



Shenley Brook End Sixth Form

Summer transition tasks for History

Due date Monday 16 September 2024

What will I study in A Level History?

Exam Specification: **AQA GCE History: A Level (7042)**

Component 1C: The Tudors: England, 1485–1603

- Part one: consolidation of the Tudor Dynasty: England, 1485–1547
- Part two: England: turmoil and triumph, 1547–1603

A Level Exam on Parts one and two in Summer of Year 13 (40% of A Level)

Component 2N Revolution and dictatorship: Russia, 1917–1953

- Part one: The Russian Revolution and the Rise of Stalin, 1917–1929
- Part two: Stalin’s Rule, 1929–1953

A Level Exam on Parts one and two in Summer of Year 13 (40% of A Level)

Component 3: NEA Historical Investigation

- Coursework essay on US Civil Rights c.1863-1968

Coursework submitted in Autumn of Year 13 (20% of A Level)

Please note...

- You will not complete an AS Level in History.
- You will complete a piece of coursework that counts towards your A Level grade (20%) during Years 12 and 13.

For more information, visit:

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



Transition Tasks

- These should be completed over the Summer holiday.
- You need to complete all the tasks in the booklet first (approx. 7 hours of learning) and then complete this quiz <https://forms.office.com/e/FHBNrfT7z6> to show your knowledge and understanding so far. You can also scan the QR Code to access the quiz.
- The results of this quiz will be recorded by your teachers.



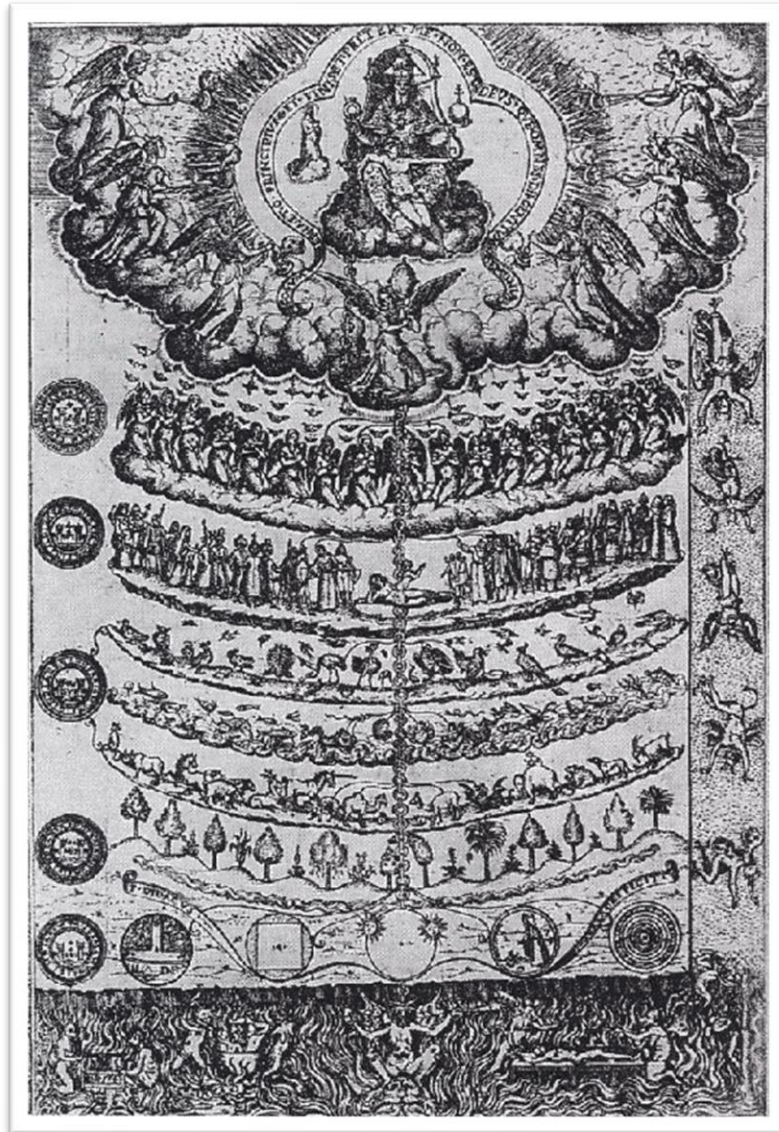
Objectives:

By completing these transition tasks you will have:

1. prepared to study Component 1 Tudor England by gaining knowledge about the Wars of the Roses and Henry VII's accession to the throne.
2. prepared to study Component 2 Russia by gaining knowledge about the rule of Tsar Nicholas II.
3. begun to develop the skill of independent research, reading and the precise selection of knowledge.
4. organised yourself ready for the beginning of your A Level course.

The Tudors: England, 1485-1603

Complete the compulsory transition tasks that follow.



What do these images represent?

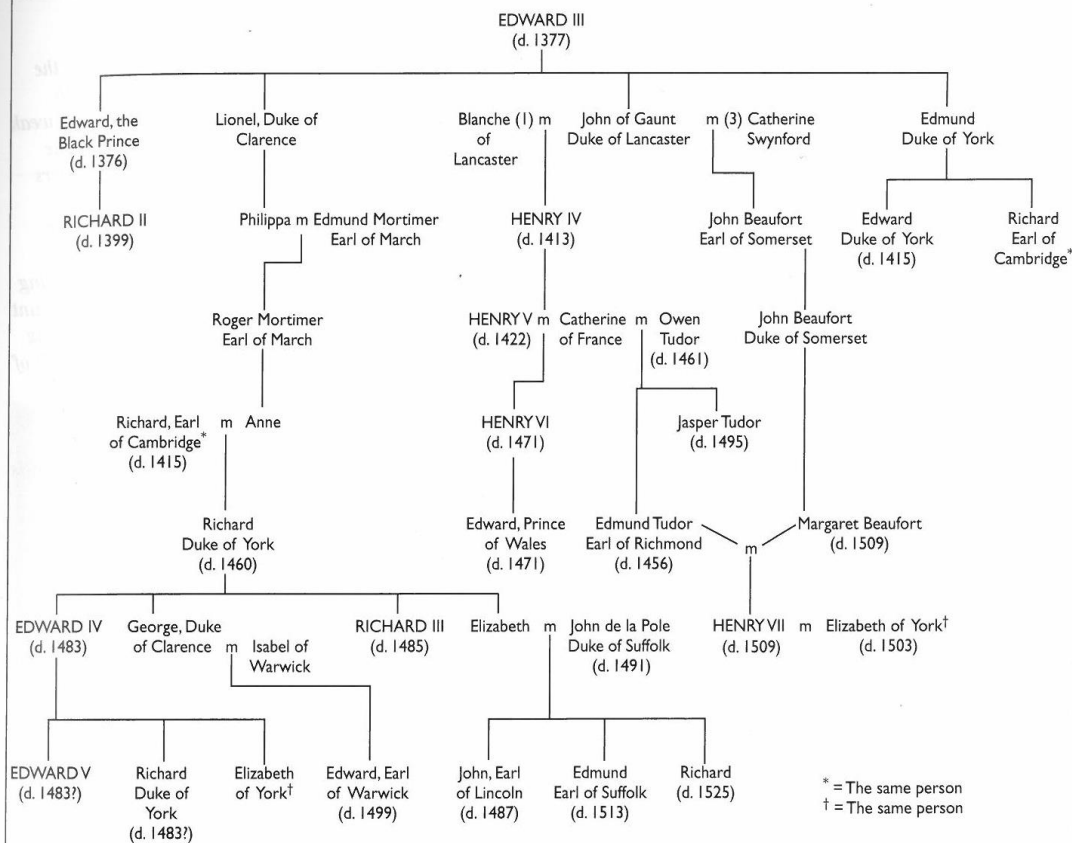
Task One: The Wars of the Roses saw many Yorkist and Lancastrian Kings rise and fall from power between 1422-1485. Label the kings with which family they came from (York or Lancaster) and research the fates of each of King. Henry VI had two reigns as king so you must be clear about what happened at the end of each of his periods in power.

<u>King</u>	<u>Reign</u>	<u>Fate</u>
<u>Henry VI</u>	<u>1422-61</u>	
<u>Edward IV</u>	<u>1461-70</u>	
<u>Henry VI</u>	<u>1470-71</u>	
<u>Edward IV</u>	<u>1471-83</u>	
<u>Edward V</u>	<u>1483</u>	
<u>Richard III</u>	<u>1483-85</u>	

Task Two: How strong was Henry Tudor's claim to the throne? Henry Tudor took the throne in 1485 after years of conflict and uncertainty. Read through the family tree and complete the 5 questions analysing the different claims to the English throne.

B How strong was Henry VII's claim to the throne?

ACTIVITY



To assess the strength of Henry's claim to the throne in 1485, read the hereditary rules for monarchs and then answer the questions that follow.

Hereditary rules for monarchs

- 1 The claim descends lineally to the legitimate issue of the sovereign. Because of this, sons of the monarch's eldest son have priority over the monarch's other sons and their children.
- 2 Males are *preferred* to females. (Females were not prohibited from being monarchs, but the last queen regnant had been Matilda in the early twelfth century and the result had been civil war.)
- 3 Male issues of subsequent marriages of the sovereign take precedence over daughters of previous marriages.

Questions on the family tree

- 1 To understand the competing claims to the throne in the fifteenth century, it is necessary to go back to Edward III and his sons. Although none of Edward's sons became king himself, the descendants of four of them eventually became kings. In the following table, which kings were descended from each son of Edward III?

Sons	Kings
Edward, the Black Prince	
Lionel, Duke of Clarence	
John of Gaunt	
Edmund, Duke of York	

- 2 From which of Edward III's sons did Henry VII's royal blood come?
- 3 Why was Henry VII's claim to the throne made stronger in 1471?
- 4 What would a marriage of Henry VII and Elizabeth of York bring together?
- 5 How strong was Henry's claim to the throne? Consider the following points:

- Is his claim direct and unchallengeable?
- Does he descend in a clear and obvious way from a previous monarch?
- Was he always an obvious and strong claimant?
- Did other people have stronger claims?

Answers to these questions are given on page 321.

Question 1

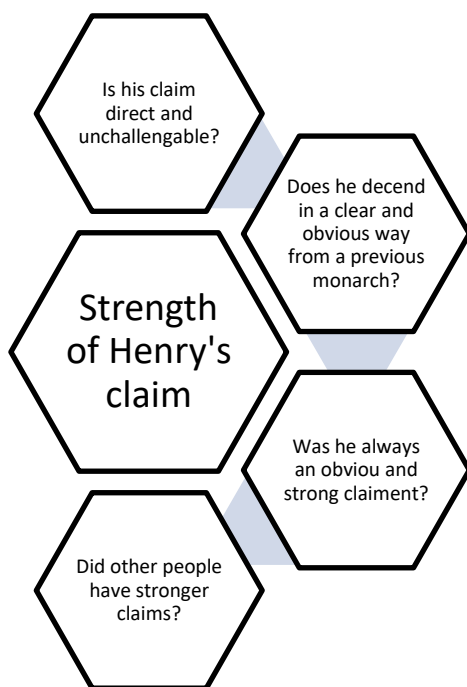
Sons	Kings (there are more than one for some)
Edward, the Black Prince	
Lionel, Duke of Clarence	
John of Gaunt	
Edmund, Duke of York	

Question 2

Question 3

Question 4

Question 5



Task Three:

Henry Tudor was 28 years old when he usurped the crown of England. Born in Pembroke Castle, Wales, he never knew his father Edmund Tudor. Instead he grew up with his mother and his uncle, Jasper Tudor at Pembroke. While Henry VI and his son were alive the young earl Henry Tudor was not important, just a valuable ward. But this change when they both died, he suddenly became the main Lancastrian claimant to the throne. Recognising the vulnerable position fate had placed his nephew in, Jasper Tudor took Henry across the Channel to safety. Henry stayed in exile in Brittany for 14 years and had no intention to threaten claims to the throne until Richard III usurped his nephew. He began to gather an English court around him and set sail to England on 1 August 1485. Henry and his gathering forces finally met King Richard III and his troops outside of Bosworth, Leicestershire 22 August 1485.

The Tudor period began with this decisive battle. Investigate the events of the Battle of Bosworth on 22 August 1485, and create a fact file about what happened. This should include information on the key men on either side of the battle, Henry's journey to the battle (with a map) and a summary of the key events, focusing particularly on the role of the Stanley family.

Were the actions of the Stanley family at Bosworth the key reason for Henry's victory?

<https://www.luminarium.org/encyclopedia/bosworth.htm> is a good starting point for your research.

Key people to look at:

- Richard III
- Henry Tudor
- Jasper Tudor
- Sir William and Lord Thomas Stanley

OTHER USEFUL WEBSITES

<http://www.historylearningsite.co.uk/tudor-england/the-battle-of-bosworth/>

<http://www.battlefieldstrust.com/resource-centre/warsoftheroses/battleview.asp?BattleFieldId=8>

<http://www.luminarium.org/encyclopedia/williamstanley.htm>

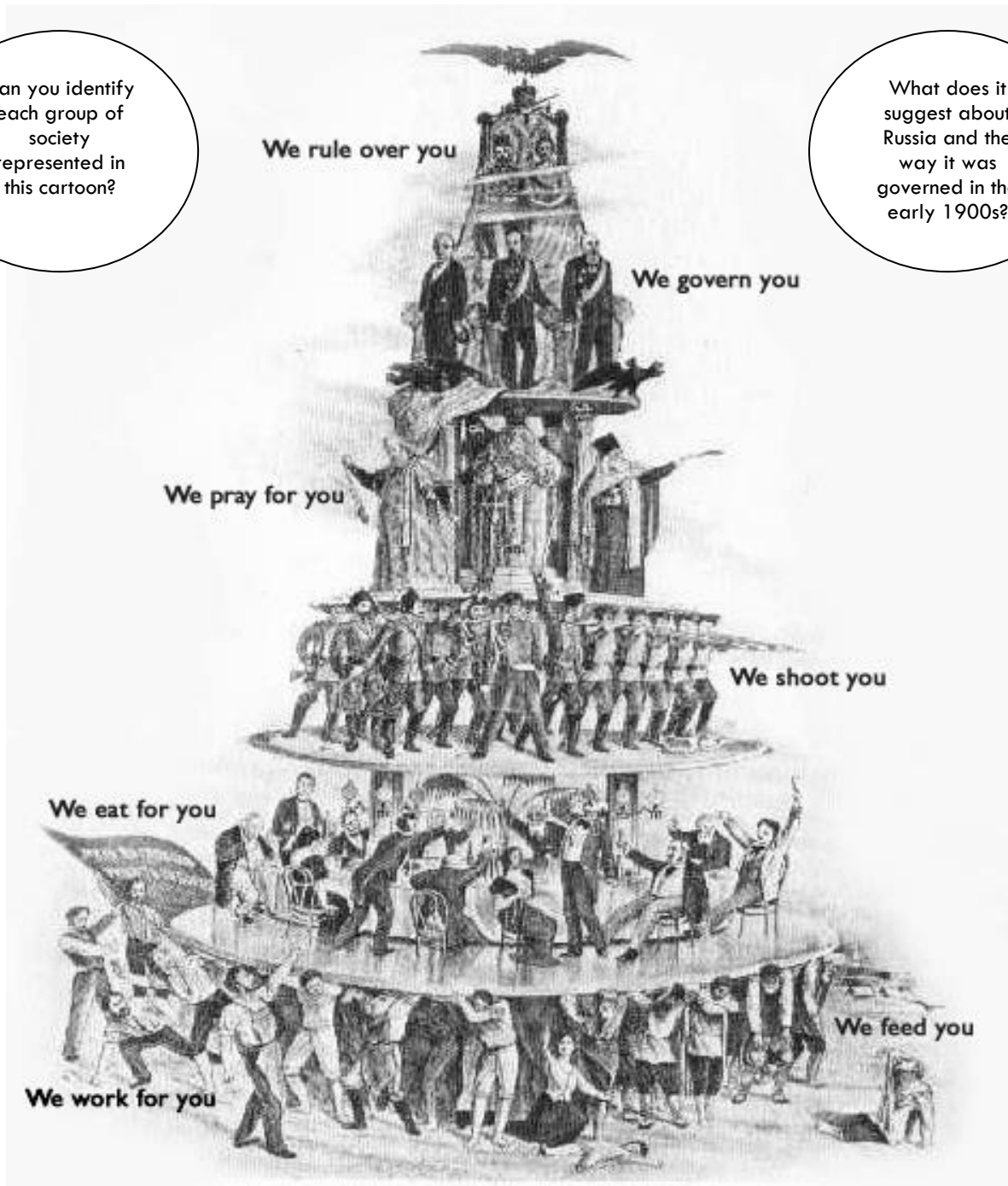
<https://www.luminarium.org/encyclopedia/stanley.htm>

Revolution and Dictatorship: Russia 1917-1953

Complete the compulsory transition tasks that follow.

Can you identify each group of society represented in this cartoon?

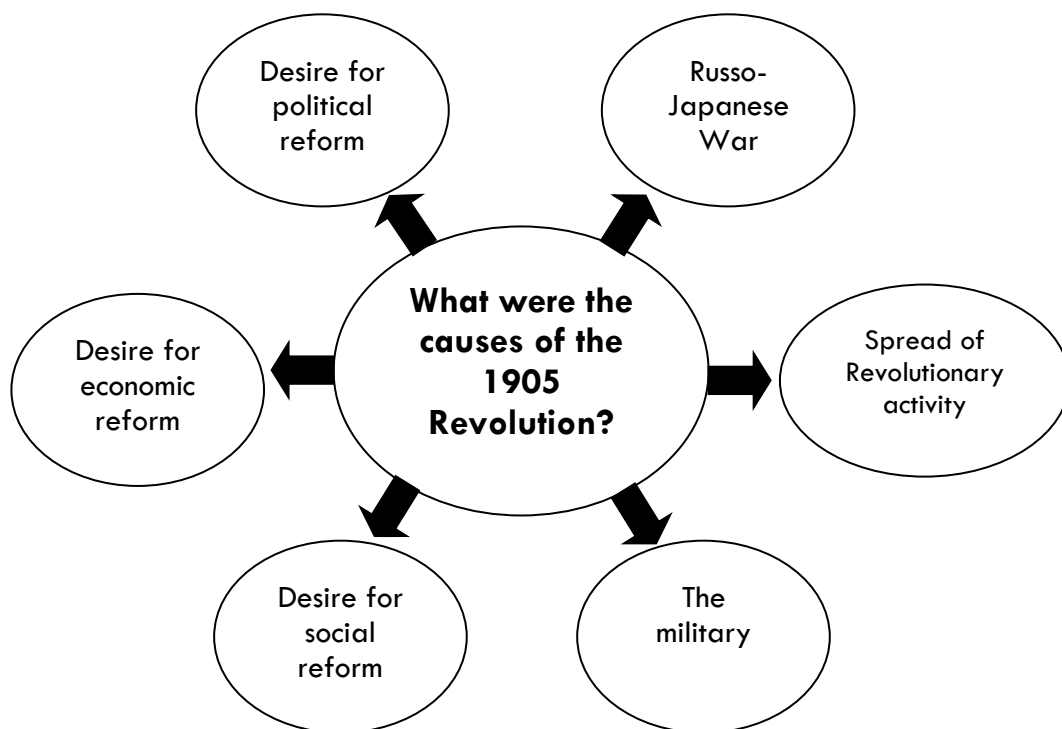
What does it suggest about Russia and the way it was governed in the early 1900s?



Task One: Using the table below, create your own glossary of key terms and people

Autocracy	Soviet	Proletariat
Menshevik	Bolshevik	Duma
Kulak	Marxist	Capitalism
Pan-Slavism	Dual Power	Cheka
Red Guard	Grigorii Rasputin	Pyotr Stolypin
Gregorii Gapon	Tsar Nicholas II	Tsarina Alexandra

Task Two: Using the spider-diagram below expand and develop each factor that caused the 1905 Revolution. Identify which of these were long term causes, short term causes and the immediate/catalyst cause – do this by colour coding each factor.



Task Three: By the end of 1905 the Tsarist regime was still intact. Using the information below, can you suggest reasons why the Revolution failed to topple the Tsar? Consider the following points:

- Who opposed the Tsar? Aims, methods, support, strengths/weaknesses
- Strengths and weaknesses of the Tsar

Nature of the revolution: the course of 1905

- After the events of Bloody Sunday, **over 400,000 workers were on strike in St Petersburg** by the end of January, and this spread to other cities and the countryside.
- June 1905, and **mutiny aboard the Battleship 'Potemkin'**, when sailors refused their captain's orders to shoot protesting sailors took control of the ship. This mutiny spread to other units in the army and navy, though the majority remained loyal to the regime.
- **Local peasant disturbances** spread across Russia, with over 3,000 of these needing the army to control them and causing almost 30 million roubles of damage.
- By the end of the year 2.7 million workers had been on strike, with the **railway workers' strike in October** almost bringing the economy to a standstill.
- Various national minorities within the Russian empire called for greater independence from the Tsar's rule - including the Finns, Poles and Ukrainians.
- **Politically**, various opposition groups believed that the time had come to force the autocracy to change. **Middle class liberals**, many involved in the *zemstvo* at a local level, established the '**Kadets**' party and **demand universal suffrage to a national assembly**. On the left, **Leon Trotsky and the Mensheviks established the St. Petersburg Worker's Soviet** (worker's council) in October, and by the end of the year 50 of these had been formed across Russia.

How and why was the Tsar able to survive 1905?

- **Loyalty of the army retained.** Regime able to use state instruments of oppression - police, army and strikebreakers - to restore order: Trotsky was arrested, a strike in Moscow was crushed killing 1,000, and other riots across Russia were brutally crushed.
- **Rebels lacked unity and direction.** Peasants, workers and middle class liberals all wanted different things - liberals scared by revolutionary cries of the workers! Most wanted concessions from the Tsar, not outright revolution. **The Left lacked leadership**, as Lenin was in London and Stalin in Siberia. Uprisings largely spontaneous and uncoordinated.
- **Concessions granted to liberals and peasants, thus dividing the opposition.** Following advice from his advisers, Nicholas made **political concessions in the 'October Manifesto'**, which promised a **legislative duma and liberal freedoms of expression**. This helped split the moderate liberals from the revolutionaries, and secure the loyalty and support of these liberals for the regime. Nicholas also made **concessions to peasants by cancelling redemption payments**, and this helped to restore order in the countryside.

Consequences of the revolution

- Importantly, the state-approved violence of **Bloody Sunday** served as a crucial **severing of the bond between the Tsar and his people**. Loss of popular support for Nicholas II.
- Politically, a **national duma had finally been established**, bringing in a brief era of parliamentary government to Russia - though Nicholas had moderated his original concessions considerably by 1906. This still represented the possibility of the development away from autocracy and **towards a limited monarchy** in Russia.
- The **St. Petersburg Soviet was established**, an impressive show of working class solidarity giving an example for future revolutionaries. However, the importance of the soviet should not be overstated, as Soviet historians tend to do in describing 1905 as a '**dress rehearsal**'
- **for 1917**. This Soviet only lasted 50 days, and the second strike it called for in November failed comprehensively.

What should I do now?

1. Order your textbooks

In September, you will need a copy of each of these textbooks to support your studies throughout Years 12 and 13 – they are all available to purchase on Amazon:

- Component 1C: The Tudors: England, 1485-1603
Michael Tillbrook and Sally Waller, *Oxford AQA History for A Level: The Tudors: England 1485-1603* (ISBN 978-0198354604) Price: £32 approx
- Component 2N Revolution and Dictatorship: Russia, 1917-1953
Sally Waller & Chris Rowe, *Oxford AQA History for A Level: Revolution and Dictatorship: Russia 1917-1953* (ISBN 978-0198354581) Price: £29 approx
- Component 3 Historical Investigation (Coursework) US Civil Rights c.1860-c.1970
Vivienne Sanders, *Access to History Civil Rights and Race Relations in the USA 1850-2009, Second Edition* (ISBN 978-1-5104-5787-4) Price: £21 approx

2. Get your folders ready

You will need an A4 Lever Arch Folder with dividers (we suggest 10) for Component 1 Tudors; Component 2 Russia; and Component 3 NEA. Three folders in total!

3. Complete your Transition Task Quiz

Now that you have completed your Transition Tasks, please complete this quiz to show your knowledge and understanding of the A Level History course so far:

<https://forms.office.com/e/FHBNrfT7z6>



4. Complete optional Wider Reading

Register for limited access to the online learning hub Future Learn and sign up for the 6 week introduction to the Tudors. <https://www.futurelearn.com/courses/the-tudors>

The **deadline** for the completion of all of the compulsory tasks, including this quiz and the purchase of your textbooks, is **Monday 16 September**, but ideally this work should be completed during the Summer holiday.

Please bring this booklet, your textbooks and a folder to your first History lesson in September.

Submission Date (for students)

Monday 16 September