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Ambitions for All

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Year 13 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 two: England: turmoil and triumph, 1547–1603

Instability and consolidation: 'the Mid-Tudor Crisis', 1547–1563

- Edward VI, Somerset, and Northumberland; royal authority; problems of succession; relations with foreign powers
- The social impact of religious and economic changes under Edward VI; rebellion; intellectual developments; humanist and religious thought
- Mary I and her ministers; royal authority; problems of succession; relations with foreign powers
- The social impact of religious and economic changes under Mary I; rebellion; intellectual developments; humanist and religious thought
- Elizabeth I: character and aims; consolidation of power, including the Elizabethan Settlement and relations with foreign powers.
- The impact of economic, social, and religious developments in the early years of Elizabeth's rule

The triumph of Elizabeth, 1563–1603

- Elizabethan government: court, ministers, and parliament; factional rivalries
- Foreign affairs: issues of succession; Mary, Queen of Scots; relations with Spain
- Society: continuity and change; problems in the regions; social discontent and rebellions
- Economic development: trade, exploration, and colonisation; prosperity and depression
- Religious developments, change, and continuity; the English renaissance and 'the Golden Age' of art, literature, and music
- The last years of Elizabeth: the state of England politically, economically, religiously, and socially by 1603

What previous knowledge is required?

A Level Part 1 Knowledge is required.
1C - Part One - Consolidation of the Tudor Dynasty: England, 1485–1547

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 2 content.

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

Common Misconceptions

Edward VI

- **"England became fully Protestant under Edward."**
  - **Significant Protestant reforms occurred, but many traditional beliefs and practices remained.**

Mary I

- **"Mary's reign was a complete failure."**
  - **While often remembered for religious persecution, she achieved some administrative and financial reforms that Elizabeth later built upon.**

- **"Everyone opposed Mary's Catholic restoration."**
  - **Support varied considerably across regions and social groups.**

Elizabeth I

- **"The Elizabethan Religious Settlement solved England's religious problems."**
  - **Religious tensions persisted throughout the reign from both Catholics and Puritans.**
- **"Elizabeth never wanted to marry."**
  - **Marriage negotiations were a significant feature of her foreign and domestic policy, even if she ultimately remained unmarried.**
- **"The defeat of the Spanish Armada ended the Spanish threat."**
  - **Anglo-Spanish conflict continued for years after 1588.**

National Curriculum / Specification

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

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 two: challenges to the American Dream, 1963–1980

The Johnson Presidency, 1963–1968

- Johnson as President: personality and policies; his pursuit of the 'Great Society;' the impact of the Kennedy legacy; economic developments
- Maintaining American world power: escalation of the war in Vietnam; relations between the USA and its Western allies
- African Americans in North and South: developments in the Civil Rights Movement; Johnson's role in passing Civil Rights legislation; the impact of change including urban riots.
- Social divisions and protest movements: education and youth; feminism; radicalisation of African Americans; anti-war movements; the role of the media

Republican reaction: the Nixon Presidency, 1968–1974

- The Presidential election of 1968 and the reasons for Nixon's victory: divisions within the Democratic Party; the personalities and policies of the Nixon administration
- The restoration of conservative social policies; the reaction to protest movements and forces of social change; economic change and the end of the post-war boom.
- The limits of American world power: peace negotiations and the continuation of the war in Vietnam and Cambodia; the influence of Kissinger on US policies towards the USSR, Latin America, and China
- The Watergate Affair and its aftermath: the role of Congress; the resignation of the President; Nixon's political legacy

The USA after Nixon, 1974–1980

- Ford and Carter as presidents: responses to social divisions; political corruption and the loss of national self-confidence

- The position of the USA as a world power: the final withdrawal from Vietnam; relations with the USSR and China; the response to crises in the Middle East; Iran and Afghanistan
- African Americans in North and South: the impact of civil rights legislation; change and continuity in the 'New South.'
- The USA by 1980: its position as a Superpower; the extent of social and economic change; the reasons for Reagan's victory in the presidential election.

What previous knowledge is required?

A Level Part 1 Knowledge is required.

2Q - Part one: prosperity, inequality, and Superpower status, 1945–1963

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 2 content.

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

Common Misconceptions

"Martin Luther King led the entire movement."
- **The movement involved many organisations and leaders.**

"Brown v Board ended segregation."
- **Resistance and delays meant segregation persisted.**

"Civil rights only affected African Americans."
- **Other groups later used similar methods to pursue equality.**

"The Civil Rights Acts solved racism."
- **Legal change did not immediately create social or economic equality.**

"The USA won the Cold War during this period."
- **The Cold War continued beyond 1980.**

"Containment was always successful."
- **Korea, Cuba, and Vietnam reveal limitations.**

"America lost Vietnam because its military was weaker."
- **Political, strategic, and social factors were more significant.**

"The Cuban Missile Crisis was an American victory only."
- **Both Kennedy and Khrushchev made concessions.**

"Public opposition to Vietnam was immediate."
- **Support remained strong for much of the 1960s.**

"Foreign policy was controlled entirely by the President."
- **Congress, media, and public opinion influenced decisions.**

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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

1. "It's just a narrative essay".
Misconception: Students think they only need to tell the story of events.
Reality: Coursework is primarily about analysis and judgement, not description. Every paragraph should contribute to answering the question.

2. "More sources = higher marks"
Misconception: Using large numbers of sources automatically gains marks.
Reality: Marks are awarded for effective use and evaluation of sources and interpretations, not quantity.

3. "The interpretation section is separate from the argument".
Misconception: Historians' views are discussed in isolation.
Reality: Interpretations should be integrated into the overall argument and used to support or challenge judgements.

4. "Provenance equals evaluation".
Misconception: Students evaluate sources by identifying origin, date, and author only.
Reality: Evaluation must explain how provenance affects value and limitations in relation to the enquiry.

5. "I need to find the 'correct' historian."
Misconception: One interpretation must be right.
Reality: Students should compare interpretations and explain which is more convincing and why.

6. "Balance means 50/50."
Misconception: Equal space must be given to every argument.
Reality: Stronger factors or interpretations can receive more attention if justified by evidence.

7. "Conclusions just summarise".
Misconception: The conclusion repeats previous points.
Reality: The conclusion should make a clear, substantiated judgement directly answering the question.

8. "Primary sources tell us exactly what happened".
Misconception: Contemporary sources are always more reliable.
Reality: Primary sources are evidence to be interrogated; they can be biased, limited or incomplete.

9. "Historiography means naming historians".
Misconception: Listing historians demonstrates historiographical understanding.
Reality: Students need to engage with schools of thought, debates, and changing interpretations.

10. "The word count is a target to reach".
Misconception: Any material added towards 4,500 words helps.
Reality: Just telling a long story weakens the investigation. Focus on precise, analytical writing.

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