

# History A Level Preparation Work

**Welcome to History at the Polesworth School!**



# History A Level Preparation

In year 12 you will study two units:

- **The Cold War in Europe 1941—1995**
- **England 1199-1272**

We would like you to use this time to find out more about the background of the Cold War in Europe, and the situation in England leading up to the tumultuous period studied in the 13th Century to support your studies next year.

You can present your work in any way you like- including on paper or electronically and your preparation work will be due in September when we begin studying the course.

There are a variety of websites and books available to support you in your research.

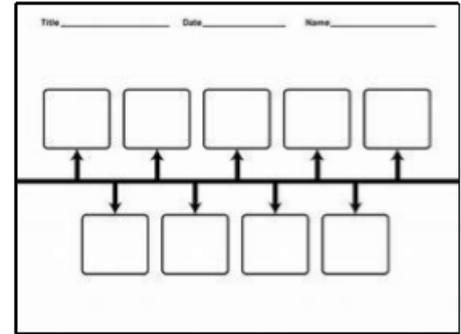


# Topic One: The Cold War

## Task One:

Create a timeline!

Decide how you would like to present your work and then create a timeline from 1941-1995.



You can use events from anywhere in the world. It does not need to focus upon Europe.

You do not need to put every month on your timeline but you need to cover as many of the most important events (as you judge them to be significant) as you can.

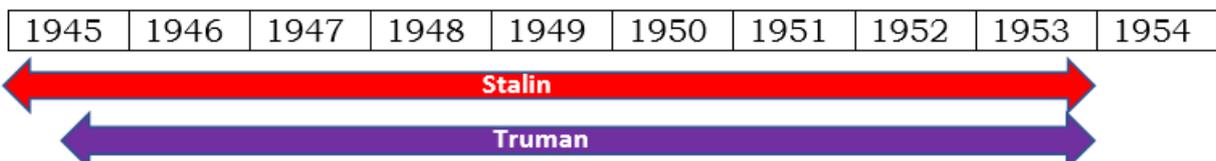
If you want to, you can link it to a map of the world to show the location of events over time.

## Task Two-

Who was in charge? Now we are ready to start adding wider information!

Firstly, we would like you to add who the leaders were across this time period. For this use a different colour for each country and mark on who was the leader at the time, I have started one off for you below. The countries you should include are;

- Britain
- America
- The USSR



***In your time with us you will be required to supplement your class-work with additional outside reading study.***

***The following can be presented in whatever way you want, but you must supply enough detail.***

### **Task 3 – An Age of Revolution?**

- What is meant by the term 'revolution'?
- What does it mean for a nation if a revolution takes place? Provide at least 3 consequences with explanation.
- Research Karl Marx and the Communist Manifesto.
- What are the key principles of the Communist Manifesto? Explain what Marx laid out in his theories.



### **Task 4 – A Very Russian Revolution?**

- The Russian Revolution took place in 1917. There were technically two rebellions that took place in February and October of that year.
- **Explain what the system of government was before this point and why it was such a huge change.**
- Who was Vladimir Ilyich Ullanov (Lenin) and what was his role?
- How did the 'West' (countries of Western Europe and North America eg. Britain, France and the USA) feel about the Russian Revolution?
- What is meant by the 'USSR' and who was part of it?



- **Task 5 – Iron Man?**
- How did Stalin become leader of the USSR and what does this say about his leadership? Explain in depth.
- What were the ‘purges’ of the 1930s and how would the West view the USSR as a result? Give examples of cases.
- What was the relationship of the USSR with the other countries of Europe by 1940? Explain relating to each of the major participants in WW2 (UK, France, Germany, USA)?



### **FUN BONUS CHALLENGE BOX!**

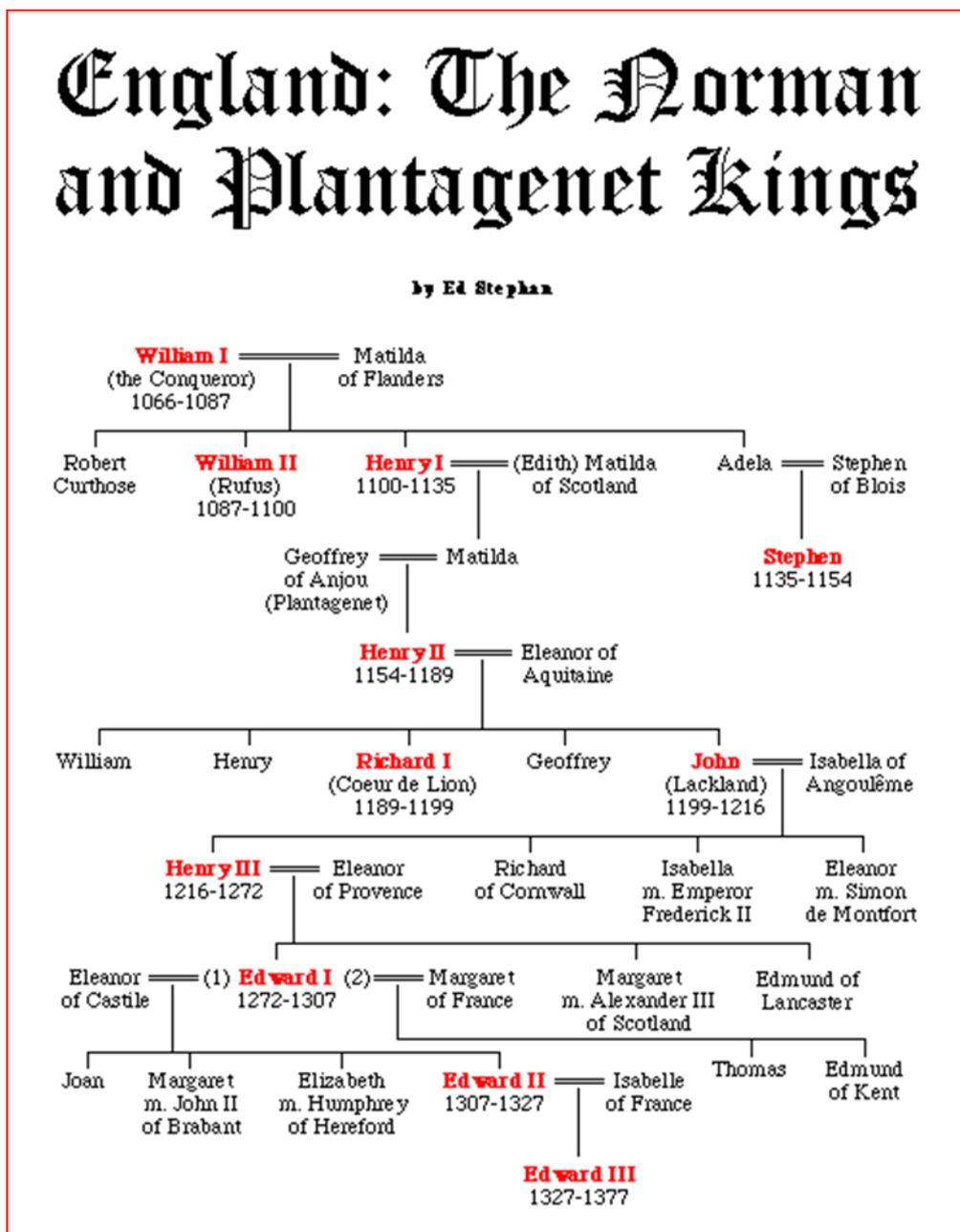
**England played Panama on 24 June 2018 in the World Cup in Nizhny Novgorod. *What is the connection of ‘Lower New Town’ to our course (The Cold War in Europe)?***

# Topic Two: England 1199—1272

## King John 1199-1216

John has a reputation as a bad King, one of the worst in English history. His relationship with the Barons became so bad that they rebelled against him and forced him to sign Magna Carta.

To see how bad he was we need to put his reign in context( ie what came before). He was preceded by Richard the Lionheart who has a great reputation, but who spent a total of six months in England. His father Henry II had the same arguments with the Church and the Barons as John did.



# Gateway to England in 1199

You may not **have studied** the Middle Ages since Key Stage 3; the Gateway below introduces some of the key issues that you **will encounter** in the early part of this book. The aim of the Gateway is to provide you with a basic **understanding** of these issues so that when you first come across them you will have some background knowledge **from which** to develop your understanding.

## The government of England

- The king was at the centre of government and made all the policy decisions.
- The king relied on his great nobles and on royal officials for advice.
- Much local government was in the hands of the sheriffs appointed by the king.
- There was no fixed centre of government and the court moved round with the king.
- When the king was out of the country he appointed an official to take control on his behalf.
- Succession to the throne passed from father to son, but was less clear-cut in the absence of children of the king.
- The effectiveness of government could depend very much on the personality of the king.

## The Angevin rulers

- Henry II was the first Angevin king.
- Henry came to the throne after the disputed succession wars between Stephen and Matilda.
- Henry restored order after a disastrous breakdown in stability.
- Henry married Eleanor of Aquitaine, whose lands extended his territories.
- Henry was succeeded by his son Richard in 1189, who spent most of his reign going on the Third Crusade.
- Richard's regents ruled the country well in his absence, but they did have to raise a vast ransom to free Richard after he was captured on his way home.

## The Feudal System

- This system of land holding came to England with the Normans in 1066.
- All land was seen as belonging to the king.
- The king then gave some land to his tenants-in-chief or vassals and, in return, they agreed to provide knights when he needed an army.
- The tenants-in-chief then gave some of the land to under-tenants, who also promised to provide fighting men.
- The lands the tenants kept for themselves were farmed by labourers (villeins), who were unfree and had to work on their lord's land.
- Tenants-in-chief included bishops and abbots.

## What was England like in 1199?

## King John

- John was the youngest son of Henry II and Eleanor.
- He had shown disloyalty by plotting against his father.
- He had failed in an attempt to conquer Ireland.
- When his brother Richard was on crusade, John plotted with the French King to overthrow Richard.
- When Richard returned, John lost all his lands, but then stayed loyal and built up his position at court.
- His claim to the throne was disputed by his nephew, Arthur.

## England and Europe

- In 1199 the king of England ruled more of France than the French king as he was duke of Normandy, count of Anjou and ruled Aquitaine.
- The French kings were determined to build up their power and regain control of France.
- Rulers in Germany and Flanders, to the west of French territory, were sought as allies by the English to hem the French in.
- Scotland was an independent country and invasion from Scotland could distract English kings, especially if they were fighting in France.
- Most continental rulers were ruling relatively small states. The nation state was yet to develop.
- Trade between England and the ports on the other side of the English Channel was developing.

## The Church

- The head of the Roman Catholic Church was the Pope, who was based in Rome.
- The popes were trying to maintain that, as God's representatives, they were more powerful than kings.
- Bishops and abbots were landowners and often important in government.
- The Church played a key role in the everyday lives of the people.

# Medieval kingship

## What you will learn:

- how medieval kingship and government worked
- what qualities a medieval monarch needed
- what methods kings used to establish loyalty and control
- what problems medieval monarchs faced
- how we find out about these rulers.

## Who were the kings of England?

In 1066 William, Duke of Normandy defeated Harold, King of England and established a new royal dynasty that was to last over 400 years (see the royal family tree on page 6).

The kings of England from 1066 until 1215 were strongly tied to their **Norman-French** heritage, and they saw England as simply another part of their lands. For 300 years, Norman-French became the language of the monarchy and upper classes in England. The ordinary people, the descendents of the Anglo-Saxons, spoke Early English, which was later to develop into Modern English. However, English was not spoken by the monarchy until the 1360s.

### **Key word** *Norman-French*

The Normans came from Normandy. Normandy is now in modern-day France, but in 1066 the Normans saw themselves as independent from the kings of France. The Normans were actually descended from Vikings who settled in that area in the tenth century (Norman means 'North-men'). Their language was different to medieval French.

## How did kings become kings?

### ● *Victory in battle*

In 1066 the King of England, Harold Godwinsson, was killed in the Battle of Hastings along with his brothers. The victorious Duke of Normandy then became King William I of England. After 1066, the kings of England claimed that God had given them the victory at Hastings and that they ruled, therefore, 'by the grace of God'. Success or failure in battle was seen as a judgement passed down by God on the effectiveness of the king's reign.

### ● *Family*

Blood ties were essential in the medieval period. Edward the Confessor (1042–66) was an Anglo-Saxon king descended from the kings of England 150 years earlier. Harold Godwinsson inherited the throne on Edward's death – but Harold was related to Edward by marriage only, not by blood. William of Normandy, on the other hand, was Edward's second cousin, so claimed the throne through his blood-tie with Edward.

The custom in England was for the son of the king to inherit the throne. The Normans continued this custom (called *primogeniture*) and gradually established the tradition that the eldest son would become king after his father. Edward I (1272–1307) established the custom that the eldest son would become Prince of Wales from birth until he inherited the throne.

However, the succession was not always smooth. King John (1199–1216) had problems because

the young son of his elder brother challenged his claim to the throne, resulting in war for John (see also page 15).

The Crown passed from father to son or grandson from 1216 to 1399, when Richard II was deposed by his cousin, who became Henry IV. Henry's son, Henry V, restarted the wars against France to strengthen his kingship and solve internal disputes in England.

### ● *Coronation*

The act of creating the new king was the coronation. This ceremony blessed the new king with special powers and set him apart from ordinary men.

The coronation ceremony probably developed early in the tenth century in England. An essential part of this service was the Church:



**Source B**

Richard II (1387–99) on the throne with regalia.

because Anglo-Saxon kingship was Christian, the new king would be seen as God's representative on Earth. At the heart of the service was the anointment (blessing) with Holy Oil on the forehead and the promise by the king to protect the Church, punish criminals and ensure justice for the Christian people.

After 1066, most English kings were crowned at the new Abbey of Westminster. The king wore special robes and was invested with the regalia (signs of royalty) to symbolise his powers of justice and spiritual leadership. These included the crown, sceptre (rod of justice) and orb (symbolising the Christian world).

## What qualities did a medieval monarch need?

Once crowned, the new king had to translate his authority into real power. To do this the king was expected to have various qualities:

- He needed to be physically fit enough to spend a lot of his time riding around the kingdom, personally supervising his people.
- He needed to be brave enough to lead his army into battle or on a military campaign; King John, Edward I, Owain Glyndwr and Henry V all led armies into battle.
- The king needed to be clever enough to reason with his advisors, understand politics, and negotiate with his allies and enemies. Campaigns and diplomacy went hand in hand and the cleverest kings spoke two or three languages (English, French and Latin).
- He should be mentally strong enough to convince, persuade and encourage his nobles and people to do as he wants.
- The king should be fair and just in recognising evil and wrongdoings, and consistent in his behaviour towards people.
- He needed to be lucky in battles, campaigns and the misfortunes of his enemies, and in producing healthy children to succeed him (a sign of the king having 'God on his side'.)

Some kings were able to stand up to the weight of these expectations; however, the majority of them were to fail in at least one of these areas.

Bad King John

17,893 views · 14 Mar 2015

Egham Museum  
454 subscribers

In this micro-documentary made by Claire Kennan, a PhD student at Royal Holloway specialising in

## Tasks

Some basic questions

Who were the Normans?

How did someone become King?

What made a successful King?

Watch the following video once through.

[https://www.youtube.com/watch?v=Nz2G\\_RD3YTI](https://www.youtube.com/watch?v=Nz2G_RD3YTI)

Now watch it again and

make notes about the following:

How John has been presented in history?

How good a King was Henry II...be specific.

What were Henry II's aims.

What happened in 1162...what did Becket say when he became Archbishop. What happened in 1170? What did Becket do? How and why did Becket die?

Richard. How did Richard feel about England? What did Richard achieve? What happened to him on the way back from Crusade? How did he die?

What was John's personality like? Why may he have been like this?

Why is he seen as a loser?

What did the chroniclers Matthew Paris and Roger of Wendover think of him? Explain who they were and why they didn't like John but did like Richard!

What was John's biggest failure? What lands did he lose and when?

What did John do to lose the support of his barons? (money-hostages-)

What happened to William de Braose and his family?

Who else did John kill?

How did John's quarrel with the Pope affect England? How did the quarrel come to an end?

How did John raise funds? Give specific examples. What did he spend it on?

What does Nigel Saul think of his personality?

Was he any different to Henry and Richard? Was he totally to blame for Magna Carta?

Now watch this video and make the notes.

<https://www.youtube.com/watch?v=BxKjloSaVMk>

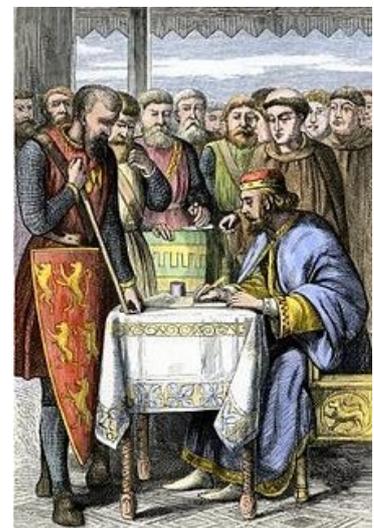


- What does Magna Carta mean? What was it?
- Next bit recaps the other video!!
- What did the barons want from John(3.00 mins)
- Why did John agree to meet the rebels at Runnymede?
- What clauses did Magna Carta include?
- How did the Pope help John after John had signed Magna Carta?
- How successful was John after starting to fight again?
- Who replaced John? What did Henry's ministers do?

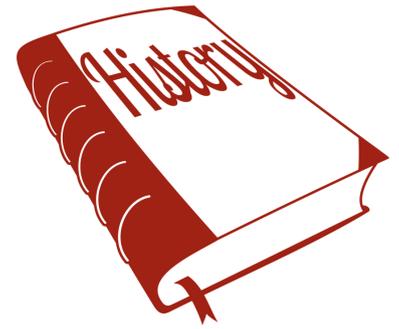
## England in 1199

Read the first page 'Gateway to England'

- How was England governed?
- What was the feudal system?
- What was happening in the countries around England?



# Wider Reading!



## Wider reading is not...

- Extra homework.
- Just about reading books.
- Collected in and marked.
- Formally set by your teachers

## So, What is 'Wider Reading'?

Referred to by Russell Group Universities as 'supra curricular' activity, it is an academic exploration of the subjects you're studying in school, building your knowledge and understanding of them. It is important to critically engage with your wider reading: think about author's arguments and use of evidence, and whether you agree. In other words, more than just reading! **Remember, you can continue with 'wider reading' when you are back and engaged in lessons. It doesn't need to stop because the summer has!**

## Does that mean I need to read loads?

Yes and no! Reading is a great way to explore subjects which you find interesting – but there are other ways to deepen your understanding: visit your local museums, monuments, galleries and natural features, and think analytically about nature, machinery or the built environment. Obviously, this is tough at the moment but you can use different institutions online exhibitions. Keep an eye out for seminars and taster days run by any local Universities which you could attend when they are back up and running. There are TED talks and online seminars available in addition to this. Enter competitions such as speech making, story writing or essay writing.

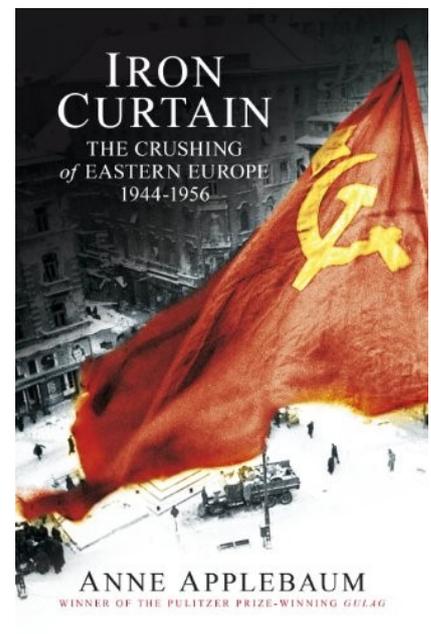
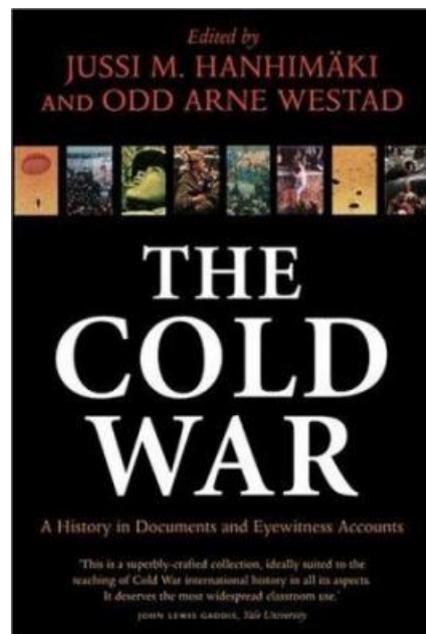
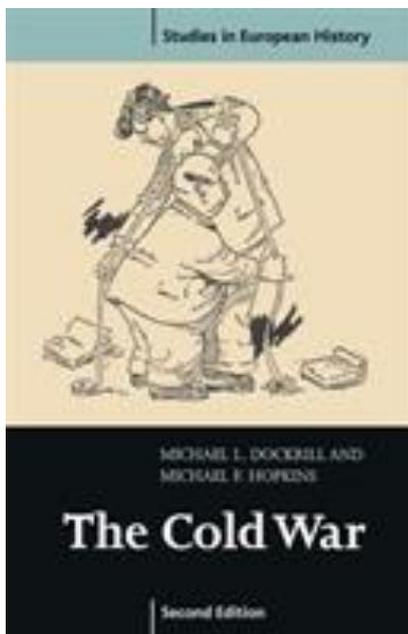
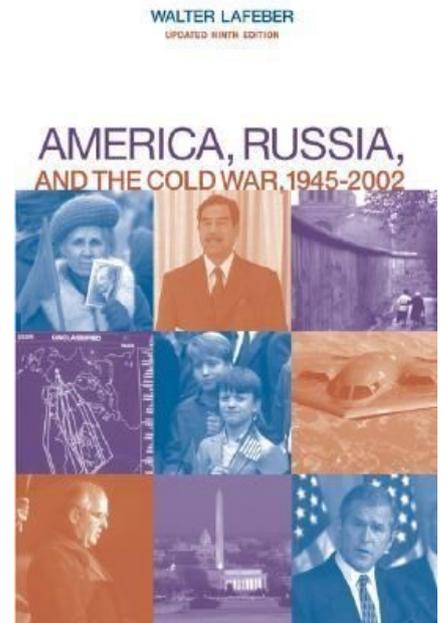
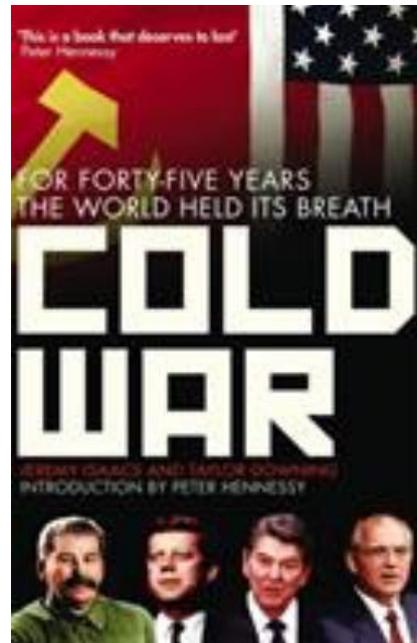
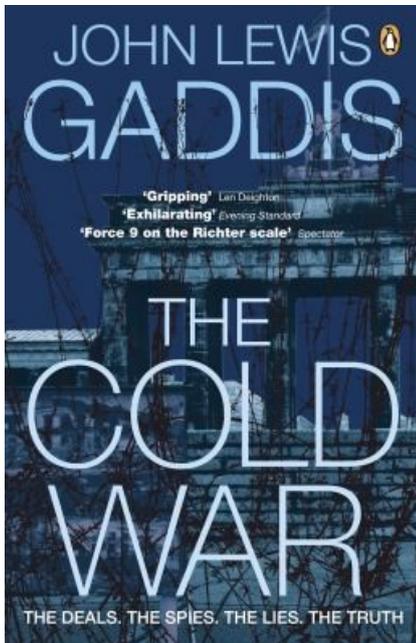
## Why does it matter?

- Wider reading will not only deepen your knowledge and understanding of each subject you study, it will also enhance your enjoyment.
- Many of the new A Levels look for evidence of wider reading. To achieve the top scores your examiners will be looking for you to apply independent thought to your answers – things that your teachers haven't taught you! Our course requires both reading of materials and wider thinking. It will really kickstart your understanding of our course! Plus, universities love it!

Resource type	What could I look for?
Read	<p>Most importantly, you should enjoy your wider reading: don't feel pressured to read something just because it might look 'impressive' - use it as an opportunity to develop your own academic interests. Have a look round all good book stores, explore a good charity shop (when again able!) Do a google search on Google Books, Google Scholar or Scribd (many pre-views of books are available before you purchase) or have a browse of affordable books on Amazon and Amazon Kindle (read the reviews).</p> <p>If you like the written style of a historian, find out what other books they have written on the same period. You will find that there is a general trend in their approach and level of accessibility. Find the historian that works for you!</p>

# Wider Reading!

## Cold War Reading: Books to look out for!



But this doesn't actually tell me anything about the books themselves, nor the historian that wrote them! What if I want to get more of a sense of what I will be reading before I start out?

Read on...

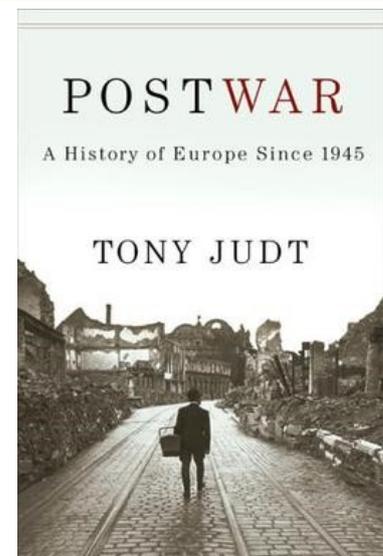
# Wider Reading!

Anne Applebaum, [\*Iron Curtain: The Crushing of Eastern Europe, 1944-1956\*](#) (2012). Applebaum's tour-de-force describes how the Iron Curtain descended on Eastern Europe. What distinguishes her writing is that she goes beyond describing how Josef Stalin succeeded in imposing his domination over Eastern Europe to describe the lives of ordinary people suddenly forced to live under Soviet rule. Her book on the 'Gulag' is also excellent!

Aleksandr Fursenko and Timothy Naftali, [\*Khrushchev's Cold War: The Inside Story of an American Adversary\*](#) (2006). Fursenko and Naftali plumbed previously secret Soviet archives to pull together the story of Nikita Khrushchev's foreign policy. Not surprisingly, Presidents Eisenhower and Kennedy figure prominently in *Khrushchev's Cold War*, which provides a different perspective on U.S. foreign policy than most Americans are used to. (Fursenko and Naftali also wrote [\*One Hell of a Gamble\*](#), a terrific book on the Cuban missile crisis).

John Lewis Gaddis, [\*Strategies of Containment: A Critical Appraisal of American National Security Policy During the Cold War\*](#) (1982). Gaddis is America's foremost Cold War historian, and when I was in graduate school, *Strategies of Containment* was required reading for its crisp assessment of how successive presidents shaped their approach to the Soviet Union. We have learned a lot more about U.S.-Soviet relations since the Cold War ended and the Soviet archives opened up. Gaddis has revised and extended some of his analysis as a result, in books such as [\*We Now Know: Rethinking Cold War History\*](#) (1997) and [\*The Cold War: A New History\*](#) (2006). Nonetheless, the original *Strategies of Containment* is worth reading to understand what we knew—or thought we knew—before the wall fell.

Tony Judt, [\*Postwar: A History of Europe Since 1945\*](#) (2005). Judt's epic history of postwar Europe reviews the political, social, and economic forces that shaped the continent's evolution in the aftermath of World War II. The distinctive feature of *Postwar* is that it tells the story on both sides of the Iron Curtain, highlighting how Europe was caught between two superpowers. *Postwar* was a Pulitzer Prize finalist and received CFR's Arthur Ross Book Award in 2006.



**But I am really not into non-fiction! I struggle to read hundreds of pages about events. What if I want to actually read a novel about the Cold War? Do you have any ideas for this?**

**Read on...**

# Wider Reading!

## [Our Man in Havana by Graham Greene](#)

The cold war as comedy. Wormald, a vacuum cleaner salesman and inadvertent spy, sends British intelligence into a spin with his scale drawings of the parts of “the Atomic Pile Cleaner”. Greene called this novel an entertainment, but like all the best jokes it has a serious side, and is a reminder that the cold war was not only waged between superpowers but also sucked in a lot of smaller nations.



## [On the Beach by Nevil Shute](#)

Shute is an unfashionable writer now, but he was hugely popular in the 1950s and 60s. This 1957 novel, set in Australia, tells of the time after a global nuclear war. Week by week a radioactive cloud is sweeping southwards, bringing with it inevitable death. Slightly clunky, it would win no prizes for literary style – but its artlessness and proliferation of seemingly inconsequential detail somehow make this story of ordinary people waiting for extinction both credible and affecting.



## [The Crucible by Arthur Miller](#)

Paranoia about “Reds” led in the 1950s to the House Un-American Activities Committee and Senator McCarthy’s witch-hunts. Himself a potential victim of the purges, Miller wisely chose to protest against them indirectly, using the 1692 Salem witch trials as metaphor. In doing so he delivered a masterclass in the creative use of history and wrote one of the most powerful plays of the 20th century.



## [Los Alamos by Joseph Kanon](#)

Spring 1945. As work on the first atomic bomb nears completion in New Mexico, Karl Bruner, a Manhattan Project security officer, is found murdered. Michael Connolly, the intelligence officer brought in to crack Bruner's case, soon discovers that investigating a murder in Los Alamos - a town so secret it does not officially exist - is anything but easy. Interweaving fact and fiction, *Los Alamos* is at once a powerful novel of historical intrigue and a vivid portrait of the most mysterious figures involved in the Manhattan Project: Robert Oppenheimer.

## [Animal Farm](#)

An allegorical novella by George Orwell, first published in England on 17 August 1945. The book tells the story of a group of *farm animals* who rebel against their human farmer, hoping to create a society where the *animals* can be equal, free, and happy.

## [When the Wind Blows by Raymond Briggs](#)

This graphic novel by the artist best loved for *The Snowman* might look as if it were meant for children. But any child who read it would soon be having nightmares. Here is what happens when the bomb actually falls and an elderly couple tries to put HMG’s advice into practice. “God almighty ducks! There’s only three minutes to go!” But all that laying in of supplies and whitewash is to no avail. “Ooh look, my hair’s coming out. I’ve got funny blotches on my skin.” Heart-rending



NB. Anything written by Kanon will fit the bill!

# Wider Learning!

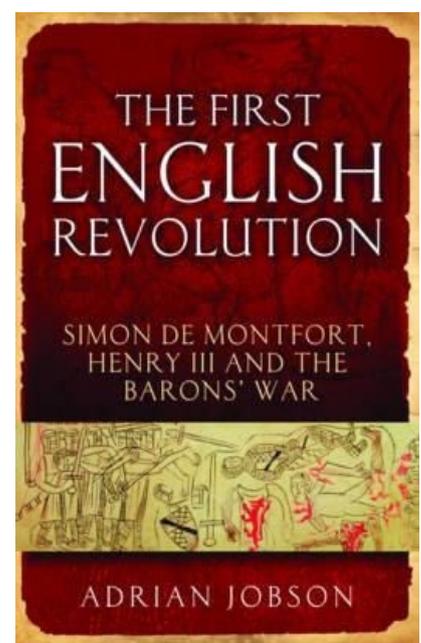
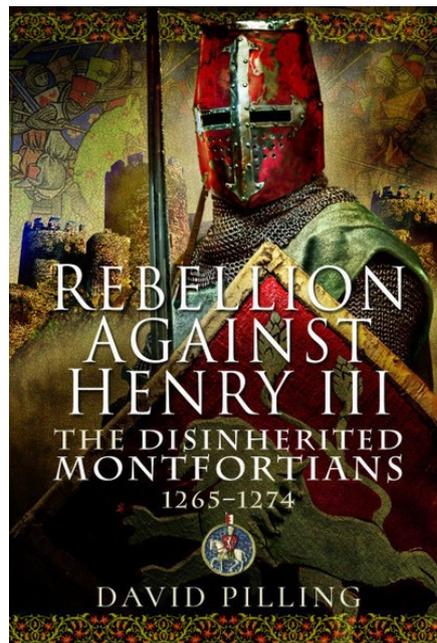
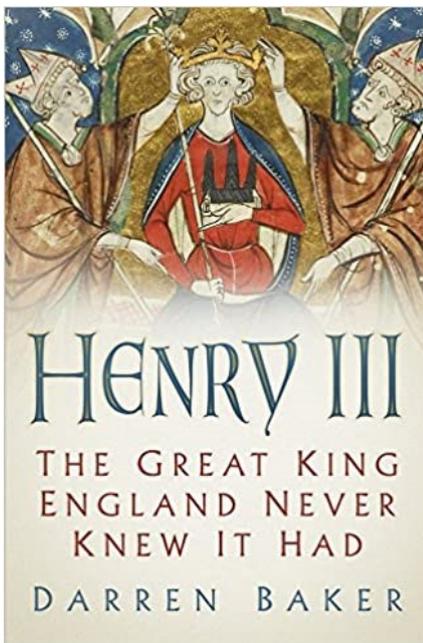
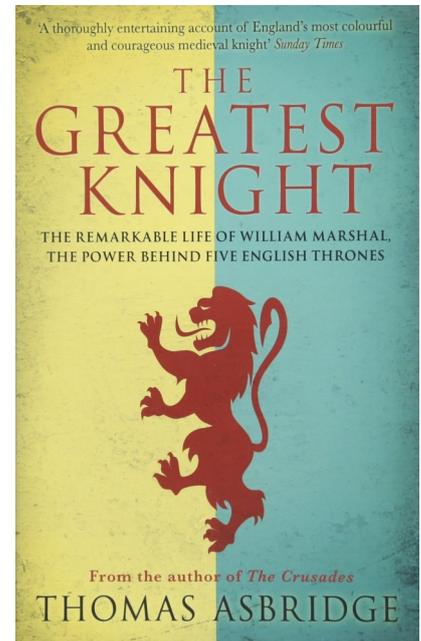
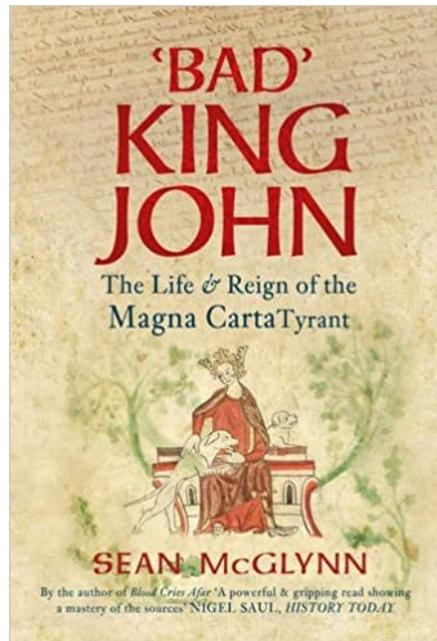
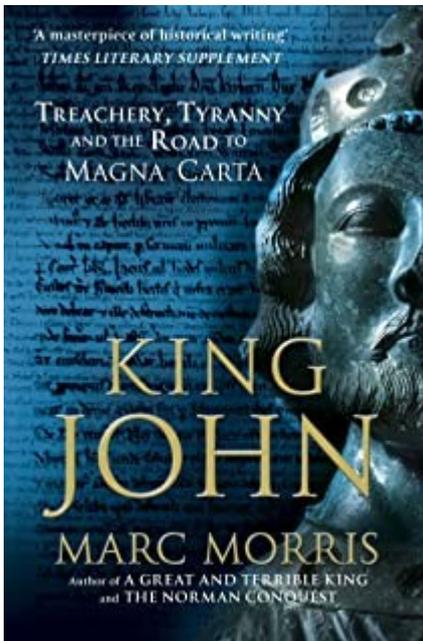
## Cold War Wider Learning: Don't feel books are the only option!

<p>Listen and watch</p>	<p><b>Podcasts</b> - many universities now publish podcasts of events and seminars held all year round. Download them via YouTube or Spotify to share and discuss with your peers.</p> <ul style="list-style-type: none"><li>In Our Time: History</li><li>Versus History</li><li>HistoryExtra podcast</li><li>Yale Courses</li><li>Revolutions Podcast</li><li>History Hub</li></ul> <p>Historians have done a plethora of speeches, documentaries and talks on the topic, do a quick You Tube search. It might be useful to follow these historians on Twitter to keep up to date with what documentaries and books are coming out soon.</p> <p>You may want to give these videos a watch to give a background to some of the events we will be examining!</p> <p><a href="https://www.youtube.com/watch?v=-QopdZ7G8ww">https://www.youtube.com/watch?v=-QopdZ7G8ww</a> - What was the Cold War?</p> <p><a href="https://www.youtube.com/watch?v=UIWMGdAPIWQ">https://www.youtube.com/watch?v=UIWMGdAPIWQ</a> - Iron Curtain Speech</p> <p><a href="https://www.youtube.com/watch?v=tMXjsVLOznc">https://www.youtube.com/watch?v=tMXjsVLOznc</a> - Marshall Plan</p> <p><a href="https://www.youtube.com/watch?v=bwWW3sbk4EU">https://www.youtube.com/watch?v=bwWW3sbk4EU</a> - History of Cuban Missile Crisis (TED ed)</p> <p><a href="https://www.youtube.com/watch?v=A9fQPzZ1-hg">https://www.youtube.com/watch?v=A9fQPzZ1-hg</a> - Rise and Fall of Berlin Wall (TED ed)</p> <p>However, the most extensive series produced on the Cold War is in 24 parts and created by the BBC. The link to the first one is below. It is the most thorough and useful documentary series produced.</p> <p><a href="https://www.youtube.com/watch?v=22KIQ1QNnhE&amp;list=PLmFpuLsumHidmOgHk37Pfb4NCR7G7mtbd">https://www.youtube.com/watch?v=22KIQ1QNnhE&amp;list=PLmFpuLsumHidmOgHk37Pfb4NCR7G7mtbd</a></p>
-------------------------	---

<p><b>Websites</b></p>	<p><a href="https://archives.history.ac.uk/history-in-focus/cold/websites.html">https://archives.history.ac.uk/history-in-focus/cold/websites.html</a> - Cold war links and archived materials.</p> <p><a href="https://www.historytoday.com/">https://www.historytoday.com/</a> - website for History Today magazine (some free articles available)</p> <p><a href="https://www.historyextra.com/">https://www.historyextra.com/</a> - The official website for BBC History Magazine, BBC History Revealed and BBC World Histories Magazine</p> <p><a href="https://www.history.org.uk/">https://www.history.org.uk/</a> - Historical Association. We have subscription and can search and access hundreds of articles and podcasts on all topic areas.</p> <p><a href="http://besthistorysites.net/american-history/cold-war-era/">http://besthistorysites.net/american-history/cold-war-era/</a> - Links to the episodes on the BBC and PBS series mentioned above in the Youtube section as well as others.</p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z2x6fg8">https://www.bbc.co.uk/bitesize/topics/z2x6fg8</a> - BBC offers an easy way in to the materials.</p> <p>When searching for FREE articles- type into google the key topic or key question followed by PDF/DOC, sometimes former undergraduate and postgraduate articles come up unexpectedly or useful booklets on the topic.</p>
------------------------	--

# Wider Reading!

## England 1199-1272: Books to look out for!



### Websites

Check out 'History Hub' on Youtube such as this clip on King John and the Pope <https://www.youtube.com/watch?v=pYAfbelYTbs> . There are many other clips you can search and find!

The National Archives offers an insight into Magna Carta: <https://media.nationalarchives.gov.uk/index.php/king-john-and-magna-carta/>

It is only understandable that Parliament.com offers evaluation of Magna Carta as the 'birth of parliament'- <https://www.parliament.uk/magnacarta>

Try 'History Extra' and 'History Learning Site' as well as 'Spartacus.net' for good biographies of key figures.

Look to the British Library <https://www.bl.uk/people/king-henry-iii> and royal.uk for perspectives.