



Getting Ready for...

KS5 (A Level) History

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Activities

1. Exam Board

Find out what exam board you are going to study for A-Level History and which units you are going to study. Write out the titles, the topics and the time periods.

2. Key Periods

For each of the units, segment them into key periods using the specification to help you. Create a detailed timeline of the key and significant events that are in each segment.

3. Key Events

For each of your timelines, identify a number of key events. These may be turning points, or key catalysts to change. For each event decide why it is significant and the extent of this significance. Also think about the key effects it had upon the time and place you are about to study.

4. Key Figures

For each of your timelines, add important individuals [such as monarchs, political leaders, key reformers and other key individuals]. Annotate your timelines to include the extent of change and how that change took place – what was the context? What was the pace of change? Was the individual significant? If so, why and to what extent?

5. Drawing Connections

When you have identified key events and individuals on your timelines, create as many links between features, people and events as you can. Annotate these links to explain why you think they might be important.

6. Biographies

For a few of the important individuals you have identified, create a biography. It is important that you include a variety of evidence from a wide range of sources. For your biography try to find and write about at least 2 different interpretations of your key individuals.

7. Key Terms

In A Level History there are many key terms that are important to understand. Each unit has its own key vocabulary. Create a glossary of those key words [textbooks will help you]. Here are some to start with that may be relevant to your units



of study: ideology; communism; capitalism; federalism; nationalism; socialism; feudalism; constitutional monarchy; republic; government; parliament (Reichstag, Politburo ...); interpretation; rationale; epoch; constitution; diktat; catalyst.

8. Geography

Research the geography of the countries and areas in the world you are about to study [e.g. China, Spain, Italy, Germany, Europe, America, Russia (the USSR), England in the 1500s]. Draw your own map of that area. Make sure it is from the correct time period. Add as much detail as you can – and it would be great to add images of that time period. If the geography/ borders look different throughout your course, draw different maps showing the changes over time. For example, Europe and Germany in 1918 is very different to Europe and Germany in 1920, and then in 1939 it changes again. Annotate the maps to highlight and explain the differences.

9. Historiography

In A-Level History you have to engage with different views and engage in a critical way with the views of different historians. This is called historiography. Every period/ place/ time you study has a different historiography. Using the reading list from your specification (or the list below) choose one book to read. Write a book review of that book. Try to include information on: the arguments presented in the book; how convincing these arguments were (including why); and what you found most interesting about the historian's work.



- E. H. Carr, *What Is History?*, 2001
- David Cannadine, *What Is History Now?*, 2004
- R. J. Evans, *In Defence of History*, 2001
- E. J. Hobsbawm, *Age of Extremes: The Short Twentieth Century*, 2006
- Simon Jenkins, *A Short History of England*, 2012
- Andrew Marr, *The History of Modern Britain*, 2017
- John Morrill, *Oxford Illustrated History of Tudor And Stuart England*, 1996

10. Questions?

From your reading, identify some key questions you would like to investigate, research or find out more about. Create a file of resources, information and research on one of your questions. Endeavour to answer your own question.