

Longley Park Sixth Form Transition Pack

A Level History



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What will I study?

The theme of study that runs throughout A level History at Longley is protest and its impact on social and political change. This theme is looked at in the context of France, Great Britain and the USA. We learn about the French Revolution and how it resulted in the execution of Louis XVI, the birth of a new Republic which was followed by the rule of Napoleon ending in 1815. We continue the story in 1851 by looking at the latter part of the industrial revolution in Britain until 1964. This was a period of unprecedented political and social change influenced greatly by the principles of the French Revolution. Finally, students will complete a 4000-word coursework project on an aspect of black civil rights in the USA between 1865 and 1974.

Students can choose their own essay question from within this topic.

What can I go on to do?

History is one of the most valued A levels by Universities and employers. The understanding that students gain of the world around them and the key skills of evaluating arguments and reaching reasoned judgements and also of evaluating primary and secondary source material mean that students are well suited to careers in Law, Journalism, Social Work and Business among others.

What can I do to prepare?

The following history books are used for extended reading throughout the course (should be available second hand on the internet)

The French Revolution: From enlightenment to tyranny - Ian Davidson

State and Society, a social and political history of Britain since 1870 - Martin Pugh.

Better Day Coming, Blacks and equality 1890-2000 - Ian Fairclough

We can also learn about History by reading novels and the following would give students an insight into the contexts of the topics studied. For example:

A Tale of Two Cities - Charles Dickens

Women in Love - DH Lawrence

To Kill a Mockingbird - Harper Lee

Why not have a look at some of the websites below:

https://eudocs.lib.byu.edu/index.php/France:_1789_-_1871

<https://www.nationalarchives.gov.uk/>

<https://www.presidency.ucsb.edu/>

Get Ready for History

We know choosing courses can be daunting and we're here to help you make the right decisions for the next few years that lie ahead. To help you get a better feel for the course that you've chosen, we've put together some tasks for you to have a go at over the summer. These tasks are not compulsory, but doing them might give you a clearer picture about what you will be studying and hopefully give you a bit of a head start in September. Give it a go. Project You has started!

1. Find an image of the French Revolution and print it off and stick it below
2. What does your image tell you about the French Revolution?
3. What was the aim of the French Revolution?
4. Was the French Revolution successful?
5. Find an image of Britain in the mid 1800s and an image of Britain in the mid 1900s and stick them below.
6. What do the images tell you about life in Britain in the mid 1800s and 1900s?
7. What was life like in Britain in 1851 for a member of the working class?
8. What was life like in Britain in 1851 for a child? This radio programme will help:

<https://www.bbc.co.uk/teach/school-radio/history-victorians-street-children/z6b3nrd>

9. What was life like in Britain in 1851 for a woman? These radio programmes will help:

<https://www.bbc.co.uk/teach/school-radio/history-victorians-working-in-service/zvt6qp3>

<https://www.bbc.co.uk/teach/school-radio/history-victorians-life-in-a-wealthy-victorian-family/z4bbscw>

10. How did life change between 1851 and 1964 for the working class, children and women? *To do this question research into what lives were like for women children and the working class in the mid twentieth century and think how they are different to how those lives were in the mid nineteenth century.*

11. What is the value of the three sources below to an historian studying the Taff Vale Strike in 1900? Think about provenance, tone, content and how your own knowledge helps you understand these sources.

Hints : *Students find this task hard but please give it a go and try your best. The following might help. Find out*

what the Taff Vale strike was and why the resulting court case was important for trade unions. Explain what the sources are saying. Source A is basically saying that the law favours employers and is harsh on workers, source B suggests striking shouldn't be allowed as it relies on intimidation by the strikers, and source C describes how striking workers treated non striking workers. You should try to go into more detail on what each source says precisely. Think about where the sources were published and how this might affect their bias. Try to apply information you find out about the strike to the sources to support your arguments as to whether each source is valuable or not.

Source A

“The present state of the law or at any rate its interpretation by learned judges is a monstrous injustice to working men. It is obviously one sided and unfair. A Trade Unionist may not persuade – he can only communicate information; he may not distribute a handbill telling a man he is a blackleg if he takes up work in a strike – that is a libel. But an employer may hire a gang of ruffians who will capture all the riff-raff they can get hold of, this gang may lock men in waiting rooms and railway carriages. This is the fairness of the law. This is how men are persuaded to work. This is free Labour.”

Extract from Railway Review, a trade union newspaper, after the Taff Vale strike in 1900

Source B

“No strike can exceed except by intimidation, which is the strikers only weapon: if picketing were illegal there could be no effective intimidation....this power has been maintained by the peculiar position of the unions, which have hitherto been regarded as outside the jurisdiction of the courts.”

Extract from Railway News, a railway employers' newspaper, after the Taff Vale Dispute

Source C

“The station was filled with Union pickets, and twenty-eight of my men were forcibly made prisoners, marched to the Union headquarters in Cathays, locked in, and then, when the time arrived, marched back to the station and entrained for London.”

An account of how the Unions pickets treated workers arriving at Cardiff station during the Taff Vale dispute

If you have time watch episodes 1-6 of the attached documentary on British History. While you are watching scribble notes about what the documentary says about political developments (who was in government and what were the main political parties), social development (what happened to peoples' day to day lives), economic changes, and the relationship between Britain and Ireland. The films might also enable you to add to your notes above about the lives of women, children and the working classes.

<https://www.youtube.com/watch?v=Vx3-uVwAVo4>

You could also watch the following documentaries on the French Revolution and Napoleon. While watching try to create a timeline of the major events in France between 1774 and 1815.

https://www.youtube.com/watch?v=5R8ZBm6_H9

<https://www.youtube.com/watch?v=pqVn3fTYCj4>



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