

**Year 12**

**History**

**Induction**

# Edexcel course- **Route C: Revolutions in early modern and modern Europe**



# About the course.....

- > The options in Route C are linked by the theme of revolutions that span the early modern and modern periods. While the revolutionary upheavals in each country involved the overthrow of existing monarchies, the causes and the consequences of these revolutions differed in important ways. Students will study the causes and course of their chosen revolutions, and the outcome for the people of Britain and either France or Russia- we will do Russia
- > Studying two different countries allows students to develop a greater appreciation of the nature of revolutions and the similarities and contrasts between them

# Unit 1: British history

- Britain, 1625–1701: conflict, revolution and settlement

Written examination, lasting 2 hours 15 minutes.

- Marks available: 60
- Students answer three questions: one from Section A, one from Section B and one from Section C.
- **Sections A and B** comprise a choice of essays that assess understanding of the period in breadth (AO1).
- **Section C** comprises one compulsory question that assesses the ability to analyse and evaluate historical interpretations (AO3).

60% of AS.

# What will I study?

- **Theme 1**

- The quest for political stability, 1625–88**

- The failure of monarchical government, 1625–46: Charles I and parliament, 1625–29; personal rule and its failure, 1629–40 and the failure to compromise, 1640–49.

- Republican rule, 1649–60: reasons for the failure of Republican attempts to provide stable government; the role of Cromwell. From restoration to revolution, 1660–88: the Restoration Settlement, 1660–64; conflicts between king and parliaments, 1665–81; personal rule and the collapse of royal power, 1681–88.

# What will I study?

- **Theme 2**
- **Religion: conflict and dissent, 1625–88**
- The Church of England: Laud's policies and religious uniformity; parliament's reordering of the church, 1640–60; the restoration of Anglicanism, 1660–62 and its dominant position in religious life. The growth of religious nonconformity: Puritanism under Charles I; Presbyterians and religious radicalism; the persecution of dissenters under Charles II and James II. The Catholic question: Catholic influence within Charles I's court; the exclusion of Catholics from religious toleration; anti-Catholic sentiment, 1660–88.

# What will I study?

- **Theme 3**
- **Social and intellectual challenge, 1625–88**Population: reasons for the increase in population; the
- impact of population growth on urban development and rural change; growth of poverty; the Poor Laws and actions against beggars and vagrants. The changing structure of society: the power of the nobility; the changing gentry class; urbanisation and the growth of the professional and merchant classes; the impact of religious and legal changes on the status of women. A ferment of ideas: radical political ideas, including the Levellers and the Diggers; the end of divine right monarchy and a confessional state; the significance of the ideas of Hobbes and Locke; the scientific revolution, including Francis Bacon and the experimental method; the significance of the Royal Society.

# What will I study?

- **Theme 4**

**Economy, trade and empire, 1625–88.** Agriculture: changes in agricultural techniques; the development of specialised farming and the growth of employment; capital investment in agriculture; the development of national markets. Changing trade patterns: the changing cloth trade, including ‘new draperies’ and the impact of Protestant refugees; the growth of London and its impact on economic development; the growth of banking and insurance. The impact of imperial expansion: the significance of North America and Jamaica; the Navigation Acts and the development of mercantilism; effects of Anglo-Dutch commercial rivalry; the role of the East India Company; the significance of British control of the triangular trade.

# WHAT WILL I STUDY- **HISTORICAL INTERPRETATION**

- **How revolutionary, in the years to 1701, was the Glorious Revolution of 1688–89?**

The significance of revolutionary ideals in the establishment of a constitutional monarchy.

The impact of the Toleration Act 1688 and the end of Anglican supremacy.

The significance of the Triennial Act 1694 and the growth of parliamentary power.

The importance of William III's wars in the development of a financial revolution.

# Unit 2: Russian history

- Russia in revolution, 1894–1924

Written examination, lasting 1 hour 30 minutes.

- Marks available: 40
- Students answer two questions: one from Section A and one from Section B.
- **Section A** comprises one compulsory two-part question for the option studied, each part based on one source. It assesses source analysis and evaluation skills (AO2).
- **Section B** comprises a choice of essays that assess understanding of the period in depth (AO1).

40% of AS

# Unit 1 – Russia

## What do we study?

- **Theme 1 - The rule of Nicholas II, 1894–1905**

The nature of autocratic rule: the Tsarist principles of autocracy, nationality and orthodoxy; the oppression of nationalities; anti-semitism; the Okhrana. Opposition to Tsarism: unrest among peasants and workers; middle-class opposition and the League of Liberation; the Socialist Revolutionaries and the Social Democrats; reasons for the lack of success of opposition groups. The 1905 Revolution: the impact of the Russo-Japanese war; Bloody Sunday; the spread of revolutionary activity among peasants, workers and national minorities; the St. Petersburg Soviet. Nicholas II's response: the failure of the August Manifesto; the October Manifesto and the response of opposition groups; the crushing of the Moscow Uprising; the extent of the recovery of Tsarist power.

# Unit 1 – Russia

## What do we study?

- **Theme 2 -The end of Romanov rule, 1906–17.**
- Change and continuity in government: the Fundamental Law; the radicalism of the first two dumas; Nicholas II's relations with the dumas, 1906–14; the nature of Tsarist government and royal power in 1914. Repression and reform, 1906–14: Stolypin's repression and the restoration of stability; actions against revolutionary parties; reform of agricultural landholdings and emigration to Siberia; the Lena goldfields massacre 1912. The impact of the First World War: the state of the armed forces in 1914; economic problems including inflation and supplies for cities; Nicholas, Alexandra and Rasputin; the Progressive Bloc and Zemgor. The February Revolution: growth of unrest in towns and countryside; International Women's Day and the Petrograd general strike; the creation of the Provisional Committee and the Petrograd Soviet; the abdication of Nicholas II.

# Unit 1 – Russia

## What do we study?

- **Theme 3 -The Provisional government and its opponents, February–October 1917**

The nature of dual power: the political complexion of the Provisional government; the extent of its power and support; the aims and membership of the Petrograd Soviet; early political reforms.

Opposition to the Provisional government: conflicting attitudes on the continuation of the war; Lenin's return to Russia and the April Theses; the Milyukov crisis; the June Offensive and the July Days. The second Provisional government, July–October: Kerensky as Prime Minister; the membership of the new government; problems in industry and agriculture; the Kornilov affair and its impact on the government and the Bolsheviks. The October Revolution: Lenin's influence on the Central Committee; the Constituent Assembly elections; Trotsky and the Military Revolutionary Committee; the events of 24–26 October; the formation of the Bolshevik government.

# Unit 1 – Russia

## What do we study?

- **Theme 4 -Defending the Bolshevik revolution, October 1917–**  
Consolidating Bolshevik power: the closing of the Constituent Assembly; making peace at Brest-Litovsk; the formation of the Cheka; attacks on Bolshevik opponents; the Red Terror. Bolshevik economic policies: state capitalism; War Communism; the Tambov rising and the Kronstadt mutiny; economic and political results of the New Economic Policy; the ban on factions 1921. Defeat of domestic enemies: the Social Revolutionaries, national minorities and the Whites; Trotsky and the Red Army; the geography of the civil war; the defeat of Kolchak, Denikin and Yudenich. Foreign intervention in Russia: reasons, nature and extent of intervention; the impact of war weariness and the lack of support in the west for intervention; the end of intervention.

# REQUIREMENTS FOR THIS COURSE

- Good essay writing skills.
- Focus and consistent effort in class.
- Organisation.
- Revision of detailed material throughout the course.
- Source skills
- Folder, paper and plastic wallets.

# REQUIREMENTS FOR THIS COURSE

- Using historical sources.
- Combining historical sources and own knowledge.
- Organisation.
- Folder, paper and plastic wallets.

# Summer work in preparation for Russia



**‘How far would you agree that Alexander II can be considered a ‘reformist’ Tsar?’**

This will be the first task that you will do in September. Over the holidays you need to use the course material given to you on Alexander II and complete the following tasks:

- Read background information on Alexander II and make your own notes on him.
- Complete a table identifying arguments to say that Alexander was a reformist Tsar, and arguments to say that he wasn't.

## Year 12 Preparation: Britain, 1625 – 1701: conflict, revolution and settlement

- In this unit we will study, in breadth, monarchical and republican rule in England. We will be looking at a troubled period of Stuart rule between 1625 and 1688 and we will also study the Glorious Revolution of 1688 which removed James II from the throne.
- In order for you to be able to fully engage with this unit, you need to have a brief understanding of the monarchs and events of what happened before.
- Please complete the following activities and have them ready for checking by your teacher in your first History lesson in which you will discuss and present your findings. We suggest you complete the timeline in a word document so you can add to it through the course.

# Tasks:-

- Task One:
- Kings and Queens
- Task Two:
- The rise of Parliament
- Task Three:
- The Reformation
- Task Four
- Timeline of 1625-1701