



## 6<sup>th</sup> Form Transition Pack

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| QUALIFICATION               | A level History  |
| Teacher Name(s)             | Miss A Cavanagh, Mr A Bond   |
| Contact email(s)            | <a href="mailto:acavanagh@notredame.liverpool.sch.uk">acavanagh@notredame.liverpool.sch.uk</a> ,<br><a href="mailto:bonda@notredame.liverpool.sch.uk">bonda@notredame.liverpool.sch.uk</a> ,   |
| Exam board and link         | AQA A Level History<br><a href="https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042">https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042</a>   |
| Specification details       | A level history<br>7042  |
| Recommended online learning | Visual sources and websites •<br><a href="http://www.nationalarchives.gov.uk/">http://www.nationalarchives.gov.uk/</a><br><a href="http://www.historytoday.com/">http://www.historytoday.com/</a><br><a href="http://www.history-ontheweb.co.uk/">http://www.history-ontheweb.co.uk/</a><br><a href="http://www.thehistoryfaculty.org/">http://www.thehistoryfaculty.org/</a><br><a href="http://www.britishpathe.com/">http://www.britishpathe.com/</a><br><a href="http://hansard.millbanksystems.com/commons/">http://hansard.millbanksystems.com/commons/</a><br><a href="http://www.bbc.co.uk/history/0/">http://www.bbc.co.uk/history/0/</a><br><br><a href="http://www.senecalearning.com">www.senecalearning.com</a>   |
| Recommended reading list    | D Beddoe, Back to Home and Duty: Women Between the Wars, 1919-39, Rivers Oram Press, 1989<br>J Gardiner, The Thirties: An Intimate History of Britain, Harper Press, 2011<br>I Gazeley, Poverty in Britain, 1900-1965, Palgrave Macmillan, 2003<br>H Glennerster, British Social Policy: 1945 to the Present, Wiley-Blackwell, 2006<br>P Hennessy, Having it so Good: Britain in the Fifties, Penguin, 2007<br>P Hennessy, Never Again: Britain 1945-51, Penguin, 2006<br>D Kynaston, Austerity Britain: 1945-51, Bloomsbury Publishing, 2008<br>D Kynaston, Family Britain: 1951-57, Bloomsbury Publishing, 2009<br>K Laybourn, The Rise of Socialism in Britain, Sutton Publishing, 2007<br>A Marr, The Making of Modern Britain, Pan, 2010<br>C Mowat, Britain Between the Wars, 1918-40, Routledge, 1968<br>M Pugh, Hurrah for the Blackshirts: Fascists and Fascism in Britain between the Wars, Pimlico, 2006<br>M Pugh, Speak for Britain: A New History of the Labour Party, Vintage, 2012 |



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In addition, the transition pack may contain resources like PowerPoints, assessments and activities for you to try at home over the summer.

We recommend you use Cornell Notes to prepare for your new course. Please see these videos to help you develop the technique:

<https://youtu.be/WtW9lyE04OQ>

See the General Transition Pack where VESPA has been outlined for other ways of successfully taking notes and organising the content of your studies effectively.

Please complete the activities in this booklet in readiness to begin your studies when we are told Sixth Form may reopen. This will show us your commitment and may be used alongside your GCSE grades and behaviour log as entry criteria – Sixth Form study is hard work and there are no short cuts. Commitment to your studies is essential.



## **Tasks for to support your learning for the British History unit:**

**Task One:** This unit focuses a lot on the main political developments that take place between 1906-1957, this involves looking at the actions of the key political parties of the time: the Conservatives, the Labour Party and the Liberal Party.

Research each political party, produce a one page summary of their history and also their current aims in 2020.

**Task Two:** How is a government elected in Britain? Research the general elections in Britain and explain how a government is elected into power. Create a handout that could be given to a Year 7 pupil that explains this.

**Task three:** Research and explain the key differences between the House of Commons and the House of Parliament.

**Task four:** Who's Who? For the period 1900-1957 research each of the Prime Ministers elected to run Britain, for each one find out what political party they represented and how long they were in power. Also which monarch did each Prime Minister serve under? Complete a timeline showing this, you may want to colour code each prime minister to demonstrate what political party they belonged to.

**Task five:** Key words- Explain the meaning of each of the key words listed below:

| Word                              | Meaning |
|-----------------------------------|---------|
| Anti-Semitism                     |         |
| Austerity                         |         |
| Black Market                      |         |
| British Nationality Act 1948      |         |
| Budget                            |         |
| Capitalism                        |         |
| Clause IV (Links to Labour Party) |         |
| Coalition                         |         |
| Communism                         |         |



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| Conscientious Objector     |  |
| Conscription               |  |
| Constituency               |  |
| Constitution               |  |
| Defence of Realm Act, 1914 |  |
| Deflation                  |  |
| Disestablishment           |  |
| Dole                       |  |
| Dominion                   |  |
| Easter Rising, 1916        |  |
| Fascism                    |  |
| Free trade                 |  |
| General Strike             |  |
| Gold Standard              |  |
| Home Counties              |  |
| Inflation                  |  |
| Infrastructure             |  |
| Jarrow March               |  |
| Laissez-faire              |  |
| League of Nations          |  |
| Mandate                    |  |
| Means Test                 |  |
| Nationalisation            |  |
| Peerage                    |  |
| Permissive                 |  |
| Poverty Line               |  |
| Quakers                    |  |
| Recession                  |  |
| Referendum                 |  |
| Republican                 |  |
| Socialism                  |  |
| Staple industries          |  |
| Suffragettes               |  |
| Trade Union                |  |
| Utopia                     |  |
| Welfare State              |  |
| White paper                |  |



**Task six:** What was Britain like in 1900? Watch the documentary, 'Britain in 1900': <https://www.youtube.com/watch?v=8EGAcDMSX-s> As you watch it take notes on the following:

- Living conditions in 1900.
- Working conditions in 1900.
- The position of women in 1900.
- Political events in 1900.
- Economic conditions in 1900.

**Task seven:** Research **one** of the following topics and produce an interesting and informative presentation which you will present to the rest of the class in September:

- Britain's Empire: Extent of, impact on Britain's economy, potential problems.
- Britain's industrial base: key industries, key occupations, regional differences, foreign competition.
- The Boer War: reasons for involvement, consequences of involvement.
- Social conditions: housing, education, health for majority of British people, the position of women.
- Cultural values: the class system, trends in literature and the arts, fashion, patriotism.
- Political situation: structure of Parliament, who could vote, the role of the Monarchy and the role of Trade Unions.
- The Conservative Party by 1906: key principles, key figures, the people and regions of Britain that supported it.
- The Liberal Party by 1906: key principles, key individuals, who supported it.
- The Labour Party by 1906: its evolution from the ILP to the Labour Party, funding aims and interests.

**Task eight-fourteen:** Visit the National Archives website:

<https://www.nationalarchives.gov.uk/education/britain1906to1918/g1/gallery1.htm>

Visit each of the six galleries completing the suggested activities using the primary sources.



**Task 15:** Research the years 1906-1957. Identify what you think are the key events effecting Britain in this timescale. Produce a timeline showing these events, try to include a short description of the event. Also attempt to colour code the events into a social, political or economic event.