

OCR A-Level History Transition Booklet

Key Stage 4 – Key Stage 5

Spring – Summer 2020

This booklet is designed to provide you with the skills and knowledge to prepare for the study of History A-Level in September. There are a number of reading tasks, written tasks and creative tasks. Where you are expected to complete tasks to hand in to your class teacher in September, this will be highlighted in the grid below. **Set tasks will be marked and added to the front of your folder.**

In Year 12 we study two key topics:

Liberals, Conservatives and the Rise of Labour 1846-1918 (Unit Y111)

The French Revolution and the Rule of Napoleon 1744-1815 (Unit Y213)

You will be able to find out further information on the courses online, through the OCR website, and by searching the unit codes above. Further information can also be attained through the school VLE or your current History teacher.

Contents:

Task/Topic:	Page:	Activity:
Effective Note Taking	3	Consider your current strengths when note taking, which parts of the advice apply to you? Research 2 other methods of academic note taking and add to the notes section on the page or to your own reflective notes.
How to write a History Essay	5	Summarise the advice onto a post it note/revision card that you can add to the front of your History folder – <i>what are the top tips to remember when planning/writing an essay?</i>
Using Historical Sources	8	Read through the information and use the advice to apply to the source analysis tasks in this booklet.
Liberals, Conservatives and the Rise of Labour Treasure Map	11	Complete the 5 tasks on the treasure map. Send any notes/completed tasks to your teacher. You will need these in your folder in September as the first lesson includes a quiz on these topics!
The Gateway to Britain in 1846 Mind Map	12	Use the areas of research to gather information and collate into a create mind map – summarise your findings using bullet points, images, dates and key words. Add to your folder for your first lesson in September.
The Repeal of the Corn Laws extract and quiz	13	Read the extracts from Peel’s speech. Create a 10 question quiz to send to your teacher to be used in September.
Robert Peel and the Corn Law source analysis task	14	Use your own knowledge and research so far to analyse the 4 sources provided. Use the advice on page 7 to help you. Annotate the sources in the booklet and add to your folder.
Recommended Reading/Watch List	16	Choose 2 pieces of reading or documentaries to read/watch as additional research. Complete the summary sheet on page 16 to add to your folder to evidence your work.

Reading/Watching Summary sheet	17	Complete and add to your folder.
The French Revolution and the Rule of Napoleon 1774-1815 Treasure Map	18	Complete the 5 tasks on the treasure map. Send any notes/completed tasks to your teacher. You will need these in your folder in September.
The impact of the Revolution: Revolutionary groups	19	Complete research to understand the different revolutionary groups which formed during the revolution. Compare the different groups to find any similarities or differences between the groups.
The Reign of Terror	20	Complete research to understand the different organisations which were established during the rule of Terror. How did these organisations and laws help Robespierre to become a dictator and rule through terror? Put your research in your folder.
Key words	21	Define the key words- add these definitions to your folder as you will need them throughout the course.
Exam practice	22	You will be planning an answer the following question: Which of the following had the greater impact on events in 1789? (i) The Enlightenment (ii) The financial crisis You will need to use your knowledge so far, and any additional research you complete to try and understand why the two events helped to cause a revolution in 1789. Again, put this plan in your folder to evidence the work you have completed so far.
Recommended Reading/ Watch List	23 & 24	Choose 2 pieces of reading or documentaries to read/watch as additional research. Complete the summary sheet on page 24 to add to your folder to evidence your work.

How do I make sure that my notes will help me to revise?

A-Level History is not just about taking notes - but as with any subject you study at A-Level, there are some notes to keep. Here are some reminders about keeping notes, which may seem obvious - but you would be surprised how many people don't take their own advice! It goes without saying that the most important thing is to keep your notes in a way that is easy and comfortable to you.

1. **Keep your notes in whatever style you prefer** - this might be hand-written in a folder of some kind, or you may prefer to type and print them out, you may like to keep audio sound recordings of lessons or you may prefer to have paperless notes and store them electronically, but if you do this, don't forget to back them up.

2. **Don't take down every word.** Remember, A-level is about explaining, analysing, looking for evidence and justifying your answer. It is not about long, waffly descriptions. Try to summarise or use abbreviations that you understand. Your class teacher will regularly share any long lecture slides with you, so don't worry about taking down every word in each lesson.

3. **Use mind maps, tables, spider diagrams or pictures** if you prefer. Some people find that they remember their notes far better if they do this - why not try experimenting with a few different ways of taking notes until you find the one that suits you best.

4. **Your notes must make sense in a few months' time** when you revise so:

- However you choose to take your notes, try to **keep them organised** into topic headings;
- Emphasise **headings** and **key words**
- **Date all your notes** so that if electronic files get lost or paper notes fall out, you can piece them back together.
- Use a **system that you understand** and that will still make sense to you after several months.
- **Keep a glossary** of key words, abbreviations and images so that if you do forget something, you can look up what you meant!

For loose-leaf and binder:

- Your notes will be very easy to keep organised. Adding dividers to your binder will make things simple as you can keep the table of contents updated directly on the divider. We recommend having two separate folders for the British and French topics.
- Invest in a hole-punch for handouts. This way your methods of organising are uniform. It will also be easier to flip through hole-punched papers than dig through a folder.
- Colour-coding is never a bad idea. Match the colour of the divider with the same colour highlighter for every section and be consistent. Then, if a piece of paper falls out, between your table of contents and the colour, putting it back in the right place will be simple.

For laptops:

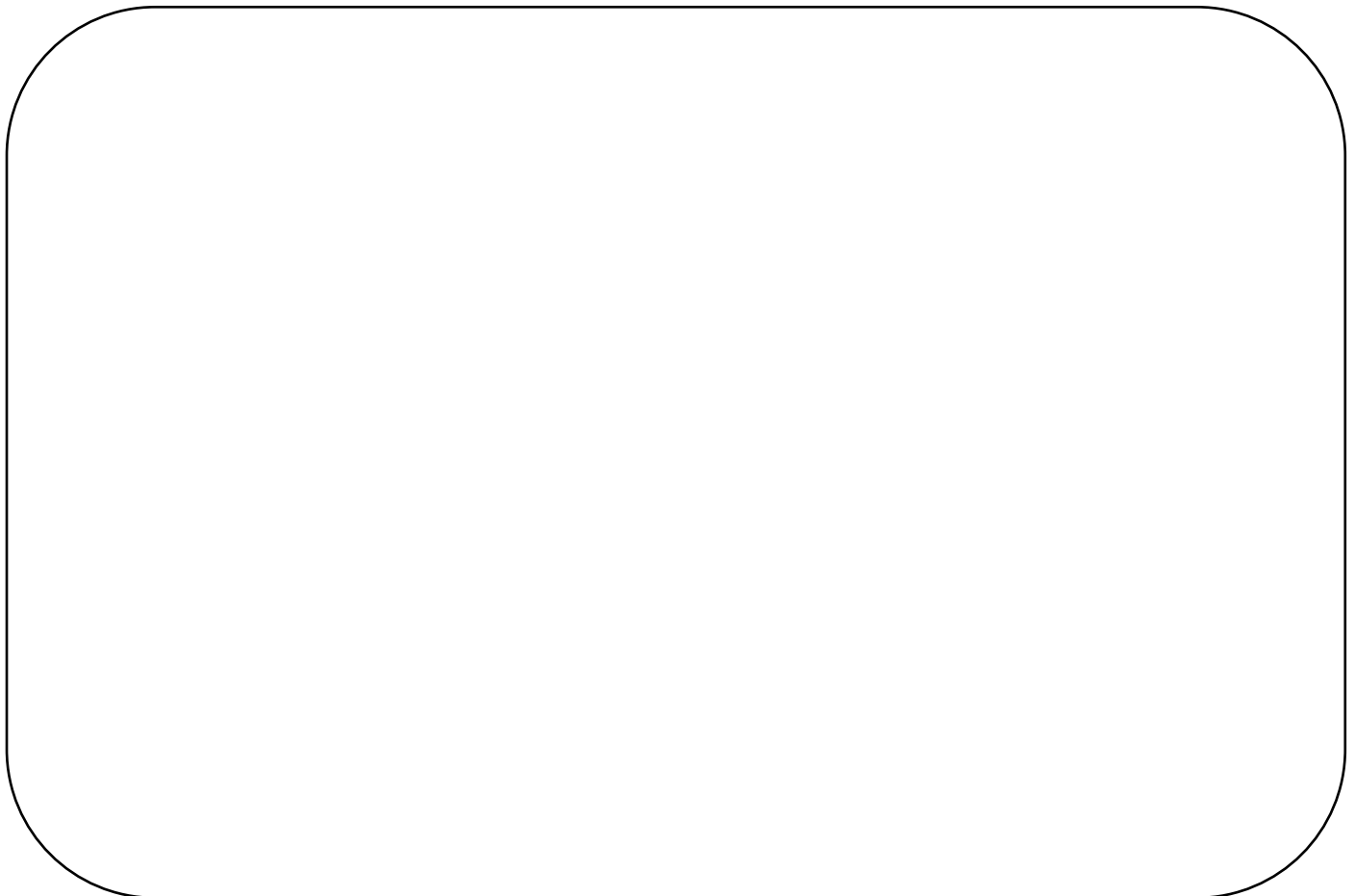
- Much of the work is done for you on a computer since the date and page numbers can be automatically sorted and folders easily created. Therefore, there is no excuse to be disorganised!
- Try to establish a main folder for each History topic (Britain and France) and then sub-folders for your different topics. You will be provided with an overview of the specification – this will help! *You could always work on this over the Summer! All PLCs will be on the Y12 folder on the VLE.*

- Make sure that you save your documents to your electronic folder straight away to avoid confusion and getting your notes out of order.
- You might also want to consider labelling your lessons as 1, 2, 3 as well as giving them a subject matter heading as many computers will store files alphabetically/numerically as opposed to date order. That way, your files should appear in the order they were created.
- If your notes involve hyperlinks, don't forget to make sure that they will still be operational when you come to revise. There is nothing worse than re-visiting an important hyperlink months later only to discover that it has expired.

The History Department's Top Tips...

- Get organised! Buy your stationary and equipment well in advance of starting you're A-Level studies.
- Have two folders, one for each topic – Britain and France.
- Use the PLCs/course specification to organise your folders straight away – this will be much easier than finding the time when you're so busy when the term starts!

Notes/Thoughts/To Dos...



Useful Links/Further Research:

<https://medium.goodnotes.com/the-best-note-taking-methods-for-college-students-451f412e264e>

<https://www.oxfordlearning.com/5-effective-note-taking-methods/>

How to Write a History Essay

History is not just about writing lots of essays! It is also about discussion, debate and evidence. However, there will be, as with many other subjects at A-Level, some essays to write - but it is not as tough as it looks. Essay writing is a skill that you will get better at over time – remember how you felt about writing essays at the beginning of Year 10? You got there in the end! However, you might find the guide below useful to help you along.

Remember – essay structures and techniques may differ between the topics of Britain and France, but the principles of a good essay are always the same!

Key Features: The Must Haves

A-Level essays should contain the following features; although it depends on the type of essay you are writing as to how much you need to develop your argument... If you are unsure as to how much your teacher will expect, it is best to ask!

1. A **well considered argument** - This is VERY important to get right. It means that you will need to make sure that you clearly state your line of argument and do it convincingly. At the same time, you will also need to give full coverage to other factors/opinions/arguments that are at play. This may require you to use your own knowledge to select the factors you want to discuss in your essay.
2. Reference to the **question** – keep this up throughout and reference the question in each paragraph,
3. An **introduction**
4. A **middle** - the substantive part of the essay, where you present the evidence and arguments
5. A **conclusion**
6. **Judgement** – Don't sit on the fence!! What is your opinion? Answer the question set.

Before You Start...

The key to success in any history essay is preparation. This not only includes focussed and wide reading around the topic, but also your preparation of your thoughts and arguments. As much as you may feel you don't need to plan, it is the key to success in A-Level History essay writing!

1) Considered Argument

The key to providing a considered argument is to read widely! What is the historical debate around the issue? What evidence is there to support different lines of argument? Your job is firstly to present these lines of argument.

Secondly, you should provide evidence to support each view/factor. Is there evidence to counteract? By providing a considered argument - what we **don't** mean is that you sit on the fence! Every essay **MUST** have an argument, but by considered, we simply mean that you should be prepared to consider other arguments/factors, other than your own view. Balance is essential!

At A-Level the examiners want to see that you have considered the topic fully, taken account of all of the views and arguments before making your judgement. Therefore, you should stick to your line of argument throughout, but you should clearly evaluate other points of view, showing your reader how and why they are less valuable arguments than your own.

2) Reference to the question

Where possible you should show how the evidence you are presenting **links back to the question**. You should refer back to the question wherever a link or piece of evidence provides some clues to help formulate an answer. This should help you to avoid going off track. Always think as you are writing "does this paragraph help to present the evidence to support my line of argument or help me to answer the question?"

The Essay - three steps to success:

Step 1: Tell them what you are going to tell them (the beginning)

Step 2: The substance. Tell them what you've got to tell them (the middle)

Step 3: The conclusion. Consolidate what you've told them (the end)

3) The Introduction

The introduction should set the scene. It should be short and snappy, no more than a few lines. There should be some very brief background detail to the question. Why is this a key issue in our study of History? What is the context of the time?

You should then refer back to the question by stating how you are going to measure/argue your case; a good way to do this is by referring back to the question itself. It should help you to get the question straight in your own mind too and give you some direction. For example, if you have a question asking you how significant an event was, you need to explain what is meant by significance and how you will measure this.

4) The Middle

This is the substantive part of the essay. This is the bit where you have to present the evidence and arguments. It should predominantly contain your analysis/argument but you must also look at the counter-arguments and other factors.

Do:

- **Present evidence in a balanced way:** You should present your argument/response to the question clearly and effectively, using evidence to back up the points you make. On the other hand, you should also consider the arguments against your own and balance your work.
- **Present your evidence in a logical order:** Try to avoid jumping around. Make a plan before you write that organizes your evidence logically. This could either be in themes or in chronological order.
- **Include analysis:** You must make sure that you don't just fall into the trap of presenting evidence without analysis. This reads more like a list! When presenting a piece of evidence, don't forget to critically analyse. Is the evidence useful or typical? Is it a valid point? How does it fit within the time period?
- **Refer often to the title:** Don't forget to link your points back to the question where possible. It will help your essay and your reader stay focused on the answer to the question!

How to Structure Paragraphs:

It is important to structure your points within each paragraph. A good way to do this is using PEE – try adding a link at the end of each paragraph – link to another (similar) factor, another event (chronology) or simply to another piece of evidence.

P - Point

E - Example

E – Explanation

L - Link

This is a good habit to get into and a good way to provide structure. Simply make your point, give an example or piece of evidence to back it up, then explain it. Where possible link this to another factor or back to the question. Ask yourself... *What is the context? How or why is it significant/insignificant? How does it fit into the topic? How does it help to answer the question?*

5) Conclusion

This is the end of the essay. This is the bit where you are expected to answer the question! Here you should sum up in a couple of sentences what your argument is, and why it is the most plausible explanation, being careful to remind the reader of supportive evidence. Finally, you should put the essay in context. Explain the wider context to the question. It might be that there are longer-term or under the surface issues that need further exploration, or it may be that there is a bigger picture in play. By putting your answer in context, we don't mean just adding some extra facts about the period at the end - your setting in context should display your broader understanding of the period.

Do:

- Re-state your argument using the key words from the title
- Be confident in your argument
- Hint at a broader context

6) Judgement

Creating a strong judgement will help you attain the highest marks in an A-Level essay. A judgement should be clear throughout your essay writing – this is where a detailed plan comes in handy!

Aim to develop your judgement where possible by considering the following points:

- Place your judgement in historical context – is your judgement specific to the time period or themes of the time?
- Is this a long term or short term factor when answering the question?
- Does your factor link to any others in your essay? It is ok to create a judgement which links your evidence together.
- Steer clear of making a generic judgement... the reader wants to hear your point of view! As long as you have evidence to back it up – be confident in your judgement!!

How Do I Use Sources?

The sources that you are likely to come across at A-Level will be in the British side of the course and will either be **images or written sources** and are usually primary (written or made at the time of study). You will simply need to remember the skills that you have been developing since year 7! Think of the 5 Ws that you might have learned lower down the school – they will help:

- **Who** – Who made the source - did they have an opinion or bias? Were they involved?
- **What** – What information does the source give? Is it the full story? Is it accurate?
- **Why** – Why was the source made? Was it made to persuade people of a particular opinion? Was it made to take the mickey out of something/someone?
- **When** – Was it made at the time? Or years later? Was the person there?
- **Where** – Where was the source made? Were they involved in the event? Did they have an opinion?

For both written and image sources, it is unlikely you will be able to answer all of these questions. However, you should try to address the basic areas of analysis: author, audience, bias, purpose, context, motivation and validity – the who, what where, when, why and how of it all. Below are specific questions to help you analyse and answer your source.

Source interpretation: written sources

Identify the source. Is it primary or secondary? Who wrote it? When was it written? What kind of document is it? Where was it published? How widely was it circulated? What is it about?

Put it in its context. What events had happened or were happening when this was written? Specifically, what was happening where this was written? Who was the intended audience and what bias might they have had?

Consider the author and their purpose. Who was the author? Consider their race, gender, religion, nationality, heritage, party affiliation, socio-economic class, and their job. Is there bias? Is the author trying to persuade, incite, enlighten, explain or deceive their audience? Why was it written and for whom? Was the author paid to write this? Or bribed or threatened? Where did it first appear: a newspaper, a diary, a letter or a propaganda flyer?

Evaluate the information. Read the information, summarise it, and identify keywords, examples of bias and intention. Are there footnotes or citations? Does it reference other documents or events? What is the document about and how does that help you understand the period? What is the overall theme? How similar is it to other documents from the same period? How does the author claim to have their information? What assumptions does the author make? Is the author expecting any resulting action, sentiment or opinion from the audience?

Source interpretation: image sources

Identify the source. Was the artist an eyewitness or is this image secondary? Who created it? When was it created? What medium is it? What is it portraying? Where was it published? Who would have seen this image?

Put it in its context. What events had happened or were happening when this was created? Specifically, what was happening where this was created? How long after the actual event portrayed was the image created? Who was the intended audience and what bias might they have had?

Evaluate the information. Look at the image, understand what is being portrayed, and identify the main focus and points of interest. Is there a caption or a title? Is it captured in a particular style? If yes, what associations can you make with this style? What does the scenery, the action, the people and the details tell you about this period in time? What is the overall theme? How similar is it to other images from the same period? If it is unusual for its period, why might the artist have chosen to be different? What assumptions does the author make? Is the author expecting any resulting action, feeling or opinion from the audience?

Remember... you are being tested on your ability to analyse sources. You won't be expected to know minor details of the architecture in a photo and you won't necessarily know the class and religion of an author. Use the information you are given in the source, recognise and detect in the source. Your own knowledge of the period of time should add to the source evidence you have before you in answering a question.

Tips for Analysing Political Images (you may come across more of these in Year 13 when studying for your coursework topic of the Vietnam War!)

Techniques used by cartoonists

- **Symbolism** – using an object to stand for an idea.
- **Caricature** – exaggerating a physical feature or habit: big nose, bushy eyebrows, large ears, baldness.
- **Captioning and labels** – used for clarity and emphasis.
- **Analogy** – a comparison between two unlike things that share some characteristics.
- **Irony** – the difference between the way things are and the way things should be or the way things are expected to be.
- **Juxtaposition** – positioning people or objects near each other, side-by-side.
- **Exaggeration** – overstating or magnifying a problem.

Symbolism

- Cartoonists use simple objects, or **symbols**, to stand for larger concepts or ideas.
- After you identify the symbols in a cartoon, think about what the cartoonist intends each symbol to stand for.

Exaggeration

- Sometimes cartoonists overdo, or **exaggerate**, the physical characteristics of people or things in order to make a point.
- When you study a cartoon, look for any characteristics that seem overdone or overblown. (Facial characteristics and clothing are some of the most commonly exaggerated characteristics.) Then, try to decide what point the cartoonist was trying to make through exaggeration.

Analogy

- An **analogy** is a comparison between two unlike things that share some characteristics. By comparing a complex issue or situation with a more familiar one, cartoonists can help their readers see it in a different light.

- After you've studied a cartoon for a while, try to decide what the cartoon's main analogy is. What two situations does the cartoon compare? Once you understand the main analogy, decide if this comparison makes the cartoonist's point clearer to you.

Irony

- **Irony** is the difference between the ways things are and the way things should be, or the way things are expected to be. Cartoonists often use irony to express their opinion on an issue.
- When you look at a cartoon, see if you can find any irony in the situation the cartoon depicts. If you can, think about what point the irony might be intended to emphasize. Does the irony help the cartoonist express his or her opinion more effectively?

Once you've identified the persuasive techniques that the cartoonist used, ask yourself:

- What issue is this political cartoon about?
- What is the cartoonist's opinion on this issue?
- What other opinion can you imagine another person having on this issue?
- Did you find this cartoon persuasive? Why or why not?
- What other techniques could the cartoonist have used to make this cartoon more persuasive?

Examples of Symbols used in Political Cartoons

- **Peace** – dove, olive branch, victory sign
- **United States** – Uncle Sam, flag, stars and stripes, shield
- **Democrats** – donkey
- **Republicans** – elephant
- **Death** – vulture, skeleton with shroud, skull and crossbones, Grim Reaper
- **Love** – heart, Cupid, Venus
- **Money** – dollar/pound bill or \$/£ sign
- **Heroes or good guys** – wear white
- **Villains or bad guys** – wear black
- **Communism** – star and sickle
- **Communist** – person wearing a flat cap
- **Victims/ oppressed** – will appear smaller than aggressors
- **Military action** – sword/weapons
- **Friendship/peace or youth** – flowers

Suggested Questions:

1. What is the event or issue that inspired the cartoons?
2. What background knowledge do you need to understand the message?
3. Are there any real people in the cartoon?
4. Did the artist use caricatures?
5. Are these symbols in the cartoons?
6. What is the cartoonist's opinion about the topic portrayed?
7. Does the caption help you understand the message?
8. Do you agree or disagree with the cartoonist's option? Why?

Liberals, Conservatives and the Rise of Labour 1846-1918 (Unit Y111)

This part of the A-Level course focuses largely on the development of political issues of the time which led to the formation of the Liberals, Conservatives and Labour party as we know them. Use the following tasks, information and skills you have learnt so far to complete the allocated tasks. Remember to refer back to the contents page for guidance on which information to send to your subject teacher.

Follow the simple steps and the treasure map below to strike gold in preparation for September!
Complete all tasks to see who hits the jackpot when put to the test!!

TASK 1:

Complete a profile on the following individuals include any key dates, policies and their contributions to their political party.

- Robert Peel
- Viscount Palmerston
- William Gladstone
- Benjamin Disraeli

TASK 2:

Research the terms of the 1832 Reform Act.

1. Who benefitted from this Act? How many people could vote?
2. Why was the Reform Act passed in 1832?

TASK 3:

Plan a balanced debate on the Condition of England Question – was Britain actually in a poor condition? Consider...

- The Industrial Revolution
- Economic improvement
 - Higher death rates
 - First cholera outbreak

TASK 4:

Why did Queen Victoria not fully support Viscount Palmerston?

Create a mind map of the following areas;



- His strengths as a politician
- His weaknesses as a foreign secretary (relations with other countries)

TASK 5:

Create a timeline of Britain in the 1840s from all you have researched, in addition include;

- The decline of the Whigs
- Robert Peel's First Ministry

START



The Gateway to Britain in 1846

The course time period begins in 1846. In order to fully understand the course in context we will begin by looking at the situation in Britain at this time. Complete your own research and create a mind map on Britain in 1846 using the prompts below.

Bring any completed work to History lessons in September as this will form the basis of one of your first lessons.

Politics and Government:

- Who could vote at the time?
- Who ruled the country?
- Who were the leading political parties?
- Look up and research any key parliamentary acts you can find.

Religion:

- What was the official religion at the time?
- What other religions were there?
- What was their relationship like?

Society:

- What was the condition of England question?
- What impact did urban growth have on the people?
- What about the rich?

Economic Development:

- What was the impact of economic growth on towns?
- Britain as the 'workshop of the world'.
- Agriculture, industry and canal building.

Britain Overseas

- Which countries made up the British Empire at the time?
- What was Britain's relationship with Ireland?
- Britain's navy and its role in overseas affairs.

Extracts from Peel's Speech on Repeal of the Corn Laws, 15 May 1846

In the early 1830s Peel had been well-known for his opposition to the repeal of the Corn Laws and in 1841 had promised not to repeal the legislation. During the course of his second ministry (1841-6) he changed his mind and by December 1845 was considering repealing the Corn Laws. In the speech from which these extracts are taken, Peel justified his change of mind.

“My belief is, that in seeking the re-enactment of the existing law after its suspension, you would have had to contend with greater difficulties than you anticipate. I think you could have continued this law for a short time longer; but I believe that the interval of its maintenance would have been but short, and that there would have been during the period of its continuance, a desperate conflict between different classes of society, that your arguments in favour of it would have been weak; that you might have had no alternative, had the cycle of unfavourable harvest returned - and who can give an assurance that they would not? - but to concede an alteration of this law under circumstances infinitely less favourable than the present to a final settlement of the question...”

“It was the foresight of these consequences - it was the belief that you were about to enter into a bitter and, ultimately, an unsuccessful struggle, that has induced me to think that for the benefit of all classes, for the benefit of the agricultural class itself, it was desirable to come to a permanent and equitable settlement of this question. These are the motives on which I acted.”

“I do not rest my support of this bill merely upon the temporary ground of scarcity in Ireland, but I believe that scarcity left no alternative to us but to undertake the consideration of this question; and I think that a permanent adjustment of the question is not only imperative, but the best policy for all concerned. ... Now, all of you admit that the real question at issue is the improvement of the social and moral condition of the masses of the population; we wish to elevate in the gradation of society that great class which gains its support by manual labour. The mere interests of the landlords [and] occupying tenants, important as they are, are subordinate to the great question - what is calculated to increase the comforts, to improve the condition, and elevate the social character of the millions who subsist by manual labour, whether they are engaged in manufactures or in agriculture?”

“My earnest wish has been, during my tenure of power, to impress the people of this country with a belief that the legislature was animated by a sincere desire to frame its legislation upon the principles of equity and justice. I have a strong belief that the greatest object which we or any other government can contemplate would be to elevate the social condition of that class of the people with whom we are brought into no direct relationship by the exercise of the elective franchise. I wish to convince them that our object has been so to apportion taxation, that we shall relieve industry and labour from any undue burden, and transfer it, so far as is consistent with the public good, to those who are better enabled to bear it.”

Task: Using the extracts from Peel's speech above, create a 10 question quiz to be shared with the class. The quiz must be suitable to be used at either the start or the end of the lesson. Send the quiz to your subject teacher to be added to the lesson resources.

Consider including questions on the following:

- Peel's motives to repeal the Corn Laws
- The impact of Peel's decision to repeal of the Corn Laws
- Political and public response to Peel's decision.

Source Analysis Task: The Repeal of the Corn Laws

Using your understanding so far of Robert Peel and the repeal of the Corn Laws, annotate the sources below to explain what they show about his motives for repealing the Corn Laws in 1846.

Refer back to the guidance on source analysis to help you!



What does this source show about Peel's motives to repeal the Corn Laws?

1.

How could you link this source to source 1?



2.



Who are the anti-corn law league?
Who was part of this group?

3.



What is a protectionist?
How are they portrayed in this image? Why?
Who is the source trying to target?

4.

DRESSING FOR A MASQUERADE.
MR. D-SR-LI AS A GREAT PROTECTIONIST LEADER.

Recommended Reading and Watch List

To try and gain a greater understanding of the time period, complete either 2 pieces of additional reading or watch a selection of the suggested videos/documentaries below.

Use the summary sheet on page 16 to review your learning.

Reading List:

- Norman Lowe – Mastering British History
- Mike Wells & Mary Dicken - Britain 1846-1951
- Robert Blake - Gladstone and Disraeli: Opposing Forces
http://www.bbc.co.uk/history/british/victorians/disraeli_gladstone_01.shtml
- The Corn Laws and their Repeal <https://www.historytoday.com/archive/corn-laws-and-their-repeal-1815-1846>
- What the Corn Laws can tell us about Brexit Britain
<https://www.weforum.org/agenda/2019/04/when-history-rhymes-brex-it-theresa-may-and-the-19th-century-corn-law-fiasco/>

Watch List:

- Gladstone and Disraeli – Clash of the Titans
https://www.youtube.com/watch?v=_4CHsWMV3Es&list=PLoBFE1170FE97E375
- The Corn Laws Podcast BBC Radio 4 https://www.youtube.com/watch?v=B_ktiM5QMA
- ITV's Victoria – not currently available on ITV Hub but on some streaming networks. Provides a great overview of the time period and covers the repeal of the Corn Laws/Peel/Palmerston.

Summary Review Sheet

Use the sheet below to complete a review of 2 pieces of literature or documentaries from the list provided above. Add to your folder for September.

Title:

Summary of literature/documentary in 5 bullet points:

-
-
-
-
-

Thoughts/responses to literature/documentary:

One question I would like to ask:

One additional piece of reading/research I found as a result of my work:

The French Revolution and the rule of Napoleon 1774-1815 (Y213)

This part of the A-Level course focuses on a short period of time of French history, to understand why France was facing a revolution by 1789 and what the impact of this was. Use the following tasks, information and skills you have learnt so far to complete the allocated tasks. Remember to refer back to the contents page for guidance on which information to send to your subject teacher.

Follow the simple steps and the treasure map below to strike gold in preparation for September!
Complete all tasks to see who hits the jackpot when put to the test!!

TASK 1:

Research the term Ancien Regime to understand what French society was like pre-1789.
What was the difference between the First, Second and Third Estates?

TASK 2:

Research the role of the Enlightenment in causing the French Revolution.

- What was the 18th century Enlightenment?
- Who were the key individuals in the Enlightenment movement and what did they believe? e.g. Voltaire, Rousseau, Montesquieu and Diderot

START



TASK 5:

Plan a balanced debate for and against the statement: Louis XVI's actions were the main cause of the French Revolution. Consider...

- The role of Louis XVI (compared to previous French monarchs)
- The structure of French society (ancien regime)
- The role of the Enlightenment
- Economic hardship
- The significance of calling the Estates General



TASK 3:

Compile a biography of:

- Louis XVI
- Robespierre
- Napoleon

e.g. who were they, what did they believe in, what are they responsible for etc

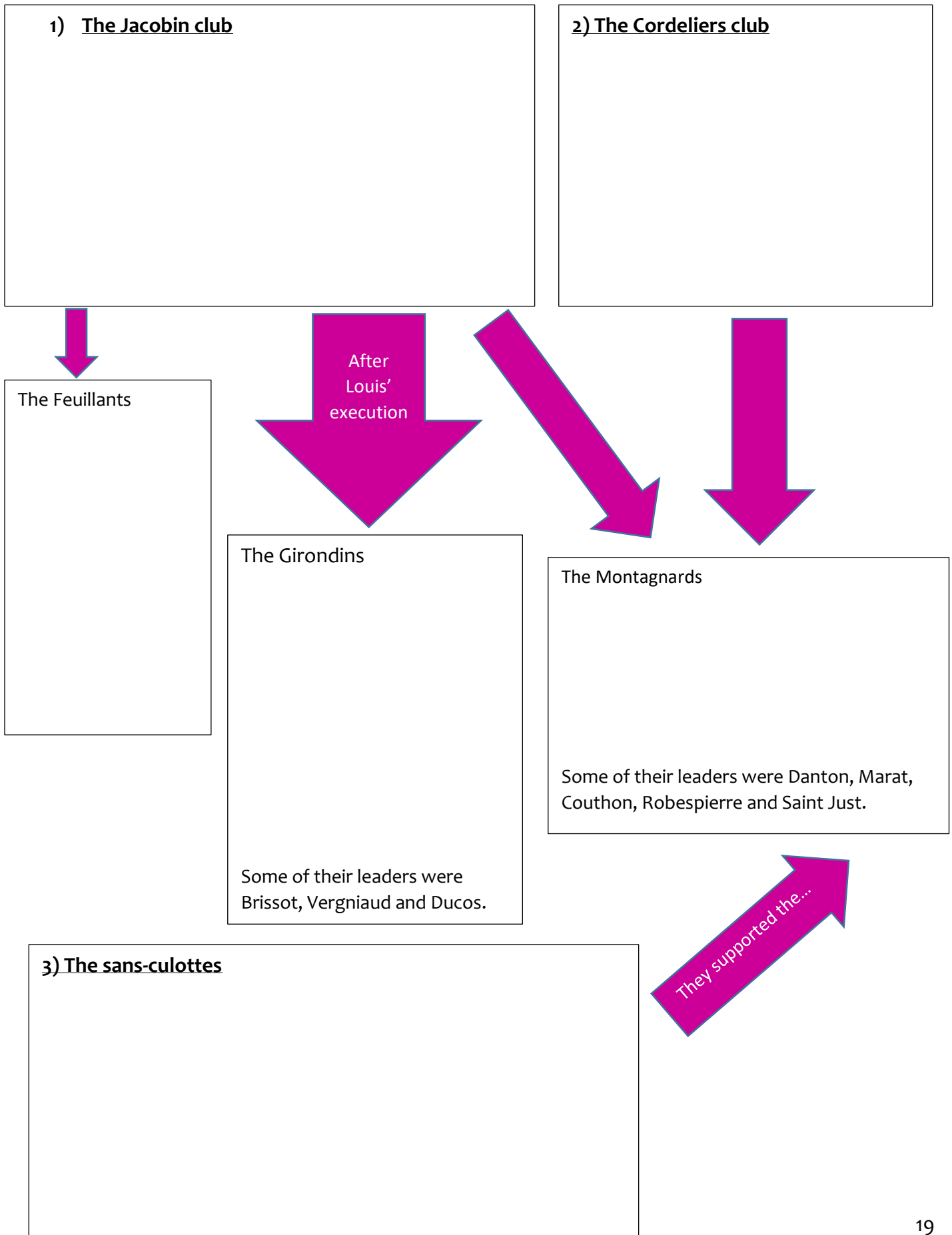
TASK 4:

Create a brief timeline of the French Revolution from round 1780-1793 including:

- long and short term causes of the French Revolution
- the meeting of the Estates General (including the Tennis Court Oath)
- Storming of the Bastille
- Declaration of Rights of Man
- October Days
- The Great Fear
- The flight to Varennes
- The execution of Louis XVI.

The impact of the Revolution: Revolutionary groups:

Complete research on the different revolutionary groups. Challenge: compare the different groups to find points of similarity and difference.



The Reign of Terror:

1 Research the following organisations:

The Committee of General Security:

The Committee of Public Safety:

2 Research the following Laws:

Law of Hostages:

Law of Prairial:

Law of Suspects:

Laws of Ventose:

Key words:

Key words	Definition
Ancien regime	
Assignats	
Bourgeoisie	
Cahiers	
Citizens' militia	
Commune	
Constitution	
Emigres	
Enrages	
Federalism	
Guillotine	
Journee	
Legislative Assembly	
Legislative power	
Notables	
Paris Sections	
Parlements	
Philosopher	
Republic	

Exam practice.

The structure of the exam is as follows:

1a) Which of the following had the greater impact on events in 1789?

(iii) The Enlightenment

(iv) The financial crisis

1b) To what extent was Robespierre responsible for the development of the Terror by 1794?

Part (a) is worth 10 marks and requires you to discuss both events and to make a sustained judgement on which event had a greater impact. You must include detailed and specific knowledge to support your judgement.

Part (b) is worth 20 marks and requires you to assess to what extent you agree with the statement. You must discuss at least 2 other factors in addition to the given factor in the question, and sustain a judgement throughout your answer ensuring you include detailed and specific knowledge which supports your judgement.

Lets have a go...

1a) Which of the following had the **greater impact on events in 1789?**

(i) The Enlightenment

(ii) The financial crisis

The Enlightenment - why did this have an impact on events in 1789?	The financial crisis - why did this have an impact on events in 1789?
Which events had the greater impact on events in 1789? Why?	

Recommended Reading and Watch List

To try and gain a greater understanding of the time period, complete either 2 pieces of additional reading or watch a selection of the suggested videos/documentaries below.

Use the summary sheet on page 16 to review your learning.

Reading List:

My Revision Notes: OCR AS/A level History: the French Revolution and the rule of Napoleon 1774-1815 by Mike Wells and Dave Martin

Access to History: France in Revolution 1774-1815 fifth edition by Dylan Rees

Watch List:

The French Revolution- Andrew Marr's History of the World. A very basic introduction (10 mins 32 seconds) <https://www.youtube.com/watch?v=zBTKGf1nFIA>

Recommended watch The French Revolution <https://www.youtube.com/watch?v=N3AbMUQXft4>

The Napoleonic wars (Epic History TV) <https://www.youtube.com/watch?v=91OmO2YMiDM>

Any other reading you can complete on this time period will be of benefit. **Top tip:** when you are completing your reading/watching a documentary, make notes and keep them in a folder ready for September.

Title:

Summary of literature/documentary in 5 bullet points:

-
-
-
-
-

Thoughts/responses to literature/documentary:

One question I would like to ask:

One additional piece of reading/research I found as a result of my work: