Wyggeston & Queen Elizabeth I College

History

Get ready for a successful start!

What will I study?	AQA A Level History- we have two options. Tudors plus Russia OR Tudors plus USA. History trains you to make sound judgements, think flexibly, express yourself clearly and is highly regarded as a preparation for wide range of university courses and careers. History involves learning about people – how they interact, differing perspectives and interpretations, the motives and emotions that can tear people apart into rival factions or help them to work together for a common cause In today's internet-based, information overloaded world, employers really appreciate someone who can sift through the evidence to find the vital information – a skill that history is better placed than any other subject to help you develop. History will train you to handle evidence to make informed decisions and think critically: to identify truth, and recognise myth, propaganda, and downright lies.
Who teaches this course?	
What resources or equipment will I need?	1. A4 Folder, not lever arch to carry resources to and from college- at home have Lever Arch files 2. Pen, pencil, highlighter pens 3. Pad of A4 paper
Reading List	**Tudor History:** John Guy, The Tudors- A Very Short Introduction John Guy The Tudors Thomas Penn, Winter King David Starkey, Elizabeth Stephen Alford, The Watchers **US History:** Paul Boyer, *American History: A Very Short Introduction* (2012) Robert McMahon, *The Cold War: A Very Short Introduction* (2021) Thomas Holt, *The Civil Rights Movement: A Very Short Introduction* (2023) George Moss and Evan Thomas, *Moving On: The American People Since 1945* (2012)

	https://millercenter.org/president (browse presidents from 1933 to 1980) https://massolit.io/subjects/history/option/2q-the-american-dream-reality-and-illusion-1945-1980 Massolit lectures relevant to the course – requires students to set up a free account first – follow login prompts. **Russian History**: Orlando Figes, Revolutionary Russia 1891-1991 Robert Service, Stalin Stephen Weaver, The History of Russia in 50 Events S A Smith, The Russian Revolution: A Very Short Introduction
How can I extend my learning?	Reading magazines and journals in the library such as *Modern History Review*, *History Review* and *New Perspective.* You could also read fiction to support your learning e.g. *Philippa Gregory's White Queen/Red Queen series, CJ Sansom's 'Shardlake' crime thrillers set in Tudor England etc* It is worth reading books about history such as Richard Evans' *In Defence of History* or Margret MacMillan's *The Uses and Abuses of History*. Read a range of wider materials not directly linked to our course. Read books that are not linked to your studies on any parts of History that interest you ! Listen to Podcasts! *The Rest is History, Empire, History Hit, Not just the Tudors, You're Dead to me* and *In our Time* all have excellent material of different formats that will enrich your wider understanding.

Taster Activity: To be completed and brought to your first lesson

Resources needed to complete the activity:	Pen, paper, computer and your thinking cap!
Estimated time to complete the activity:	1 hour 30 mins

In order to help you understand history's relevance we would like you to investigate aspects of history related to the pandemic.
You could write your answers, or take notes on the resources, to help you practise your history skills.

1) Read the following Guardian article on human reactions to historical pandemics:
https://www.theguardian.com/society/ng-interactive/2020/apr/29/how-humans-have-reacted-to-pandemics-through-history-a-visual-guide?CMP=Share_iOSApp_Other

- How far do you agree that history can help us understand the present?

2) Listen to the 'Man & Disease' podcast from the BBC In Our Time series:
https://www.bbc.co.uk/sounds/play/p00548m0

- Before advanced science, what defences did humankind have?
- How much did the ancient Greeks understand of the root causes of disease - or did they simply explain it as an imbalance of the four humours that governed the body?
- What were the social and political consequences of The Black Death of 14th century Europe which wiped out a third of the population?
- How did the scientific breakthroughs of the 19th century - and the discovery of germ theory - alter people's perception of disease?
- Is it possible to live in a disease-free society?
- How have we understood these afflictions, how have we fought against them and is it a war we can ever win?

3) Watch this clip from YouTube
Spanish Flu: a warning from history - YouTube

- What lessons can be learned from the 1918 Flu Pandemic that might be helpful in understanding the COVID-19 pandemic?

4) Read the following article from History Today:
https://www.historytoday.com/archive/head-head/what-can-history-tell-us-about-epidemics

- How far to the historians agree about what history can tell us about epidemics?
- Whose argument do you find the most convincing? Why?