

## HISTORY



“Do you have an interest in the world we live in, different people, cultures and ways of life?”

Do you sometimes wonder why people are fighting about age-old struggles or arguing about the past?

Do you ever think about why our society is like it is today?

If so read on....”



Can you explain the different reasons behind the growth in the persecution of witches?

### Why choose History at A-level?

History is stimulating, challenging, amusing and rewarding. It can totally change your view of the world.

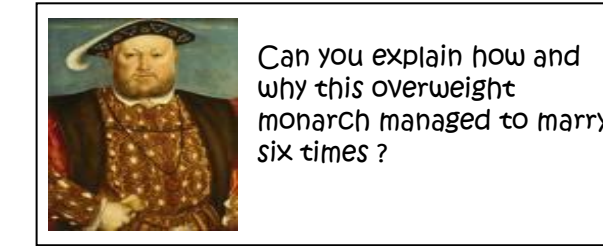
In our course we journey back from the present to explore the rich tapestry of the past. Although we can hardly scratch the surface of the vast expanse of time itself, we zoom in on sixteenth century England to look at dynastic struggles in the Early Tudor period, before focusing on the twentieth century to consider the radical changes in Revolutionary Russia and post-war USA. We also investigate the rise and decline of witchcraft during the 16<sup>th</sup> and 17<sup>th</sup> centuries and how far it emerged out of the popular culture of the time. By looking in depth we illuminate wider historical themes and equip ourselves with the skills to see patterns in **any** period of the past.

### The structure of the A-Level course.

#### Year 12:

1. England 1485-1558: The Early Tudors (25% of A-Level).
2. Russia, 1894-1941 (15% of A-Level)

Can you differentiate between short term success and lasting impact?



Can you explain how and why this overweight monarch managed to marry six times ?

#### Year 13:

3. Civil Rights in the USA, 1865-1992 (40% of A-Level)
4. Popular Culture and the Witchcraze of the 16<sup>th</sup> and 17<sup>th</sup> Centuries (coursework – 20% of A-Level)

“In depth teaching with good interactions between students and teachers”  
Anon Y12 student

We hope that the course will enable you to develop as a “well rounded” Historian with an experience of a variety of different historical periods whilst also allowing you to draw parallels between topics and periods.

Can you identify what inspires a revolution?

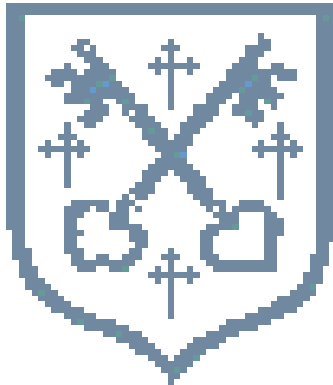


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**Head of History: Mr Jennings**

**Bishop Stopford School**

faith | justice | responsibility | truth | compassion



Can you make sense of the actions of a madman?

### Methods of study

To begin to understand the past students must master these five areas:

- Reading
- Note taking
- Discussions
- Document Analysis
- Essay Writing

Lessons rely upon student preparation and can vary from debates to document work, even some reconstructions! Students must always be prepared to enter disputes, making sure they have the evidence to support their case.

### The Assessment of the A-Level course.

The A-Level will consist of three examinations and one piece of coursework.

All examinations take place at the end of year 13.

Can you explain the differences between great achievements and greatness?



### Future Career Options

History teaches you to think in a combination of ways not found in any other subject. Historians have to use sources as evidence to answer questions about the way people behaved, thought and felt in the past. The methods of investigation, study and research which are involved are very useful training for a variety of careers.

The ability to write reports which are concise, relevant supported by evidence and address the particular questions are just as valuable and necessary in most jobs as the ability to solve mathematical equations or problems in science. Employers will value your ability to make informed judgements.

The intrinsic skills of analysis, evaluation, interpretation and explanation are so valuable that we could not begin to do justice to all the possible career options resulting from History. They range from journalism to personnel management and law to entertainment (ask Sacha Baron Cohen!).