

History

Exam board : OCR

Specification no : H505 (A Level)



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Course Intent:

Our curriculum gives a broad range of global historical understanding, enabling us to **challenge the narratives** that are often simplistic. As well as developing the skills of critical analysis and essay writing, we want students to leave the course with a greater understanding of the diverse and interlinked world history.

Course Delivery:

Teachers will deliver the majority of content in lessons using a variety of teaching methods. There is a reasonable amount of independent study which will include additional reading, essays and structured written tasks.

Course Content:



Unit 1 : Henry VII to Mary I (Y12)

This unit will cover some of the key issues of one of the defining eras of British history. How did the beginning of the Tudor dynasty mark a new era? What were Henry VIII's monumental decisions that managed to change the face of Britain? Were they driven by his love-life or by greed? What drove people to rebel against Tudor monarchs? Why is Mary Tudor known as 'Bloody Mary'? The examination will include an knowledge based essay and critical source evaluation.

Unit 2 : African Kingdoms 1400-1800 (Y12)

This is an exciting new unit that enables us to investigate Africa prior to European interference. Within the unit we will uncover the rich and sophisticated political, societal and economic systems developed in West Africa, often through artistic visual representation. The unit investigates four case studies, the Empire of Songhai, the Kingdom of Benin and finally, the Kingdom of Kongo. The examination will include a short answer question on significance and an essay.



Unit 3: Russia and its Rulers (Y12/Y13)

A study of the last Tsars and the Communist Commissars of Russia. This unit explores the changes and the continuities of Russian history from 1855-1964. Students start to unravel the mysteries of the Russia that lurched dramatically and bloodily from being under the yoke of one of the world's most famous and most wealthy ruling



families- the Romanovs, to a different kind of despotism under the dictatorship of Stalin. However we will also challenge the idea that Russian leadership was purely based on terror, as we investigate some of the experimentation that leaders used to maintain such a diverse nation. Students will also analyse the opinions of historians and form their own in depth study. The examination will consist of a critical evaluation of historical interpretations and two essays.

Unit 4: The Cold War coursework (Y13)

This unit works in conjunction with the Russian rulers unit, overlapping in the later analyses of Stalin and Khrushchev. Whilst key focuses are taught initially, this unit gives students an opportunity to build their own essay analysing a key element of this, providing them with academic ownership of a historical subject.

Frequently Asked Questions:

What are the entry requirements?

If the subject is taken at GCSE it should be passed at 5 or above and at least one English/Humanities/Social Science subject should be passed with a 6

What skills & personal qualities required / developed by course?

Students will need to enjoy reading and thinking for themselves. They will develop the skill to critically evaluate sources of information, as well as the ability to analyse information and reach substantiated conclusions. You will need to develop the skills to be able to produce a highly analytical and well-structured argument, both orally and on paper- skills which will be invaluable in future life.

What resources are available?

Our Virtual Learning Environment Moodle has been developed to aid all aspects of learning and revision for the A-Level course.

What visits and other opportunities are available?

Where possible we organise a visit to Hampton Court to supplement the Tudor unit and are investigating opportunities to support other units.

Where can History lead me to in further education and careers?

The beauty of History is that it closes no doors, but keeps many open. The skills of critical evaluation and academic writing are coveted by universities, and strong grade in the subject is useful in application to any degree course. History students often, but not exclusively, move into areas of law, civil service, politics, international affairs and journalism due to their academic skills and depth of world knowledge.

Recommended reading / websites:

John Guy – *Tudor England*

John Parker – *The Great Kingdoms of Africa*

Orlando Figes – *Revolutionary Russia*

For further information: Miss F Barnes, Head of History.

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