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Ambitions for All

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Year 12 History

AQA A Level History - Unit 1C The Tudors: England, 1485–1603

Learning Objectives

- How effectively did the Tudors restore and develop the powers of the monarchy?
- In what ways and how effectively was England governed during this period?
- How did relations with foreign powers change and how was the succession secured?
- How did English society and economy change and with what effects?
- How far did intellectual and religious ideas change and develop and with what effects?
- How important was the role of key individuals and groups and how were they affected by developments?

Part one: consolidation of the Tudor Dynasty: England, 1485–1547

Henry VII, 1485–1509

- Henry Tudor's consolidation of power: character and aims; establishing the Tudor dynasty.
- Government: councils, parliament, justice, royal finance, domestic policies
- Relationships with Scotland and other foreign powers; securing the succession; marriage alliances.
- Society: churchmen, nobles, and commoners; regional division; social discontent and rebellions
- Economic development: trade, exploration, prosperity, and depression
- Religion; humanism; arts and learning

Henry VIII, 1509–1547

- Henry VIII: character and aims; addressing Henry VII's legacy.
- Government: Crown and Parliament, ministers, domestic policies including the establishment of Royal Supremacy
- Relationships with Scotland and other foreign powers; securing the succession.
- Society: elites and commoners; regional issues and the social impact of religious upheaval; rebellion
- Economic development: trade, exploration, prosperity, and depression
- Religion: renaissance ideas; reform of the Church; continuity and change by 1547

What previous knowledge is required?

Contextual knowledge of the Tudor regime and England in the 15th century

- Who were the Tudors?
- What is the context of the Wars of the Roses?
- What was power of the king like in the 15th century?
- How was society organised in the 15th century?

Preferential = GCSE History with content of Tudors.

How will this term's content help with future learning?

The skills developed for AO3 also help prepare students for the Historical Enquiry (Independent Unit 3 investigation).

Common Misconceptions

National Curriculum / Specification

AQA A Level History
https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042

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AQA A Level History
Unit 2Q – The American Dream - Reality and Illusion 1945-1980

Learning Objectives

This option provides for a study in depth of the challenges faced by the USA at home and abroad as it emerged from the Second World War as a Superpower. For many Americans, post-war prosperity realised the 'American dream,' but the prosperity was not shared by all and significant problems at home and abroad challenged the extent to which the 'American dream' was a reality. It explores concepts and ideas such as American identity at home and abroad, anti-communism, social equality, ethnic identities and federal versus states' rights. It also encourages students to reflect on the nature of democracy in a pluralist society, political protest, and the power of the media.

Part one: prosperity, inequality, and Superpower status, 1945–1963

Truman and Post-war America, 1945–1952

- The United States in 1945 and the legacies of the world war: the powers of the presidency; the main political parties; post-war prosperity; regional, ethnic, and social divisions
- The USA as a Superpower: Truman's character and policies; post-war peace making; the Cold War and 'containment' in Europe and Asia; the response to the rise of Communism in Asia
- Truman and post-war reconstruction: the economy; political divisions and domestic problems; the rise of McCarthyism
- African Americans in North and South: the impact of the Second World War; campaigns for Civil Rights; the responses of the federal and state authorities
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Eisenhower: tranquillity and crisis, 1952–1960

- The presidency: Eisenhower's personality and the policies of 'dynamic conservatism;' Nixon as Vice-President; the Republican Party; the end of McCarthyism
- The growth of the American economy in the 1950s and the impact of the 'consumer society'
- The USA and the Cold War: Superpower rivalry and conflict with the USSR; responses to developments in Western and Eastern Europe; reactions to the rise of Communism in Asia; responses to crises in the Middle East
- African Americans in North and South: the emergence of the Civil Rights Movement; the policies and attitudes of the main political parties; the responses of the state and federal authorities

John F Kennedy and the 'New Frontier', 1960–1963

- The presidential election of 1960 and reasons for Kennedy's victory; the policies and personalities of the Kennedy administration; the ideas behind the 'New Frontier'
- Challenges to American power: the legacy of crises over Berlin and relations with Khrushchev; the challenge of Castro's Cuba; deepening involvement in Vietnam
- African Americans in North and South: the rise of the Civil Rights Movement; the opponents of Civil Rights, including within the Democratic Party; Kennedy's policies in response to the pressures for change.
- The United States by 1963: its position as a world power; economic prosperity; the growing pressures for social change from women and youth

What previous knowledge is required?

Contextual knowledge of the US in the 20th century

- What is the geography of the US?
- What challenges faced the US abroad after World War 2 (from GCSE Cold War unit)
- What are the powers of US Presidents?

How will this term's content help with future learning?

This topic prepares students for Paper 1 and 2 of the A Level. This term focuses on Part 1 content.

The skills developed for AO2 also help prepare students for the Historical Enquiry (Independent Unit 3 investigation).

Common Misconceptions

"The American Dream was achieved by everyone after WWII."
- Many Americans remained poor despite economic growth.

"The 1950s were a time of universal prosperity."
- Significant poverty existed among African Americans, migrant workers, Native Americans, and elderly Americans.

"Suburbanisation benefited all Americans."
- Many minority groups faced discrimination in housing and mortgage access.

"Women returned permanently to traditional roles after 1945."
- Increasing numbers of women entered the workforce throughout the period.

"The Baby Boom only created positive effects."
- It also placed pressure on schools, housing, and public services.

"The federal government did little about poverty before Johnson."
- Kennedy and earlier administrations had already begun addressing social inequalities.

National Curriculum / Specification

AQA A Level History
https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042

AQA A Level – Component 3
Non-Examined Assessment (NEA)

Learning Objectives

Purpose of the Historical Investigation
The purpose of the Historical Investigation is to enable students to develop the skills, knowledge and historical understanding acquired through the study of the examined components of the specification.

Through undertaking the Historical Investigation students will develop an enhanced understanding of the nature and purpose of history as a discipline and how historians work.

The Historical Investigation contributes towards meeting the aims and objectives of the A-level specification. In particular it encourages students to:
- ask relevant and significant questions about the past and undertake research.
- develop as independent learners and critical and reflective thinkers.
- acquire an understanding of the nature of historical study.
- organise and communicate their knowledge and understanding in a piece of sustained writing.

Students will be required to submit a Historical Investigation based on a development or issue which has been subject to different historical interpretations. The Historical Investigation must:
- be independently researched and written by the student.
- be presented in the form of a piece of extended writing of between 3500 and 4500 words in length, with a limit of 4500 words.
- draw upon the student's investigation of sources (both primary and secondary) which relate to the development or issue chosen and the differing interpretations that have been placed on this.
- place the issue to be investigated within a context of approximately 100 years.
- be an issue which does not duplicate the content of Components 1 and 2.

What previous knowledge is required?

The skills developed in Unit 1 (AO3 interpretations) and Unit 2 (AO2 sources) are valuable to their study this term.

How will this term's content help with future learning?

Students will draft their coursework in Term 1 and 2 of Year 13, so this term prepares students with the knowledge and framework to do this.

Common Misconceptions

Henry VII

- **"Henry VII had a strong claim to the throne."**
  - In reality, his claim was weak and derived through the Beaufort line, which had originally been barred from succession.
- **"Henry VII was secure after Bosworth."**
  - He faced serious threats throughout much of his reign, including Simnel and Warbeck.

Henry VIII

- **"Henry VIII broke with Rome because he was Protestant."**
  - His primary motivation was securing an annulment and a male heir. Doctrinal changes were initially limited.
- **"The English Reformation happened quickly."**
  - It was a gradual and uneven process extending over several decades.
- **"Thomas Cromwell controlled Henry VIII."**
  - Henry remained the key decision-maker and could dismiss ministers when they lost his confidence.

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