

Dear historians,

Well done for making it through year 1!

Your commitment in history has been exemplary and I look forward to reading your coursework.

I will go through all of this with you in lesson. Remember- keep an eye on your emails as I will email you when I have heard from the board regarding your questions for coursework.

Any questions you have, let me know.

Miss Salkeld

Lessons next year: Wednesday triple: Popular Culture and the Witchcraze; Friday double: Coursework.

Unit 3: Popular Culture and the Witchcraze

1. Europe in the 16th and 17th Centuries

The blocks are as follows:

- The Russian Empire
- The Turkish or Ottoman Empire
- The Holy Roman Empire
- The Kingdom of France
- The Kingdom of England

You are going to do some independent study to research the ruling system (who's in charge and what is the structure of their ruling class), notable rulers in the period (maximum three, pick rulers who had a great impact on their people), religion (include any changes over time) and conflicts (internally and externally) for each block.

We will use the parameters of the ruling system, key rulers, religion and conflict to further understand the geographical nature of the Witchcraze.

Ruling System	Notable Rulers	Religion	Conflict

For each of the power blocks, create a table like the above, and note down your findings.

2. Read the first chapter of Henry Kamen's Early Modern European Society.

Using his description of European identity and your research into the political and religious climate of the five blocks, **write a paragraph showing an understanding of what Europe was like during the 16th and 17th centuries.**

Answer the following:

How would you describe early modern Europe?

Unit 4: Coursework

- Continue to work on reading around your topic area and keeping a log of what you are reading and any websites you go on.
- Aim to find as many primary sources and historical interpretations as you can.
- For 3 primary sources, and three historical interpretations, complete the following:
 - Summarise what the primary source is showing/what the argument in the historical interpretation is
 - Do you agree with the view in the primary source/historical interpretation?
 - What contextual knowledge do you have to support/challenge?

Write a paragraph for each primary source/historical interpretation.