



Woolwich Polytechnic  
Sixth Form  
**History**

## Home Learning Pack Challenges

Please find attached a pack of work to help prepare you for Sixth Form.

I am delighted that you have shown an interest in History. In order to get you thinking about the subject, I have drawn up a **challenge pack** to help you prepare for studies in the 6<sup>th</sup> form such as History research activities, books to read, films to watch on a rainy afternoon, useful websites to browse when Snapchat, Instagram gets dull.

**For a look at the syllabus:**

- AS and A-level History Specification:  
<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042>

you will be studying 2 topics at the same time with 2 different teachers:

1. **Paper 1 – 1C: The Tudors, England 1485-1603**  
This topic covers all Tudor monarchs.
2. **Paper 2 – 2Q: The American Dream Reality and Illusion, 1945-1980**  
This topic covers the period from the end of WW2, up to the election of Ronald Reagan.

& one coursework:

1. **Coursework - violence and tension in Ireland between 1893-2000**  
This is something that we will begin the learning for at the end of Year 12.

**Useful websites/apps- register now:**

- Register with **The Historical Association**  
<https://www.history.org.uk/student>  
Student Username: 67798  
Student Password: xwmqWcEd

Please email me [jbasosa@woolwichpoly.co.uk](mailto:jbasosa@woolwichpoly.co.uk) if you have any queries or questions.

In the meantime, I want to say a big thank you for your hard work and I am so very sorry you have lost your opportunity to complete the exams. During these unprecedented times it is important to keep going and know we will be back to normal soon.

Kind regards

**Mr J Basosa**

Head of History

Woolwich Polytechnic Sixth Form

## **CONTENTS**

### **1. Home Learning Activities Challenges**

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- Task 2
- Task 3
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- Research Project

### **2. Reading**


- Text Books
- Business Reading Books
- Newspapers and magazines
- Websites

### **3. Films**

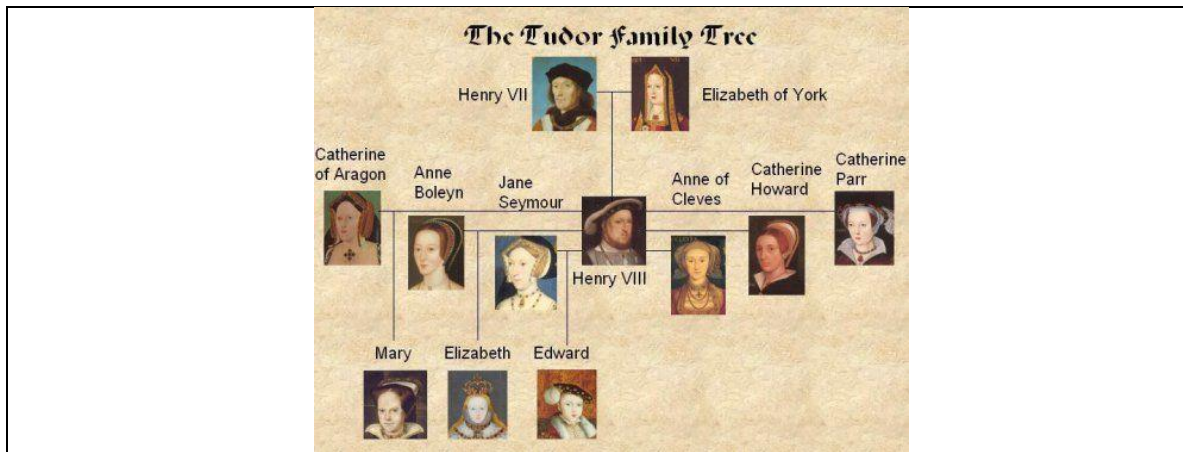
### **4. TV Programmes**

### **5. Flash Cards/Revision Notes**

## Home Activities

	<p><b>“The New Deal: Crash Course US History #34.”</b>  <a href="https://www.youtube.com/watch?v=6bMq9Ek6jnA">https://www.youtube.com/watch?v=6bMq9Ek6jnA</a></p>
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<b><u>1</u></b>	Watch The New Deal video on YouTube.
<b><u>2</u></b>	<ul style="list-style-type: none"> <li>• What is the New Deal?</li> <li>• Why was it created?</li> <li>• Why is it important?</li> </ul>
<b><u>3</u></b>	<ul style="list-style-type: none"> <li>• Did the New Deal under the Depression?</li> </ul>



<b><u>1</u></b>	Create your own Tudor family Tree
<b><u>2</u></b>	Besides each one, write when they born and when they died.
<b><u>3</u></b>	Which King and Queen reigned the longest?

<p><b>Create a poster of the Presidents of the United States from 1945 - 1980</b></p>	
<ul style="list-style-type: none"> <li>▪ Use images and diagrams</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use colour</li> <li>▪ Include dates when they came to power and left.</li> </ul>

## **Research Activity**

*Present your information as a report, PowerPoint presentation or poster.*

### **1. Select either Henry VIII or Elizabeth 1.**

#### **2. Research some basic facts:**

- *Use the BBC and/or the National Archives to do your research*
- *When and where he/she was born*
- *The age at which they become king/queen*
- *Look through the websites to find out about the King/Queen status of Religion*

#### **Explain the following**

- *What was the state of religion before they arrived on the throne?*
- *What changes they make that was positive?*
- *What changes they made that was negative?*
- *What were key objective of the King/Queen with regards to religion?*

#### **3. How successful is it?**

*Give evidence: overall, do you believe that the religious settlement of the King/Queen was successful? (Think about the significance of their actions, significance is measured by thinking of:*

- *Durability – for how long people’s lives were affected*
- *Quantity – how many lives were affected*
- *Profundity – how deeply people’s lives were affected*

#### **4. What do you think are the key factors that affect its success and why?**

*(Think about competitors, Government regulation, the economy, its financial situation etc.)*

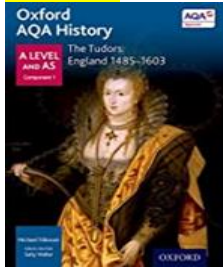
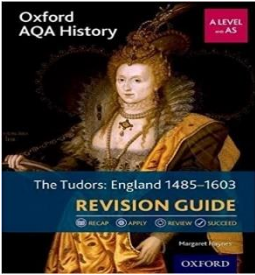
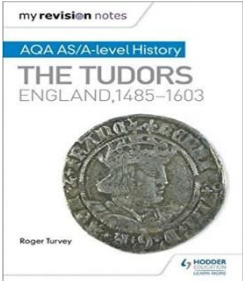
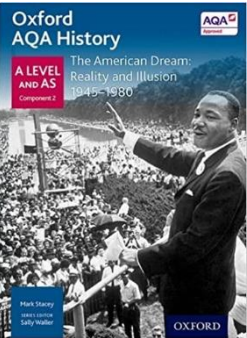
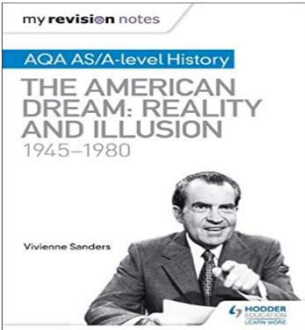
#### **5. Evaluate what impact the coronavirus has on this business?**

Please use this pack if you are interested in continuing studying **COURSE NAME**

## READING

### History Textbooks





Once the term starts, we recommend that you have purchased your own copy of the recommended textbook which you would be expected to bring every lesson. Other books, revision guides are available, but make sure that they are **AQA approved** and cover the specification for first teaching in 2020.

<p><b>Main Text Book</b> <b>Essential!</b> (YEAR 12/13)</p>  <p>£29.00</p>	<p>Revision Guide</p>  <p>£9.99</p>	<p>Revision Guide</p>  <p>£9.32</p>
<p><b>Main Text Book</b></p>  <p>£17.80</p>	<p>my revision notes</p>  <p>£9.32</p>	

**Other recommended reads** - Quality newspapers/magazines such as *The Times*, *Guardian*, *Telegraph*, *Independent*, journals such as *The Economist* (N.B there are reduced rates for students on some of these. Also, you can sign up online and receive free articles.

 <p><a href="http://www.thetimes.co.uk">www.thetimes.co.uk</a></p>	 <p><a href="http://www.independent.co.uk">www.independent.co.uk</a></p>	 <p><a href="http://www.economist.com">www.economist.com</a></p>	 <p><a href="https://www.history.org.uk/">https://www.history.org.uk/</a></p>
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**Business Books**

HISTORIAN	BOOK
<p><u>David Starkey</u></p>  <p>'Starkey has the mind of an historian but the eye of a court painter.' Peter Ackroyd, The Times Praise for 'Monarchy'</p>	<ul style="list-style-type: none"> <li>➤ <i>Elizabeth: The Struggle for the Throne</i> (HarperCollins, 2000)</li> <li>➤ <i>The Reign of Henry VIII</i> (Vintage, 2002)</li> <li>➤ <i>Six Wives: The Queens of Henry VIII</i> (HarperPerennial 2004)</li> <li>➤ <i>Henry VIII: Virtuous Prince - Volume 1</i> (2008/9)</li> </ul>
<p>Simon Schama</p> 	<ul style="list-style-type: none"> <li>➤ <i>A History of Britain</i> (BBC Books, 2003)</li> </ul>
<p>Sir Geoffrey Elton</p> 	<ul style="list-style-type: none"> <li>➤ <i>England Under the Tudors</i> (revised edition 1977)</li> <li>➤ <i>Star Chamber Stories</i> (1958)</li> <li>➤ <i>The Tudor Revolution in Government</i> (1953)</li> <li>➤ <i>Reform and Reformation: England 1509-1558</i> (1977)</li> </ul>
<p>Alison Weir</p> 	<ul style="list-style-type: none"> <li>➤ <i>Henry VIII, the King and His Court</i> (2001)</li> <li>➤ <i>The Children of Henry VIII</i> (1996)</li> <li>➤ <i>The Life of Elizabeth I</i> (1998)</li> <li>➤ <i>The Six Wives of Henry VIII</i> (1991)</li> </ul>

<p><b><u>Paul S. Boyer</u></b></p> 	<ul style="list-style-type: none"><li>➤ American History: A Very Short Introduction</li></ul>
<p><b><u>Eric Rauchway</u></b></p> 	<ul style="list-style-type: none"><li>➤ The Great Depression and New Deal: A Very Short Introduction</li></ul>
<p><b><u>Donald Critchlow</u></b></p> 	<ul style="list-style-type: none"><li>➤ American Political History: A Very Short Introduction</li><li>➤ Republican Character: From Nixon to Reagan</li></ul>







**Recommended websites/follow on Twitter/ Apps on your mobile**



 <p>The Historical Association The voice for history <a href="https://www.history.org.uk/">https://www.history.org.uk/</a></p>	 <p><a href="http://www.bbc.co.uk">www.bbc.co.uk</a> Excellent news website with everything you need to learn about what is going on in the world today</p>	 <p><a href="https://www.youtube.com/user/crashcourse">https://www.youtube.com/ user/ crashcourse</a></p>
 <p><b>AQA</b> Realising potential <a href="https://www.aqa.org.uk/">https://www.aqa.org.uk/</a></p>	 <p><b>HISTORY.</b> <a href="https://www.history.co.uk/shows">https://www.history.co.uk /shows</a></p>	<p><b><u>The National Archives</u></b></p>  <p><a href="https://www.nationalarchives.gov.uk/education/resources/henry-viii/">https://www.nationalar chives.gov.uk/education /resources/henry-viii/</a></p>



## FILMS

Watch something about **SUBJECT** on Netflix\*

	<p style="text-align: center;"><b><u>Selma</u></b></p> <p>A chronicle of Dr. Martin Luther King, Jr.'s campaign to secure equal voting rights via an epic march from <b>Selma</b> to Montgomery, Alabama, in 1965. ... Dr Martin Luther King and his followers go to <b>Selma</b>, Alabama to attempt to achieve, through non-violent protest, equal voting rights and abilities for black people.</p>
	<p style="text-align: center;"><b><u>The Help</u></b></p> <p>The Help is set in the early 1960s in Jackson, Mississippi, and told primarily from the first-person perspectives of three women: <b>Aibileen Clark, Minny Jackson, and Eugenia "Skeeter" Phelan</b>. Aibileen is a maid who takes care of children and cleans. Her own 24-year-old son, Trelore, died from an accident on his job.</p>
	<p style="text-align: center;"><b><u>The Black Klansman</u></b></p> <p>An African American police officer from Colorado Springs, CO, successfully manages to infiltrate the local Ku Klux Klan branch with the help of a Jewish surrogate who eventually becomes its leader. Based on actual events.</p>
	<p style="text-align: center;"><b><u>Frost/Nixon</u></b></p> <p>Dramatic retelling of the post-Watergate television interviews between British talk-show host <u>David Frost</u> and former president <u>Richard Nixon</u>.</p>

	<p><b><u>Elizabeth: The Golden Age</u></b></p> <p>A mature Queen Elizabeth endures multiple crises late in her reign including court intrigues, an assassination plot, the Spanish Armada, and romantic disappointments.</p>
	<p><b><u>A History of Britain (2000)</u></b></p> <p><b>Simon Schama history of Britain episode 1 to 15.</b>  <b>Free on youtube:</b></p> <p><a href="https://www.youtube.com/watch?v=zK_Y0LI4eZE&amp;list=PLtRPNhCld3xF2peEC2rqKkPJbUH7Eo7a2">https://www.youtube.com/watch?v=zK_Y0LI4eZE&amp;list=PLtRPNhCld3xF2peEC2rqKkPJbUH7Eo7a2</a></p>

**TV**

The following television programs are recommended for background business knowledge.

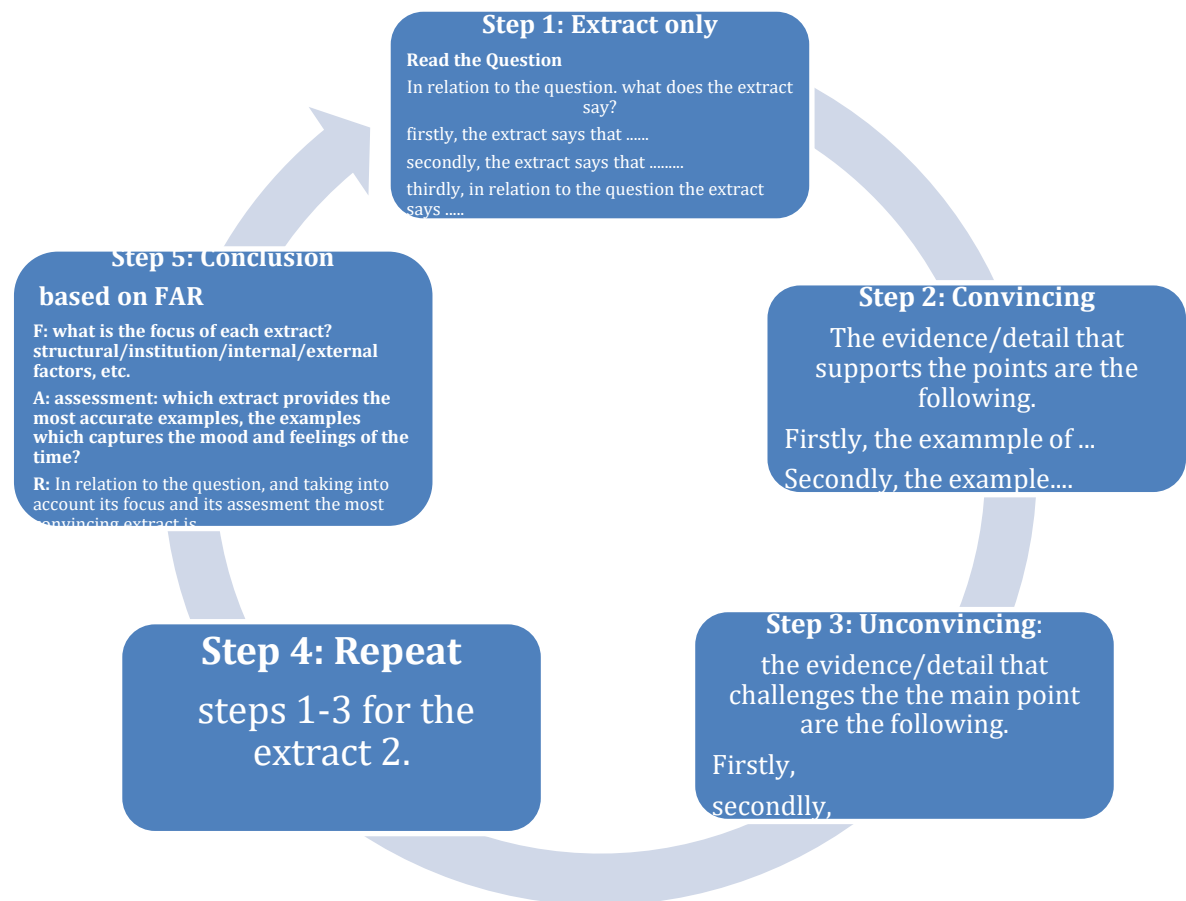
	<p><b><u>Living With The Tudors</u></b></p> <p><a href="https://vimeo.com/ondemand/livingwiththetudorsdoc">https://vimeo.com/ondemand/livingwiththetudorsdoc</a></p>
	<p><b><u>Wolf Hall - BBC Two</u></b></p> <p><a href="http://www.bbc.co.uk">www.bbc.co.uk</a> › programmes</p>
	<p><b><u>Derry Girls</u></b></p> <p><a href="http://www.bbc.co.uk">www.bbc.co.uk</a></p>

## Revision Notes

### AQA – KEY FORMULAS

You could create your own revision cards to get started!

This is for the Tudors section only.



HOW TO STRUCTURE AQA A-LEVEL HISTORY ESSAYS		
Steps	What you need to do	Sentence starters
	<p>Introduction:</p> <ul style="list-style-type: none"> <li>▪ Short introduction &amp; snappy.</li> <li>▪ Outline what you are going to examine in your essay and indicate which way you are going to conclude.</li> </ul>	<p>For example: The Q? <b>'Henry VII had successfully established monarchical authority by 1509.' Assess the validity of this view.</b> It is (<b>NOT</b>) true that Henry VII had successfully established monarchical authority by 1509. <i>However, this is a hotly contested debate and this essay will consider both sides of the debate before reinforces one's own conclusion.</i></p>
<i>Historians provide the following examples of support of the thesis.....</i>		
	<p>Arguments supporting the thesis in the question:</p> <ul style="list-style-type: none"> <li>▪ Begin with one of the points from your plan, in favour of the hypothesis.</li> <li>▪ Deal with the point in detail, using clear examples as evidence and linking it firmly to the question (link/justification).</li> <li>▪ Your arguments must be led by examples.</li> </ul>	<p>The structure is EEJ: <b>E: Example:</b> <b>E: Explain:</b> the cause/consequences of the example <b>J: Justify:</b> the impact of the cause/consequence in relation to the question.</p>
<i>However, not all historian agree they have provided the following examples to prove that.....</i>		
	<p>Arguments challenging the thesis in the question:</p> <ul style="list-style-type: none"> <li>▪ Begin with one of the points from your plan, in challenging the hypothesis.</li> <li>▪ Deal with the point in detail, using clear examples as evidence and linking it firmly to the question (link/justification).</li> <li>▪ Your arguments must be led by examples.</li> </ul>	<p>The structure is EEJ: <b>E: Example:</b> <b>E: Explain:</b> the cause/consequences of the example <b>J: Justify:</b> the impact of the cause/consequence in relation to the question.</p>
<p><b>Conclusion:</b> <b>If I read nothing else but your conclusion only: I must know:</b> What was the question: Simplified, arguments in favour and those against: Where you stand on the issue.</p> <p><b>Essentially, you're developing the argument/thesis/hypothesis in the Q?</b> <b>(Thesis, anti-thesis, problems with the anti-thesis, synthesis). Sentence starters.</b></p> <ul style="list-style-type: none"> <li>▪ State your simplified strongest argument (in favour/against) the question. ✓ <i>E.g. It is true that..... The best example of this was.....</i></li> <li>▪ Give the strongest argument against where you stand. ✓ <i>E.g. however, some would argue that it is not true. The example of ..... which proves that...</i></li> <li>▪ Show the weakness of your critic's main point. ✓ <i>E.g. But critics are wrong because the problems being shown here were short term/the consequences were short lived/was no the key factor</i></li> <li>▪ Reinforce your stand: ✓ <i>Therefore, one can argue it is true that factor in the question is most important because...</i></li> </ul> <p>Where you stand on the issue.</p> <ul style="list-style-type: none"> <li>▪ <b>S: Scope:</b> Did your factor affect people/monarchy, etc. The most?</li> <li>▪ <b>I: Impact:</b> Did your factor lead to fundamental change?</li> <li>▪ <b>D: Duration:</b> did your chosen factor last the longest amount of time?</li> <li>▪ <b>E: Effectiveness:</b> did your factor achieve the most.</li> </ul>		

**SUBJECT** Home Learning

**NAME** \_\_\_\_\_

*Please use this pack if you are interested in continuing studying* **COURSE NAME**