



History A Level: Y11 to Y12 Bridging Assignment

Aims of this work:

- To develop your **interest** in the topics being studied in Y12
- To provide a basic foundation knowledge and understanding of the wider historical **contexts** for the periods of study – *i.e. what was going on around that time*
- To develop your skills of **independent study**

What are the topics?

Unit 1 – Alfred and the Making of England 871–1016		Delivered by Mr Frankcom	
		British Period Study: The Making of England 899–1016	
Unit Y101: Alfred and the Making of England 871–1016 Enquiry Topic: Alfred the Great		Key Topics	Content Learners should have studied the following:
Alfred and the Vikings	Alfred's position in 871; the defence of Wessex; the threat of the Great Heathen Army (865–878); Alfred's refuge at Athelney and defeat of the Great Heathen Army; terms of peace, the capture of London (886); reorganisation of the army and navy; reasons for and extent of military success (leadership, strategy, tactics, resources-reorganisation of the army and navy, logistics chance); return of the Vikings in the 890s.	Edward the Elder 899–924	The avoidance of dynastic feuds; the challenge of Scandinavian settlement and migration from Denmark; the campaigns of Edward and Aethelflaed (the 'conquest of the Danelaw'); the 'submission' of the Welsh kings (918), the Scottish king (923) and Raegnald (920); the threat of the Norwegians from Ireland (including Raegnald); the extent of Edward's power in 924.
Alfred and the governance of England	Administrative reforms and establishment of unity in Alfred's territory; the creation of <i>burhs</i> (origins, functions, growth, consequences); the <i>Burghal Hidage</i> ; examples of <i>burhs</i> including Winchester, Oxford, Chichester and Wareham; the links between <i>burhs</i> and local economies; Alfred's law code; England at the time of Alfred's death; Alfred as 'King of the English'.	Athelstan 924–939	The capture of York 927; relations with Scotland (including the battle of Brunanburh, 937); continued problems with the Vikings; connections with the Continent (including Flanders, France, Germany and Norway); government and administration (role of magnates and ealdormen; changes in the nature of the court and royal council); Athelstan's legal codes (II and VI).
The revival of literacy and learning: the Alfredian Renaissance	Court intellectuals and the programme for learning; the connection between learning, religion and defeat of the Vikings; the role of writings and translations (including Bede's Ecclesiastical History); the role of Asser; Latin education for priests; the use of literature as propaganda.	Edmund 939–946, Eadred 946–955 and Edgar 957–975	The return of the Vikings (including Olaf Guthfrithson as King of York); the recovery of the northern Danelaw; the taking of Strathclyde; Edmund as liberator of the Danes; Eadred's struggles with Eric Bloodaxe and Olaf Sihtricson and Eadred's invasion of Northumbria; Edgar's reforms: legal codes, charters, the role of the Witan, improvements in local government and administration, coinage; Edgar's patronage of new monasteries and monastic reform, developments in Church art and architecture; Edgar's coronation as King of all England 973.
		Aethelred 978–1016	The crisis over the new monasticism; the murder of Edward the Martyr (978); the return of the Vikings: the influence of Danish royalty, the treaty of 991 with Richard, Duke of Normandy, the battle of Maldon, tribute, divisions within the English nobility, the role of Viking leaders (including Sweyn, Thorkell and Cnut); the legislation of Aethelred (including the '10' legal codes, monetary law, the role of the 'jury'); cultural developments (including the Church and education, the roles of Wulfstan and Aelfric, Aethelweard's translation of the Chronicle).

Unit 2 – Russia 1894–1941		Unit Y219: Russia 1894–1941	
		Key Topics	
Delivered by Mr Kenward ** Please note that this topic replaces the previous planned topic on France 1814-70 due to a lack of available resources **		Content Learners should have studied the following:	
		The rule of Tsar Nicholas II	Character, attitude and abilities of Nicholas II; political, economic and social problems of Russia in 1894; opposition, liberals, populists and Marxists; national minorities; the influence of Pobedonostsev, Witte; the Russo-Japanese War; the causes, extent, nature and consequences of the 1905 Revolution; Witte and the October Manifesto; the Fundamental Law; the Dumas; repression and reform under Stolypin; the political social and economic situation in Russia in 1914.
		The 1917 Revolutions	The impact of the First World War 1914–1917, defeats, losses, economic dislocation, food shortages, transport problems, inflation; Nicholas' leadership; Rasputin; criticism in the Duma; the events of March 1917; Kerensky, the Provisional Government and Petrograd Soviet; return of exiles and the April Theses; July Days; Kornilov Revolt; events of November 1917; the roles of Lenin and Trotsky.
		The Civil War and Lenin	The Constituent Assembly, Lenin decrees; Civil War, White forces, foreign intervention, Red Army, 'war communism', reasons for Bolshevik victory/White defeat; murder of the Tsar; Red Terror, Kronstadt Rising; NEP; constitution and government; strengths and weaknesses of Lenin as leader.
		The rule of Stalin	Character and abilities of Stalin; rivalries and divisions in the Bolshevik party, Trotsky, Bukharin, Kamenev, Zinoviev; Stalin's tactics and victory, 'socialism in one country' v 'permanent revolution'; consolidation of power, propaganda and 'Cult of Personality'; growth of police state (OGPU, NKVD, purges and gulags); economic policies in the 1930s, agriculture, kulaks, voluntary and forced collectivisation, mechanisation; industrialisation, Gosplan, first two Five Year Plans; economic, social and political effects of Collectivisation and Five Year Plans.

Tasks to do: You have tasks to do for each unit. You will be expected to produce 2 pieces of work at the end of this project, one for each unit. Hand this in during your first lesson in September and be prepared to discuss your learning. Each task should take a maximum of one hour.

task	Tasks for unit 1	Tasks for unit 2
1	Watch this video about Saint Augustine of Canterbury and write a narrative account of his life. You could write it in the style of someone who admires him enormously. https://www.youtube.com/watch?v=ztIOY9J85vI	Watch this video about the origins of Russia. Then watch it again, pausing when necessary, so that you can write a list of 10 facts which comprehensively summarise the main points. https://www.youtube.com/watch?v=lfe1wEQzSzM
2	Find maps of Britain in the period between 700AD and 800AD and make a short country profile for each of the following kingdoms: <ul style="list-style-type: none"> ➤ Northumbria ➤ Mercia ➤ East Anglia ➤ Wessex Your profile should include the sort of geographical information a tourist of the time might find useful or interesting to know.	Watch this video about the entire history of Russia in terms of its political borders and write 5 conclusions/observations and 5 questions it raises in your mind. Do some research to find some basic answers to your questions: https://www.youtube.com/watch?v=31oU-LwvyqY
3	Watch this short video featuring the farmer Bealdric and outline any similarities and differences with the way he speaks and modern English. https://www.youtube.com/watch?v=oFX1nbD3dV0 After you have done that print out this map and write in the name of the shires (counties) of England in the appropriate places. https://commons.wikimedia.org/wiki/File:England_and_Wales_Historic_Counties_HCT_map.svg	Do some research into the Tsars of Russia, from first to last. <ul style="list-style-type: none"> • Define the term 'Tsar' (alternate spelling is 'Czar') • Create a timeline of all Tsars/Emperors • Identify those who are the most well-known and state the reasons for their historical fame (i.e. what were their main achievements?)
4	Watch this video and (a) outline what the different characters think about Alfred of Wessex , and (b) what things do you think interest and motivate Alfred? https://www.youtube.com/watch?v=yJ0puT8mMGA	Watch this BBC documentary - you do not have to make notes, but focus on what is said about challenges facing the Tsars in the 19 th century: https://www.youtube.com/watch?v=3TIRaGMOxGo
5	Watch this video and make notes about the Vikings ; where they came from; where and how they travelled; what sort of things did they believe in and motivated them? https://www.youtube.com/watch?v=9HdUtpKBDUc	Watch this video about Karl Marx's philosophy and write your own thoughts in response to it – approximately one page of bullet points or a maximum of 2 sides of writing: https://www.youtube.com/watch?v=gR3igiwaeyc
6	Undertake some research in order to create a "Timeline of Late Anglo-Saxon History" covering the period 700AD to 1000AD. Your timeline should have ten events for each century (30 in total) which you think are most significant.	Watch this short video and identify all the key words in it. Then research the meanings of those words and write yourself a glossary. https://www.youtube.com/watch?v=FrtDZ-LOXFw
7	Answer this question in no more than 750 words, using your notes from the above tasks: What are the main features of society and politics in the Late Anglo-Saxon Era?	Answer these 2 questions in no more than 500 words each, using your notes from the above tasks: (a) What are the key elements of Russian history before 1900? (b) What is communism?