil War*, Longman, 1995
- K Brice, *The Early Stuarts, 1603-1640*, Hodder Murray, 1994
- B Coward, *Stuart England, 1603-1714*, Longman, 1997
- T Harris, *Restoration*, Penguin, 2006
- T Harris, *Revolution*, Penguin, 2007
- M Kishlansky, *Monarchy Transformed: Britain 1603-1714*, Penguin, 1997
- J Miller, *The Restoration and the England of Charles II*, Longman, 1997
- J Miller, *The Glorious Revolution* Longman, 1988,
- J Morrill, *Stuart Britain: A Very Short Introduction*, Oxford University Press, 2000
- D Scarboro, *England, 1625-1660*, Hodder Murray, 2005

Overview of the year

Date	Modules, coursework, practicals, visits...
<p style="text-align: center;">Half Term 1 (Summer 2017)</p>	<p style="text-align: center;">Russia module Collectivisation and 5YP Industrial development and Stakhanovites Stuart module Republic and Rump Millenarianism Coursework Module Middle East or Peter the Great</p>
<p style="text-align: center;">Half Term 2 (Sept-October 2017)</p>	<p style="text-align: center;">Russia module Development of the Stalin cult Art and Literature and Socialist Realism Stuart module Cromwell and the Major Generals</p>

	<p align="center">Coursework Module Middle East or Peter the Great</p>
<p align="center">Half Term 3 (Nov-Dec 2017)</p>	<p align="center">Russia module Strengths and weaknesses of the USSR The machinery of State Terror</p> <p align="center">Stuart module Charles II and the Restoration The emergence of Court and County</p> <p align="center">Coursework Module Middle East or Peter the Great</p>
<p align="center">Half Term 4 (Jan-Feb 2018)</p>	<p align="center">Russia module Politics and Control under Stalin Foreign policy and the Nazi Soviet pact</p> <p align="center">Stuart module William and Mary and the Glorious Revolution</p> <p align="center">Coursework module Middle East</p>
<p align="center">Half Term 5 (Feb-Mar 2018)</p>	<p align="center">Russia module The Great Patriotic War and its consequences</p> <p align="center">Stuart module The Act of Settlement</p> <p align="center">Coursework module Deadline for submission of coursework – TBD Revision sessions</p>
<p align="center">Half Term 6 (April-June 2018)</p>	<p align="center">A2 examinations You will sit a 2hr 30 min paper on Russia and one on Stuart Britain</p>
<p align="center">August 2018</p>	<p align="center">Exam Results</p>

Expectations in History

In order to provide students with the most effective support, the following principles, practices and processes are to be maintained:

- **Punctuality**. If you arrive after the lesson has begun, you will be turned away. You will need to contact your teacher to catch up on work missed.
- **Planned Absence**. This must be arranged with the teacher you will be missing at least 48hrs prior to absence. You will need to catch up with work missed.

- **Unexplained Absence.** Any unexplained absence will be reported to the Head of History and the Director of Learning via e mail and your parents will be contacted.
- **Meeting Deadlines** As committed students we expect you to meet every deadline. If in exceptional circumstances you cannot do so, you must contact the teacher before the lesson to discuss this.
- **Learning Environment.** All students are expected to take an active interest in the subject. As such, discussion is encouraged, but students are expected to be polite and not speak over any other individual in the class at any time.
- **Study periods and independent study.** You will often be set reading and essays between lessons. You are also expected to review your work after lessons. If no explicit work is set, you are expected to complete independent reading into the areas being studied. You are expected to spend 8 hours a week on your History studies.

The Department will challenge and support you in maintaining high standards by regularly marking work provided and assessing where further support is needed. You and your teacher will identify where you are failing to meet expectations and speak with you to offer additional support. The support offered will help you meet your individual learning needs. If there are still concerns, the issue will be referred to the Sixth Form team for further support and guidance.

Learning Conversations – you will be given continual feedback about your work and will be encouraged to ask questions and seek clarification on how to improve. If specific concerns arise, your teacher may ask for you to come and have a chat to discuss concerns and set subject-specific targets to improve

What to do when stuck...

'I've learned so much from my mistakes I am thinking of making some more'

You are at all times responsible for your own learning. If you need help your teacher is there to guide and support you.

Class teacher:

Your teacher will provide help and advice during lessons. If you need additional support the onus is on you to seek help, which will of course then be provided. Learning conversations with your teacher will give you an opportunity to discuss aspects of your work.

Teachers will provide regular feedback on your progress through learning conversations, interaction at support sessions and constructive comments on your written work about how to improve. Specific revision workshops will be held in the run up to you're a Level examinations which will cover the key content and the specific techniques required in the examination.

Classmates:

It is highly recommended that you spend time discussing ideas with your classmates, both to help in your collective understanding and to serve as a means for deepening your evaluative involvement in the subject.

The School Library

The History Reference Section of the Library is very well resourced with an excellent range of textbooks and articles in folders.

Moodle:

There are some History resources on Moodle and more will be added throughout the year.

Leadership and Enrichment opportunities

You will have the opportunity to attend a three day English and History Hertford College in Oxford in September. This is a fantastic opportunity to see what college life is like and attend a variety of lectures which will be specific to your course.

You will be invited to attend lectures and revision conferences to support your studies during the year.

In February 2017, the History department will run a 6 day trip to Russia to visit Moscow and St Petersburg. Please see Mrs Smith for more details.

Links

The Historical Association- www.history.org.uk

History Today journal www.historytoday.com

Royal Historical Society www.royalhistoricalsociety.org

The Institute of Historical Research www.history.ac.uk

Progression

Students who have studied History in recent years have gone on to Oxford University – Merton, St Johns, St Edmunds, Lady Margaret Hall and Wadham colleges.

Cambridge University – Clare and Emmanuel colleges.

The Russell Group universities – York, Warwick, Manchester, Exeter and Nottingham have been particularly popular destinations.