

# The Latymer School History Department

A Level and AS Level



# Why History?

- As a history student, you will never experience the events that you study; instead you have to build up a picture from the evidence that has been left.
- You have to become skilled at asking questions, sometimes awkward questions; you have learned not to take everything at face value.
- You have to develop empathy and understanding of the actions and achievements of others.
- You have to be prepared to put your case and argue it well.
- You have to use evidence to draw conclusions and make judgements.

# Why History?

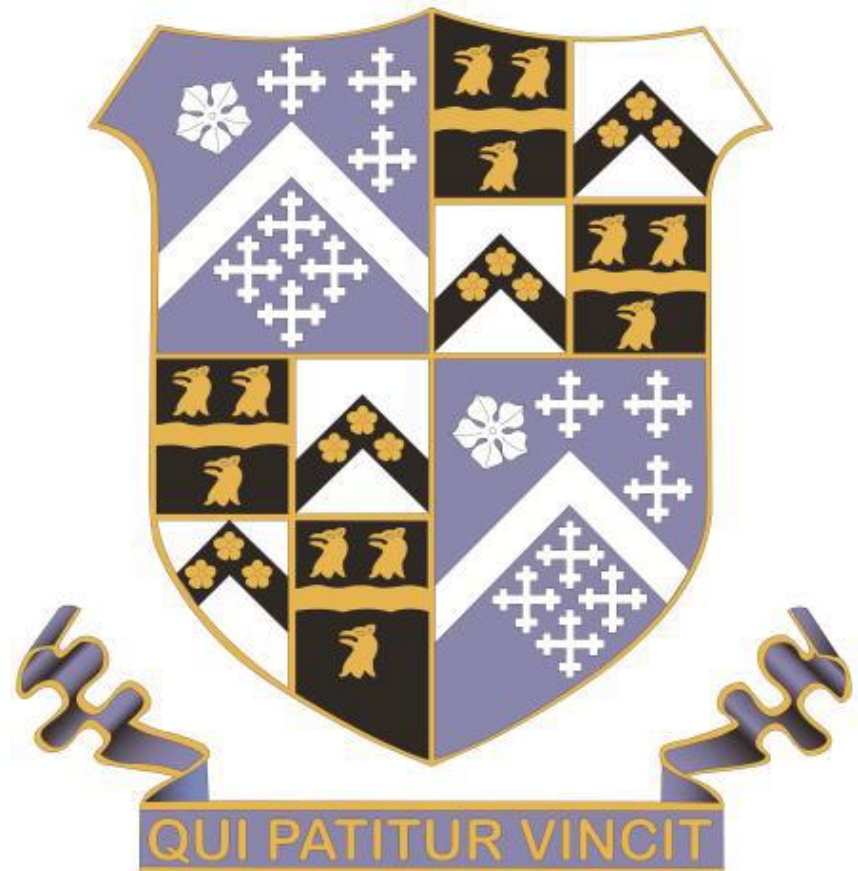
- These skills are highly desirable in many different careers and A -Level History is excellent training for any career where you have to use evidence or make decisions, especially where those decisions affect other people.
- There are so many careers out there that require the skills that a study of history can bring; law, medicine, business, finance, accountancy, tourism, town planning, politics, journalism, research to name but a few!

# What subjects does it combine well with?

- History combines effectively with most subjects. A number of you may be considering taking a range of Humanities subjects.
  - One myth to tackle here is that taking too many essay subjects is a bad thing. This is not the reality as developing your writing and analytical skills in one Humanities subject will help you to improve in another. It might even accelerate your intellectual progress.
- In addition to this students taking predominately science subjects have found that History provides an interesting contrast to science type subjects.

# A Level History at Latymer

- Five Specialist History Teachers
- Excellent Resources
- Innovative and Exciting Teaching
- A Drive to Achieve
  - 71% of students were awarded A or A\* at A-Level in 2023
  - We study the AQA specification



# AS At A Glance

<b>Component 1</b> <b>Breadth Study</b> <b>Written Paper</b> <b>One Exam of 1</b> <b>hours 30 minutes</b>	<b>50%</b>	<b>Tsarist and Communist</b> <b>Russia 1855-1964</b>	<b>Part A</b> <b>One Compulsory</b> <b>Interpretations</b> <b>Question (25 marks)</b> <b>Part B</b> <b>Two Essay Questions</b> <b>Of Which Candidates</b> <b>Choose One (25 Marks)</b>
<b>Component 2</b> <b>Depth Study</b> <b>Written Paper</b> <b>One Exam of 1 hours</b> <b>30 minutes</b>	<b>50%</b>	<b>English Revolution 1625-1660</b>	<b>Part A</b> <b>One Compulsory Source</b> <b>Question (25 Marks)</b> <b>Part B</b> <b>Two Essay Questions</b> <b>Of Which Candidates</b> <b>Choose One (25 Marks)</b>

# A2 At A Glance

<b>Component 1</b> Breadth Study Written Paper One Exam of 2 hours 30 minutes	<b>40%</b>	<b>Tsarist and Communist Russia 1855-1964</b>	<b>Part A</b> One Compulsory Interpretations Question (30 marks) <b>Part B</b> Four Questions Of Which Candidates Choose Two (25 Marks)
Component 2 Depth Study Written Paper One Exam of 2 hours 30 minutes	40%	English Revolution 1625-1660	Part A One Compulsory Source Question (30 Marks) Part B Three Questions Of Which Candidates Choose Two (25 Marks)
Component 3 Historical Investigation Coursework Unit	20%	Ireland 1798-1921	4,000 - 4,500 word essay



# Component 1 Tsarist and Communist Russia, 1855-1964





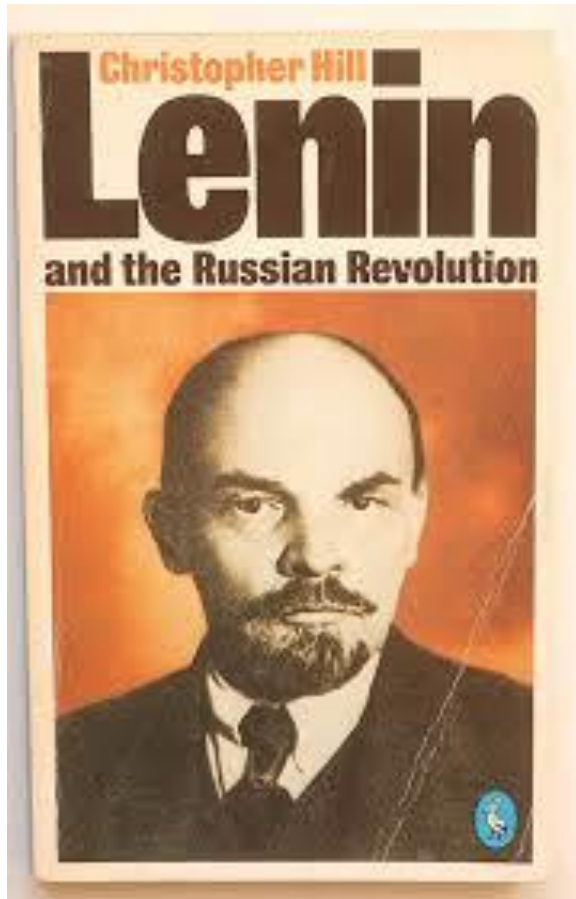
# Rationale

- Drawing on different aspects of history
  - Political
  - Economic
  - Social
  - Diversity
- An opportunity to debate some of the most important questions of the 20<sup>th</sup> Century:
  - How is it possible to make everyone equal?
  - How have people managed to take action for change in the face of a repressive ruler?
  - Why did an arguably positive effort for significant change lead to a dictatorship of unquestionable brutality?

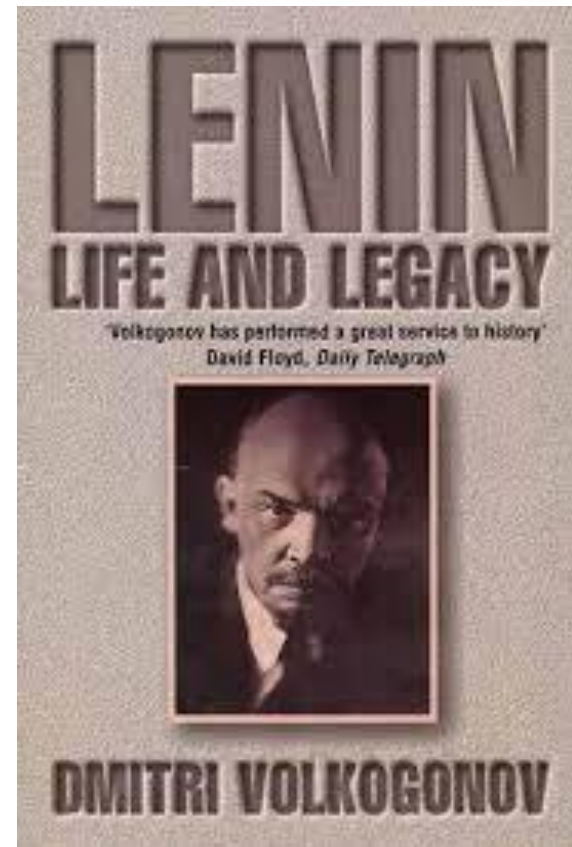


# Rationale

One of the most debated topics in history



Vs



# Year 12: Part One: Autocracy, Reform and Revolution: Russia, 1855–1917

## Key Topics:

- Trying to preserve autocracy, 1855–1894
- Government and Tsars: Alexander II and Alexander III as rulers; attitudes to and imposition of autocracy; key developments
- The collapse of autocracy, 1894–1917

## Key Questions:

1. How was Russia governed and how did political authority change and develop?
2. Why did opposition develop and how effective was it?
3. How and with what results did the economy develop and change?
4. What was the extent of social and cultural change?
5. How important were ideas and ideology?
6. How important was the role of individuals and groups and how were they affected by developments?

# Year 13: Part Two: The Soviet Union, 1917–1964

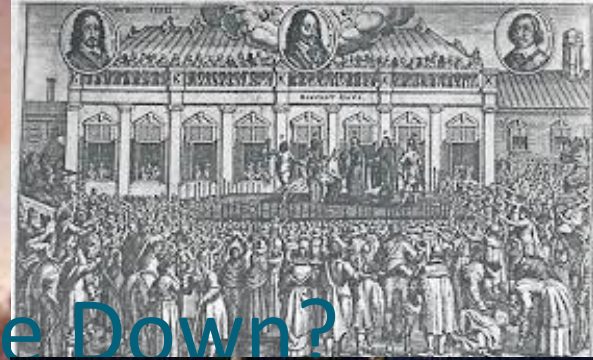
## Key topics:

- The emergence of Communist dictatorship, 1917–1941
- The Stalinist dictatorship and reaction, 1941–1964

## Key Questions:

1. How was Russia governed and how did political authority change and develop?
2. Why did opposition develop and how effective was it?
3. How and with what results did the economy develop and change?
4. What was the extent of social and cultural change?
5. How important were ideas and ideology?
6. How important was the role of individuals and groups and how were they affected by developments?





When did the World Turn Upside Down?

## Component 2

# The English Revolution 1625-1660



"England is not a free people, till the poor that have no land, have a free allowance to dig and labour the commons..."  
Gerrard Winstanley, 1649





# Rationale

- The Civil War is the great defining event of British History.
- A greater proportion of the British population were killed than at any other time in History
- No other occurrence produced so spectacular an upheaval or left so enduring a legacy in the national memory
- Unparalleled and unprecedented period in British History with the Trial and Execution of a King and establishment of a republic

# Rationale

- A ferment of social and political revolution where radical schemes for the reform of religion, government and society competed for attention with tales of witches, monstrous births and armies in the sky
- A time of religious turmoil, radical politics, war, intrigue, social upheaval and change
- A course combining elements of Local, Political, Social, Military, Religious, Gender and Economic History
- A time that created our constitutional monarchy, the enlightenment and the birth of the modern world



WILLIAM LORD ARCHBISHOP OF CAN  
terbury his grace Primate of all England and Metropol  
itan and Chancelour of the University of Oxforde



*A Brief Description*  
OF THE  
**Fifth Monarchy,**  
OR A  
**KINGDOME,**  
That shortly is to come into the World.  
The Monarch, Subjects, Officers, and  
Laws thereof, and the surpassing Glory, Am  
plitude, Unity, and Peace of that Kingdom,  
When the Kingdom and Dominion, and the great  
ness of the Kingdom under the whole Heaven shall be  
given to the people, the Saints of the World, which  
Kingdom is an everlasting Kingdom, and of unchange  
able Duration and glory.  
And in the Conclusion thereof addeth Prophecies of the  
time when the Fifth Kingdom shall begin.

By WILLIAM BAINSWALL, M. A.

IN THE YEAR 1657. Printed by J. W. at the printing-house of the University of Cambridge, in the Strand, near the Church of St. Dunstons, in the City of London.

LONDON:  
Printed by M. I. at the printing-house of the University of Cambridge, in the Strand, near the Church of St. Dunstons, in the City of London.



# Year 12

## Part 1 – The Origins of the English Civil War

- The Emergence of Conflict and the End of Consensus 1625-1629
  - *Why did relations between King and Parliament deteriorate?*
- An Experiment in Absolutism 1629-1640
  - *Why and how did Charles I rule without Parliament for 11 years?*
- The Crisis of Parliament 1640-1642
  - *Why did Civil War break out in 1642?*

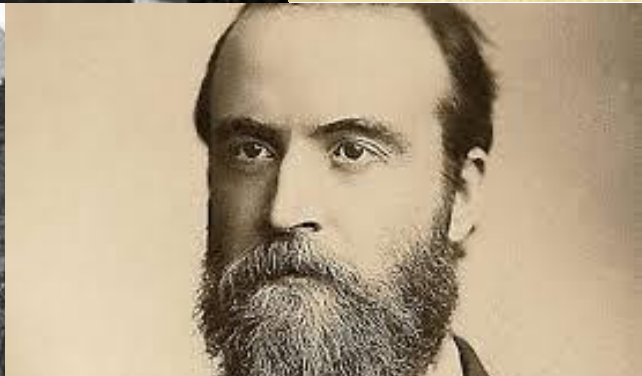
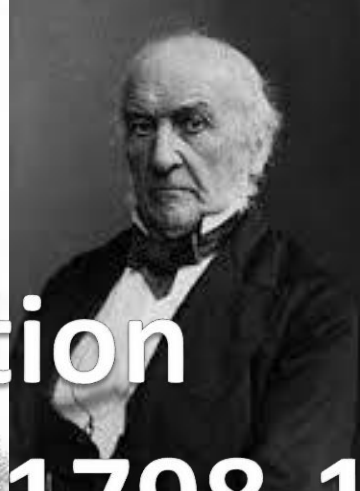
# Year 13

## Part 2 – Radicalism, Republic & Restoration

- War and Radicalism 1642-1646
  - *Why did Charles I lose the first Civil War?*
- Disintegration of the Political Nation 1646-1649
  - *Why did King and Parliament fail to reach a settlement?*
- Experimentation in Government and Society
  - *What happens once the King has been executed?*



# Component 3 Historical Investigation The Irish Question 1798-1921



# Component 3

## Historical Investigation

- Relevant to modern politics
  - Creation of the UK
  - Study of Nationalism
- Cultural links to literature, art and music
- Links to the Civil War Course
- Lots of Historical debate
  - Was the famine genocide?
  - Could Home Rule have worked in Ireland?
  - Was the response to the Easter Rising justified?
- Well resourced and experienced department

# Component 3

## Historical Investigation

- A short course overview taught in the summer of Year 12 and autumn term of Year 13
- One Essay
  - One Essay of 4,000-4,500 words
  - 20% of the A2
  - Students will choose from a selection of questions
  - Independent research supervised by a member of staff

# What previous Students have said about studying History.

I thoroughly enjoyed the second year of the English revolution course the most, as the ground work & fundamentals had been laid out in yr 12. The progression from yr 12 - 13 in the English course was particularly fascinating, moving on from general ideas surrounding the prospect of religion & monarchy to the exciting pace of learning about Charles' trial & execution, as well as his political successors keeping us on the ball & constantly engaged.

A critical skill that A Level history has taught me is most overwhelmingly the power of a good line of argument within an essay. Learning the techniques also, of bringing in new counter arguments throughout the essay and using them to 'write away' and dismiss the validity of these subsidiary counters is a crucial skill taught within the history department. It becomes an essential tool that not only strengthens the main argument of the essay, but also presents to a reader your ability to be a well rounded and thoughtful writer.

# What previous Students have said about studying History.

The most important skill I can say I learned from history A-Level is how to properly, convincingly and faithfully structure an argument, and by extension how to think critically and deeply about information and how judgements are made (by both myself and others).

Our A-Level coursework on unionism in Ireland for me was really interesting, as there was a greater deal of freedom to explore a new subsection of history, through a lens that was both of my choosing and challenging broader cultural narratives on the subject. I also really enjoyed having the capacity to make my own judgements in this work - closer than anything I'd done previously to a more independent study of history.



# What previous Students have said about studying History.

I really enjoyed studying the Russian Revolution due to the thematic emphasis of the course, which allows you to study the way in which different aspects of society change over a longer period of time

The most important aspect of A-Level history for me was class debate over certain key questions throughout the year. This encourages you to think about different perspectives and take on board the ideas of other people.

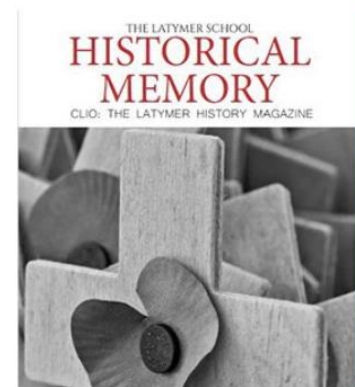
## What kind of support will I get to ease me into A Level study?

- If you think carefully about the kind of additional support you have been given from your History teachers over the course of your GCSE then you will have an idea of what to expect at A Level. History teachers are always willing to see students on an individual basis if they need help.
- In addition to this if you decide you want to study the subject at university we will provide extra help to prepare you for interviews. The History Department will run revision sessions to improve examination performance.

## at History A level

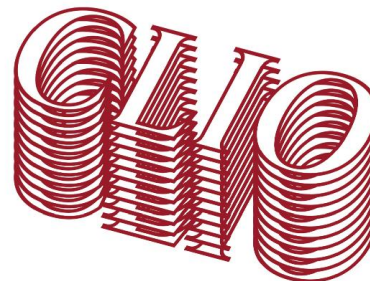
Students participate in editing, writing and designing the history department's magazine CLIO. This year students have written articles on topics such as power and nations; historical memory; witchcraft and legacy; and including the most recent edition, forgotten histories.

This is an opportunity to extend and enrich themes and concepts covered in class, whilst helping to develop independent research skills. Students are also involved in the editing and design of the magazine. This is an opportunity which many students add to their UCAS statements and a fantastic opportunity to get involved in for students who are looking to pursue a career in journalism or media.



WHO CONTROLS THE PAST CONTROLS THE FUTURE:  
THE BATTLE FOR CONTROL OVER HISTORY

ALL THE WORLD AFLAME:  
WITCHCRAFT AND CAPITALISM



THE LATYMER SCHOOL 2021



# History Reading Group

## War and Social Change

### The impact of Immigration



Students are also invited and encouraged to attend exhibitions in London galleries and museums to further their knowledge at A level.

We encourage students to participate in Oxbridge essay competitions and the historical association's 'Great Debate'. Students have discussed topics such as 'what is the purpose of history?' And written on topics from the medieval to the modern world.

