



# HISTORY



History A Level at Oaklands follows the OCR course and we will be studying two topics in Year 12: Unit 1 Y113 Britain 1930-1997 and Unit 2 Y203 The Crusades and the Crusading States, 1095-1192. As you can see these are two very different periods of history, one modern and one medieval. As such, you will need to carry out preparation work in order to make the best start to the A Level course in September.

<u>Year 12 History</u>	
<u>Unit 1 - Y113 Britain 1930-1997</u>	<u>Unit 2 - Y203 The Crusades and the Crusading States, 1095-1192</u>
<b>Enquiry topic—Churchill 1930-1951</b> · Why was Winston Churchill out of office for so long? Why did he become Prime Minister in 1940? What were Churchill's views on international diplomacy? <b>Period Study—Britain 1951-1997</b> · Why were the Conservatives able to dominate politics from 1951-1964? / Labour and Conservative governments 1964-1979. / Why was there an end of 'consensus politics' under Margaret Thatcher? / Britain's position in the world, 1951-1997.	The motives and features of the First Crusade including the role of Pope Urban II and the development of the idea of a Holy War.  The Crusader states in the Twelfth Century including Jerusalem and Antioch; the role of the Knights Templar.  The Second Crusade and reasons for its failure. Reasons for and key features of the Third Crusade, the development of the idea of Jihad, the role of Saladin.
<b><u>Year 13 History</u></b> Unit 3: Y100 Historical Interpretations and Investigations (Coursework: a 4,000 word essay on a topic studied in Unit 1 – Britain 1930-1997) Unit 4: Y318 Russia and its Rulers, 1855-1964	

Our A Level topics are a balance of the new and the more familiar. Modern, British history, particularly Winston Churchill, might be a topic that you feel more confident with. If you are studying A Level Politics or A Level Economics there will be a significant crossover that will help. But, we will also look in depth at social and economic history, as well as the political history that you might be more confident with from GCSE.



For Unit 2, studying a Medieval History topic can be a bit like travelling to another country and discovering that although everything looks the same, actually you don't have the faintest idea what is going on! The countries are different shapes and are ruled in different ways. Words which everyone, including the History text books, use and understand mean nothing to you because the concept is no longer used.

The **research tasks below** are designed to give you a grounding in the skills a historian needs: a good grasp of chronological knowledge; a more developed historical literacy (key words and terms); and an awareness of 'who's who'. We have focused on the topics from Year 12, but you can look into Russian history too, there is a wealth of material on the internet covering the downfall of the tsars and the Russian Revolution, for example.

## COMPLETE THE TASKS FOR BOTH UNITS AND BRING TO YOUR FIRST LESSONS IN SEPTEMBER

### Unit 1 - Y113 Britain 1930-1997

#### Task 1: Getting to know Winston Churchill

You will carry out a compulsory source question on Winston Churchill in Unit 1 so it would be advisable to read a biography of Winston Churchill. There are many out there, but a great way to start is to make use of the BBC Teach resource:

<https://www.bbc.co.uk/teach/sir-winston-churchill-the-greatest-briton/zr3747h>.

Using this website, **create a 2 page factfile or poster** of Churchill. Think about the earlier years of Churchill's life, before he became Prime Minister and include information we might not know; where did he go to school for example, who were his parents, who did he marry, what jobs did he do? He may have been voted the 'greatest Briton' in 2002, but he is a complex character with some questionable views!



There are some great films about Churchill: Gary Oldman's Oscar winning performance in "The Darkest Hour" is a positive portrayal whilst Brian Cox's interpretation in "Churchill" gives a more critical view.

**Watch at least one film and write a 200 word summary** of what you felt about the film in terms of historical interpretation. Is it historically accurate, does it exaggerate for dramatic effect, how effective was it in helping you learn about Churchill? What was the best part of the film and why?

#### Challenge: Getting to know those around Churchill

We will spend a lot of time looking at historical sources about Churchill and it is vital that we, as historians, know the origin and context of the source. You can either **create mini-factfiles or create a visual organogram/mindmap of who's who** and how they are connected to each other.

Research the following people: Edward VIII / Wallis Simpson / Lord Beaverbrook / Duff Cooper / Stanley Baldwin / Neville Chamberlain / Anthony Eden / Sir Roger Keyes / Lord Halifax / Leo Amery / Clement Atlee / Sir John Colville / General Ismay / Air Alan Brooke / Lord Cherwell / Aneurin Bevan. For each one, note down who they are, their date of birth/death, what was their most important role in the 1930s/1940s, and how are they connected to Churchill (and each other) - are they friend or enemy?

#### Task 2: What was Britain like in the 1930s?

Britain in the 1930s was very different to the Britain of today – or was it? The Wall Street Crash of October 1929 had triggered a global economic depression and Britain had not fully recovered from WWI. The Conservative Party was in power, but as part of a 'National Government'.

Research the 1930s. You can do this in a number of ways. Reading and making notes is the most obvious way to learn, but you can get a feel for the period by reading novels, watching documentaries and historical dramas. You might be able to visit historical sites, if not then explore museum websites.

**Compulsory task:** Create a timeline of key events of the 1930s. Choose 10 events that interest you. The following websites are helpful:

[http://www.bbc.co.uk/history/british/timeline/worldwars\\_timeline\\_noflash.shtml/](http://www.bbc.co.uk/history/british/timeline/worldwars_timeline_noflash.shtml/)

<https://www.bl.uk/learning/timeline/item124207.html>

**Now choose 2 of the options below:**

a. Read a novel set in the pre-war period. You can choose from a wide range. Here are some suggestions: Aldous Huxley 'A Brave New World' / George Orwell 'The Road to Wigan Pier' / Virginia Woolf 'Mrs Dalloway' / E.M. Forster 'A Passage to India' / Evelyn Waugh 'Vile Bodies' / Agatha Christie novels. **Write a 200 word summary** of what you have learnt from this novel about Britain in the pre-war period.

b. Choose one of the events from the National archives 1930s page:

<https://www.nationalarchives.gov.uk/education/resources/thirties-britain/> and **create an A3 poster** detailing what you have learnt.

c. Research an artist of the 1930s and **produce an A4 summary:** <https://www.tate.org.uk/visit/tate-britain/display/walk-through-british-art/1930>

d. Create a **10 question quiz** from the information on the 'Gateway to Britain, 1929' page (see below).



# Gateway into Britain, 1929

The world of 1929 was very different from the one Churchill knew as a young man and many thought that he had not come to terms with it, a theme which will be considered in this chapter.

## The British Empire

- Britain was the head of an empire of 240 million people.
- The Empire was very important and many British people lived and worked in it either in administration, education or in farming, business or church activities.
- Some areas were self-governing: Australia, New Zealand, Canada and South Africa.
- India had limited self-government only.
- Britain's African possessions and its other colonies in Asia were ruled directly.
- Britain also controlled the Suez Canal and dominated Egypt.
- The Empire had helped Britain to win the First World War, but was very costly and difficult to defend.

## Society

- Britain had been deeply affected by the loss of over 750,000 men in the First World War. There was a loss of faith in old values of patriotism and a deep reluctance to go to war again.
- There was a rise in the relative wealth and influence of the middle classes as the suburbs grew and the importance of banking and financial services to the economy began to outstrip that of industry.
- The war had confirmed social change with regard to the role of women who had the vote on equal terms with men after 1928 and had much more freedom of movement, dress and way of life than had been true in the previous century.
- The rise of radio, cinema, the popular press, the telephone and the use of motor transport increased awareness of the wider world and improved communications.

## Political life

- The two main parties were Conservative and Labour. The Liberals, who had been the major party of change before 1914; had declined to the third party.
- Labour was a relatively new party, representing working people, and had increased its support during and after the First World War to become a national party. It did not form a government until 1924, which lasted under a year, but it did win the election of 1929.
- The Conservatives had lost the 1906 election badly and were out of power until they joined a wartime coalition with Labour and the Liberals in 1915. They were the major party in the continuing coalition from 1916 to 1922 under the Liberal, Lloyd George, but ended the coalition agreement in 1922. They were in power 1922–23 and 1924–29.
- The Liberals had been the great party of reform since 1859 and introduced many important changes, including the beginnings of the modern welfare state. However, the party split during the First World War and were overtaken by Labour. They did not hold office in their own right after 1915.

## Britain in 1929

## The economy

- Britain had been a great industrial power in the nineteenth century with textiles, iron and steel, engineering, coal and chemical industries leading the world.
- However, by 1929 its older industries were in decline. There was much less demand for its heavy industry products.
- Unemployment had not fallen below a million in the 1920s and trade had been hindered by the high price of the pound after the return to gold.
- In October 1929 the collapse of the US stock market saw the beginning of the Wall Street Crash and a long period of world economic depression which lasted into the 1930s.

## Reading list / films / documentaries for **Unit Y113: Britain 1930-1997**

### Set textbook:

OCR Britain 1930-1997, Mike Wells and Nicholas Fellows (this can be purchased at school in September)

### Advisable to also purchase:

Access to History: Britain 1900-57 Second Edition UK ed. Edition, Michael Lynch

Peter Clarke - Hope and Glory: Britain 1900-2000: Updated to Cover 1992-2002 (Penguin History of Britain)

### Useful websites:

<https://www.nationaltrust.org.uk/chartwell/lists/curators-choice-five-must-sees-at-chartwell>

<https://www.iwm.org.uk/visits/churchill-war-rooms>

Although it is shut, you can still explore

<https://www.nationalarchives.gov.uk/cabinetpapers/maps-in-time.htm>

This is good for showing geo-political changes during the period of study

### Biographies of Winston Churchill:

There are many, and a lot of them are very detailed. But either Roy Jenkins' 'Churchill' or Geoffrey Best's 'A Study in Greatness' are excellent.

### Documentaries / podcasts:

<https://www.bbc.co.uk/programmes/p02gx4g5>

Search: BBC Radio 4 Winston Churchill

<https://www.historyextra.com/article-type/podcast/>

Generally a great page for A Level Historians – lots of podcasts on lots of topics

And if you can watch **The Crown** on <https://www.netflix.com/browse>, this pretty much covers our course (although not always historically correct!)

## **Unit Y203: The Crusades and the Crusader States 1095-1192**

The most important way you can prepare for your Crusades course is to start to learn about the world as it was at the time of the Crusades and slightly before. Here are some tasks to help you prepare.

### Task 1: Background reading

All Historians, not just medieval ones, need to read and we don't just mean text books. The best way into a topic is a general History of the time and a short History of or an Idiots Guide to. Here are some suggestions:

- Christopher Tyerman, The Crusades. A Short History (This was my first Crusades book)
- Paul Williams, The Complete Idiot's Guide to the Crusades
- Christopher Brooke, Europe in the Central Middle Ages 962-1154 (It is ok, if you don't have this, but look for a History of Europe from approx. 1000-1200)
- Judith Herrin, Byzantium: The Surprising Life of a Medieval Empire
- Arthur Goldschmidt, A Concise History of the Middle East

**Write a 200-300 word summary of your background reading / bring in your notes from your reading.**

### Task 2: To watch

The Normans (BBC) presented by Robert Bartlett. 3 episodes. The first is on Youtube and there are extracts from the others. They do re-appear, so keep checking.

Kingdom of Heaven (2005).

**Write a 100-150 word summary of what you learnt from watching the documentary.**

### Task 3: To do

Find out about each of the following four areas as they will feed into your understanding of the Crusades. The suggested reading will help, but the internet will also be key. **Complete each table below.**

<b>The Medieval Church</b>	<p>Find the names and dates of the Popes from 1050-1200.</p> <p>What was the role of the Church in medieval times?</p> <p>How much power did the church have in the Middle Ages?</p> <p>Why was the church so powerful in medieval times?</p> <p>What were the problems with the Church in the Middle Ages?</p>
<b>The Byzantine Empire</b>	<p>Where is the Byzantine Empire?</p> <p>How big was it in the late 11<sup>th</sup> Century (end of the 1000s)?</p> <p>What did the Byzantine Empire used to be part of?</p> <p>Who rules the Byzantine Empire?</p> <p>How is it different from Western Europe?</p> <p>Did the Byzantine Empire get along with Western Europe?</p>
<b>Western Europe</b>	<p>Find a map of Europe at the end of the 11<sup>th</sup> century.</p> <p>Which countries are the largest or appear important? Is this the same as today? Are there any different names appearing?</p> <p>Who is in charge of each of the countries? Name the rulers (with family names) for the major countries from 1050-1200.</p> <p>How is society divided up in Western Europe?</p> <p>Which threat has Western Europe recently over come? (Think of a group of people) Why was this such a major threat?</p> <p>How are</p>
<b>The Islamic World</b>	<p>When did Islam begin?</p> <p>Which countries are Islamic by the end of the 11<sup>th</sup> Century?</p> <p>Name the leaders of the major Islamic countries.</p> <p>Why might Christians see Islam as a threat?</p>