



History: BRIDGING ACTIVITY

Year 12 can be a giant leap from GCSE and the work demands are greater. To give you the best start possible here is some work to get you a bit of a head start. This works alongside the wider reading list which has a variety of suggestions for you to access with reading, films and podcasts.

Subject Content for this course can be found here...

<https://www.aqa.org.uk/subjects/history/as-and-a-level/history-7041-7042/subject-content>

You will be completing units 1C the Tudors 1485-1603, and unit 2N Revolution and Dictatorship: Russia 1917-1953, whilst also the coursework a historical investigation.

Part 1 - Russia before 1917

For your depth study, students will study Revolution and dictatorship: Russia, 1917–1953. To understand this complex period, it is important that you understand the changes that occurred in 19th and early 20th Century Russia before the revolution. Thus, your task is to review the chronology of Russia in the period 1855-1916 and select the 8 most significant events of the period, effectively producing a timeline. In addition, for each event you will also include a primary source associated with the event, explaining why it is useful to a historian studying the period.

The following documentary provides an overview of the period

<https://www.youtube.com/watch?v=3TIRaGMOxGo>

The following website gives a useful description of events, and the articles include primary sources and often interpretations from historians.

<https://spartacus-educational.com/Russia.htm>

The following website gives an overview of the period. Remember your timeline starts in 1855.

<https://www.britannica.com/place/Russia/From-Alexander-II-to-Nicholas-II>

You might present it as below, or you could produce a document with one page for each of the 8 events.

The best timelines will carefully select 8 events, describing them in detail. They will include a range of different types of primary sources.

Event and description	Primary source	Explanation of value
<p>1861 The Emancipation of the Serfs In, 1861, Tsar Alexander II, legally ended the private ownership of serfs, effectively freeing 23 million Russians. However, the terms of the emancipation edict were controversial and angered many groups. The Nobles were not compensated for their loss of serfs and in many instances, serfs remained tied to the Mir (village commune) through 49 year redemption payments.</p>	<p>“My intention is to abolish serfdom ... you can yourself understand that the present order of owning souls cannot remain unchanged. It is better to abolish serfdom from above, than to wait for that time when it starts to abolish itself from below. I ask you to think about the best way to carry this out.” Speech by Alexander II, to the Marshalls of the Nobility, 1856</p>	<p>This is a valuable source to a historian studying the Emancipation of Russia’s Serfs due to the origin of the source, Alexander II. As Tsar, Alexander was the highest authority in Russia, effectively the person who decided who could enact the emancipation of the serfs. Furthermore, the source is also valuable to an historian as its content reveals the motivation for ending serfdom, including the political concerns “better to abolish serfdom from above” rather than below.</p>

Part 2 - Tudor England between the years of 1485 – 1603

Task 1 – Family tree

Using the internet, create a family tree for the Tudor dynasty. This can be created by hand or on a computer, however, it must be neat! This will be useful for your studies of the Tudors next year, as you will be able to understand how this dynasty fits together (i.e. who married who, what connections people have, etc.). For an extra challenge, include a detailed history of Henry Tudor (VII) showing his ancestry (family history) – e.g. who he mother’s parents were.

Task 2 – Note taking

You need to build an understanding of why Henry Tudor, a man who had lived in exile in France since he was a teenager and had a relatively weak claim to the throne, was able to challenge Richard III for the throne. Find an article on the BBC website about the Wars of the Roses, and skim read for background information. Then research the three factors (below) that allowed Henry VII to become confident in challenging Richard III and make notes, using the grid below to help you. Your notes should be neatly presented, with clear headings.

1) Support from France

What support from France did Henry Tudor receive? Why did France support Henry's challenge to the throne? Why was French support important?

2) Lancastrian support

What support did Henry Tudor receive from House Lancaster? Why was his mother, Margret Beaufort, important for his challenge to the throne?

3) Marriage

What had his mother arrange for Henry in terms of marriage? Why was this significant? How did this weaken Richard III's position?

Task 3 – Video note taking

Watch the first half of a documentary on Henry VII called 'The Winter King' –

<https://www.youtube.com/watch?v=-5FsriGn300>



As you watch the documentary, answer the following questions on lined paper/flash cards.
Your answers should be detailed!

- 1) Why did Henry Tudor have to spend time in exile? What did he learn?
- 2) Why was Henry's mother an important figure in his life? What was her belief?
- 3) Why was Henry Tudor successful at the Battle of Bosworth? What was the significance of the Stanley brothers?
- 4) What problems did Henry VII face as a new king?
- 5) Why was his marriage to Elizabeth of York significant?
- 6) What can we learn from his character? Why was he different to previous king?

Task 4 – Interpretation analysis

Read the interpretation on Henry VII and his character. You need to analyse the interpretation using these steps:

- 1) Read the interpretation and underline any words that are unclear – then google what they mean.
- 2) Read the interpretation again, this time highlight sections using two different colours – one colour for what you find to be convincing (believable) and one section for what you find to be less convincing (less believable).
- 3) Then write a mini essay (at least four PEE paragraphs). e.g. You might find it convincing that he won the Battle of Bosworth due to luck – explain, using evidence, why that is the case. You will need to come to a conclusion – how far do you agree with the interpretation? Use all your notes from the previous task to help you.

Interpretation A - Guy, J. 'Henry VII' (1999), Oxford: OUP

Henry Tudor is perhaps one of the luckiest men to have ever lived. He was able to secure the thrown for himself due to a number of factors that can only be put down as sheer luck. We cannot claim that he was a great warrior, he was not. He did not lead his men in battle, his uncle did. We cannot claim he was a great strategic thinker, he was not. His uncle and mother were the two that planned for his invasion. We cannot claim he had determination, he did not. His mother was the one who was really determined for him to become king. It was through sheer coincidence that Henry was able to become king.

Useful website and things to do:

Websites:

- <https://www.historyextra.com/period/tudor/henry-vii-king-tudors-who-profile-life-facts-children-wife/>
- Learning History: <http://www.historylearningsite.co.uk/tudor-england/the-battle-of-bosworth/>

Things to watch:

- **The White Queen** (TV series). This is also drama set before Henry Tudor become king. It tells the story of the Wars of the Roses and the weaknesses of Richard III which led to Henry Tudor's victory.