

History Sixth Form Bridging Guidance

Entry Criteria: students are expected to have achieved the standard entry criteria for A levels.

Exam board: AQA

Qualification: History A-Level

Qualification web link: [AQA | History | AS and A-level | History](#)

A Level Units:

Unit 1 – USA The making of a Superpower 1865-1975

This option provides for the breadth study of USA from the end of its Civil War to the Superpower it had become by 1975. It encourages students to reflect on the political, economic and social changes that took place throughout the century and will help students to understand issues surrounding the relationship between the USA and the rest of the world today. Students will learn about domestic developments in the period like post-Civil War reconstruction, the Jazz Age, prohibition, the rise and fall of the KKK, the Great Depression, and the Civil Rights Movement. They will also study the USA's involvement in international affairs such as World War's One and Two, the Cold War and the Vietnam War. The second topic of study is Britain between 1906 and 1957. This option allows students to study political, economic and social change during the era when modern Britain was formed.

Unit 2 – Wars and welfare: Britain 1906-1957

Students will investigate the impact of World War's One and Two on British society, the significance of political figures such as David Lloyd George and Winston Churchill, the extension of the franchise and votes for women, and developments in post war Britain such as the creation of the NHS plus New Commonwealth migration and race relations.

Unit 3 – NEA

A personal study in Year 13, based on a topic of their choice from the Tudor period. This should take the form of a question in the context of approximately 100 years. Students are required to engage with a range of historical interpretations, including social, economic, religious and cultural perspectives, developing their source analysis and skills and concepts of historiography.

History A Level Suggested Bridging Activities and reading

USA

We start the course by reflecting on the end of the US civil war and exploring what that meant for the lives of African Americans in particular. You should look into the life of a central character in the beginning of this process, Abraham Lincoln. Use the Lincoln sources and article on the Civil War to get you started, read and complete the tasks. Use this as the start of a research project into Lincoln and his life, his achievements, his attitude to slavery and contribution to the Civil War. There is lots online, a movie called Lincoln, and plenty of clips like this to help: [Lincoln in 3 mins](#) You can use this as the start of a study into the Civil War, who fought in it, who won and why. The Crash course series is a really good intro: [Like this episode on slavery](#). Also, episodes 18-22 on the playlist.

Wars & Welfare work.

Task One

Using the document, source pack and links create a newspaper article about the events of the Easter Rising and its impact.

https://www.bbc.co.uk/history/british/britain_wwone/easter_rising_01.shtml

<https://m.youtube.com/watch?v=ZONCUCJF-dg>

[Were There Any Winners Of The 1916 Irish Rebellion? | A Terrible Beauty | Timeline - YouTube](#)

https://www.rte.ie/centuryireland/images/uploads/further-reading/Reporting_the_Rising_-_FEATURE_1916.pdf

Task Two

Using the resources provided and independent research create a bio and fact file of Winston Churchill. Include his achievements, prominent political posts, events he was involved in, controversy.

[Sir Winston Churchill: A biography - Churchill Archives Centre \(cam.ac.uk\)](#)

[America's National Churchill Museum | The Early Years of Winston Churchill](#)

[Sir Winston Churchill \(blenheimpalace.com\)](#)

[Microsoft Word - Beaches; Churchill.doc \(parkwayschools.net\)](#)

[Winston Churchill - The Greatest Briton \(parliament.uk\)](#)