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CATS University Foundation Programme

History Specification

Going further than others

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UNIVERSITY FOUNDATION PROGRAMME

Going further than others

CATS UFP is a Level 3 course, designed to help international students to move successfully from high school to a UK University. It does this by using a variety of assessment methods that are common in UK Universities, such as portfolios, presentations academic posters, and examinations combined with content specifically designed to build on prior learning from courses around the world. While English for Academic purposes is an essential part of CATS UFP, and all students will take an English course, assessment design within each module focuses on subject knowledge and skills, rather than the ability to cope with English as a second language.

CATS UFP is delivered over nine months (sometimes six, for students on specific visas, used to a rigorous style of study and excellent English), within a pastorally supportive and culturally stimulating context that enables students' learning to prosper. It does this by providing a variety of routes to the qualification, taught by expert staff and with time to develop English and learn about British culture. CATS UFP is only available to centres with excellent pastoral care. Centres provide a stimulating intellectual and cultural environment with small classes. Thus, enabling the best learning to happen. With CATS UFP, all learning happens with teachers who are expert in creating a positive learning environment for students from a wide range of countries.

CATS UFP has a successful record of accomplishment and is highly respected by UK universities. With this qualification, students with 12 years of schooling from their own country can make the progression that they want, to a wide range of UK universities, including those ranked most highly for both research and teaching. CATS UFP has strong advocates in its alumni, who display what a CATS UFP qualification can give them. Graduates report that they feel very well prepared for university study; often, better prepared than students from other Level 3 programmes. Universities have confirmed this, through testimonials and through extensive consultation with university based External Examiners it has gained excellent credibility with UK universities.

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INTRODUCTION: Why Choose History UFP?

Dynamic and engaging content.
CATS History UFP has been a thriving and successful course since its introduction. It is a course for students with enquiring minds, as it expects and encourages an enthusiasm for research and investigation. Students will explore historical processes such as change, continuity, cause, consequence, similarity, difference, significance and perspective; their studies will be flexible enough to allow regional and local specialism but will also require global comparisons. Our syllabus has been designed to ensure the opportunity for students to learn different topics in both breadth and depth, with a clear focus on the development of vital skills that students will need at university level. Along with research activities, the development of structured, argumentative debate and analysis of sources and interpretations will be integral to lessons, which should continuously support students as they work to achieve their university and career goals.

Sensitivity towards international students.
History UFP has been designed to ensure students experience a mixture of local, regional and global History, wherever they are in the world. Students bring a fascinating range of knowledge and experience from their different backgrounds which can be reflected in a number of our components. It is also important for international students who aim to settle into the British higher education system to develop their understanding and tolerance of competing perspectives, which can be reinforced in every component. One unit prescribes some taught content on British history, so that students aiming to progress to university in the UK can gain an appreciation of key aspects of British culture. We understand that students are learning complex material in a non-native language, so we encourage practising contextual use of specialist vocabulary to enhance students' writing abilities. Finally, we are more concerned with how students apply their academic skills than with accumulation of facts, so the majority of summative assessment is supported with opportunities for advance preparation and incorporate chronological timelines for the prescribed topic so that students focus on their use of information rather than being too focused on recall.

Real life skills.
History is especially focused on analysis and evaluation. Analytical skills enable students to select and utilise different quantities and qualities of information, while evaluation builds confidence in decision-making and substantiating judgements. Because UFP History students experience a strong bedrock of these skills, this subject is specifically useful preparation for degree courses in Law and Politics as well as History, Anthropology, Archaeology, Heritage and International Relations. History is recognised as a subject that facilitates university applications to all Humanities and Social Science degrees.

Assessment success.
History UFP has been consistently developing its assessment strategy to ensure all active and engaged students can reach their potential. Our subject has pioneered very effective and flexible assessment techniques that are now being adopted across the UFP programme. History students will complete one final exam, a controlled assessment and a variety of coursework tasks:

- Taught unit 1: Critical Historians will be assessed through a Controlled Assessment and will require students to use a pre-released pack of source materials and gather their own data to prepare for analysis and evaluation under controlled conditions.

- Taught unit 2: Expert Historians will be assessed through an Exam Paper and will require students to respond to two knowledge questions and one evaluative essay question (from a choice of two) in exam conditions. Questions will be broad enough for students to apply their own taught examples in their responses.

- Coursework unit 1: Holistic Historians will be assessed through a group discussion and a topic presentation and will require students to research interdisciplinary perspectives about an event of their choice.

- Coursework unit 2: Global Historians will be assessed through a comparative essay and a final reflective presentation and will require students to expand on their studies for Taught Unit 2 and their own research across a global context

Aims of the Course

UFP History follows recommendations from our partner universities to encourage students to:

- develop an enthusiasm for history and recognise its intrinsic value;
- acquire an understanding and appreciation of social, cultural, religious and ethnic diversity;
- understand the historical concepts of cause, consequence, change, continuity, significance and perspective;
- experience the breadth and depth of historical study through comparative and chronological activities;
- improve effective and independent academic skills in research, analysis, evaluation, reflection and communication;
- understand how history is studied, including the nature of primary and secondary source material and how they can contribute towards substantiating and changing historical judgements;
- employ and communicate historical knowledge and understanding in different ways, arguing a case and reaching substantiated judgements.

Additionally, UFP History requires students to:

- study the history of more than one country / region of the world including at least 20% of studied content focusing on Britain;
- study the past in breadth (period or theme) and depth;
- study significant individuals, societies and events along with developments affecting different social groups;
- study a range of appropriate historical perspectives, such as aesthetic, cultural, economic, ethnic, political, religious, scientific, social or technological;
- study a significant chronological range, demonstrating understanding of processes of short and long term change and cause and consequence;
- study historical sources within the context in which they were created;
- study historical events and issues through independent research
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Key Academic Skills

Students taking this course will be encouraged to develop into independent learners with the ability to think critically, understanding the key importance of research and presentational skills. The course covers these key skills in the following ways:

Reasoning and critical thinking
Students will:

- examine historical issues from different global positions and subject perspectives;
- explore periods and events with reference to historical processes and concepts;
- select, organise and communicate relevant information and substantiated judgements in a variety of forms.

Independent learning
Students will:

- organise their own learning through management of time and material;
- work on own initiative to prioritise tasks;
- work independently to support understanding of material;
- carry out self-directed learning tasks;
- reflect on their own performance honestly to identify strengths and areas for further development.

Research skills
Students will:

- research periods and events of interest and apply historical concepts and perspectives;
- conduct independent research in preparation for controlled assessment and coursework demonstrating discrimination in their selection of suitably challenging resources;
- ensure all research is carried out with academic integrity, including references and avoiding plagiarism;
- use ICT to develop digital literacy skills, to present work and to communicate effectively with others.

Presentation and Communication skills
Students will:

- practise academic conventions in all submitted coursework;
- practise verbal and non-verbal communication skills in presentation work;
- use word processing and other forms of ICT for communication;
- organise information clearly and coherently, using specialist vocabulary when appropriate.

ASSUMED PRIOR KNOWLEDGE

The UFP History course is built on the assumption that students do not have prior knowledge in the study of History. However, it is recommended for students to have competence in certain cognitive, language and transferable skills to be able to:

- select and research relevant resources;
- read and comprehend extended texts in English;
- write extended coherent texts (essays) in English;
- give attention to detail;
- think critically;
- show a willingness to learn new skills and consider different views, which is essential for success in UFP History.

Although not a requirement, any prior learning in History would be beneficial to enable students to grasp the content and concepts quicker and go into depth. For example, those that have taken IGCSE History may have covered concepts such as causation, consequence, continuity, change, and significance. However, the same or similar concepts are learnt in other national systems too.

The table below shows prior learning in History in a selection of national systems:

Argentina	Students take history as part of social studies from primary school
Brazil	Students take history as part of social studies from primary school
China	Students take both national and world history (secondary school and junior high school)
Kazakhstan	Students take both national and world history as part of the general educational curriculum
Nigeria	Students may take national history as part of humanities courses (senior secondary school – students select 2 to 5 out of 10 humanities subjects)
Russia	Students take both national and world history as part of the basic general education
South Africa	Students take both national and world history as part of social sciences from primary school

Subject Content

Examinable Content:
The topics stated in the table below will be assessed through controlled assessment, a final examination and coursework.

Content	
Taught unit 1 (T1): Critical Historians	- Taught unit focusing on analysis and evaluation of primary and secondary source material; - Assessed through controlled assessment: students use pre-released material to prepare in advance responses to set questions, which they write in timed conditions.
Taught unit 2 (T2): Expert Historians	- Taught unit focusing on the theme of revolution; - Assessed through examination: students respond to unseen knowledge and evaluation questions in timed conditions.
Coursework unit 1 (C1): Holistic Historians	- Coursework unit focusing on interdisciplinary perspectives; - Assessed through group discussion and topic presentation.
Coursework unit 2 (C2): Global Historians	- Coursework unit focusing on global comparisons; - Assessed through independent essay and reflective presentation.

Detailed content list & number of hours (matched with independent learning hours):

Taught Unit 1 (T1): Critical Historians (50 hours)

Topic	Guidance
Criteria T1.1-1.4 British social, political and economic history. Elizabeth I: A depth study of Gloriana **and** Criteria T1.5 **or** 1.6 Free choice or select from suggestions based on studied content.	This taught unit focuses on a British depth study, incorporating social, political and economic history. A chronology will be provided within the assessment pack to aid student recall. There is also an element of free choice for students to choose artefacts or sites relevant to their studies. It is possible for teachers to create a coherent and themed History programme for their students depending on the needs and resources of their wider department, school setting or local community.
British social and economic history option	
T1.1 Dealing with primary source material	- Students should be able to analyse and evaluate a variety of primary and contemporary sources relevant to the topic of study. These might be (but are not limited to) speeches, diary extracts, media items, personal documents, legislative texts, artwork or photographs. - Students should be able to analyse the following features of provenance and content, as appropriate: author/creator; location/publication; date of origin; tone/expression; choice and use of language; emphasis/argument; composition or framing of image; selection of content. - Students should be able to evaluate and draw conclusions regarding the *relative value of primary sources and their provenance and content* for researching the topic of study.
T1.2 Dealing with secondary source material	- Students should be able to analyse and evaluate a variety of secondary sources relevant to the topic of study. These might be (but are not limited to)

	documentary materials, fictionalised film or texts, poetry, artwork, historical interpretations. - Students should be able to analyse the wider context in which these sources were created and how this could influence their view or selection / exclusion of information. - Students should be able to evaluate and draw conclusions regarding the *relative value of secondary sources and their context* for researching the selected topic of study.
T1.3 Historical debates: Contemporary perspectives	- Students should be able to analyse and evaluate at least two competing contemporary perspectives relevant to the topic of study. - Students should be able to critically consider different views found in the contemporary period and why those differences arise, which could include (but are not limited to) social or political position, gender, sexuality, nationality, ethnicity, religion, occupation, education and family connections. - Students should be able to evaluate and draw conclusions regarding the *reason for different views* with reference to knowledge of supporting evidence.
T1.4 Historical debates: Historians' interpretations	- Students should be able to analyse and evaluate at least two competing later perspectives relevant to the topic of study. - Students should be able to critically consider claims made by academic historians about the past based on their different interpretations and why those differences arise, which could include (but are not limited to) association with schools of historical debate, political or religious affiliation, occupational experiences, social class, gender, nationality, personal experiences, family or career experiences. - Students should be able to evaluate and draw conclusions regarding the *validity of historians' claims* with reference to knowledge of supporting evidence.

Free choice or choice from suggested topics.*

EITHER: T1.5 Artefacts as historical evidence	- Students should be able to analyse and evaluate at least three artefacts as sources of information relevant to the topic of study. Artefacts should be defined as human-made material culture of the period such as tools, religious or ritual equipment, artworks, clothing or other paraphernalia associated with social and community life. - Students should be able to critically consider aspects of artefact creation and use and what this tells us about the period. Analysis could include (but is not limited to) materials, processes involved in production/manufacture, purpose, design, functionality, intended messages or propaganda, indications of status and decoration, geographical spread. - Students should be able to evaluate and draw conclusions about the *value of the artefacts and their creation* for research into the selected topic of study.
OR: T1.6 Sites as historical evidence	- Students should be able to analyse and evaluate at least one historical site as a source of information relevant to the topic of study. Sites should be defined as geographical locations and may or may not incorporate extant buildings. - Students should be able to critically consider the specific features of the site which could include (but are not limited to) domestic dwellings, areas for religious worship or ritual, fortifications and battlements, evidence of previous buildings, evidence of changes to purpose or repurposing, evidence of how the surrounding landscape contributes to our understanding of the site. - Students should be able to evaluate and draw conclusions about the *validity of the site as historical evidence* for research into the selected topic of study. Note: it is not a requirement for students to visit the physical site.

Taught unit 2 (T2): Expert Historians (40 hours)

Topic	Guidance
Free choice of one Revolution case study or select from suggested case studies.	This taught unit allows free choice for the teacher to select a case study relevant to their own specialism or locality. It is therefore possible for teachers to create a coherent and themed History programme for their students depending on the needs of their wider department, school setting or community. Teachers must ensure they select a case study which allows for all of the criteria below to be taught and assessed. Suggested case studies can be found in Section 4.
T2.1 Causes of Revolution	- Students should be able to analyse and evaluate the significance of social, economic, financial, political, legal and military causes of revolution (as appropriate to selected case study). - Students should be able to make their own distinction between long term, short term and immediate causes of revolution and be able to explain and substantiate their relevance, applying historical concepts of cause, consequence, change, continuity, similarity difference, significance and perspective, where appropriate.
T2.2 The nature of Revolution	- Students should be able to demonstrate knowledge of the course of the revolution in depth and detail, applying historical concepts of cause, consequence, change, continuity, similarity, difference, significance and perspective where appropriate. - Students should be able to analyse and evaluate actions taken by different social groups, as appropriate. These may include (but are not restricted to) popular groups; working, middle and elite classes; military and paramilitary groups; political parties; pressure groups; youth groups; different ethnic Identities; women; the church and religious groups. - Students should be able to analyse and evaluate the motivations, decisions and impacts of at least one key individual in the revolution, specifically including: a range of influences on the selected individual(s); the extent to which the selected individual(s) influenced those around them and / or the wider public.

T2.3 Consequences of Revolution	- Students should be able to analyse and evaluate the social, economic, financial, political, legal, military consequences of the selected revolution (as appropriate to selected cases study). - Students should be able to make their own distinction between immediate, short term and long term consequences and be able to explain and substantiate their relevance, applying historical concept of cause, consequence, change, continuity, similarity difference, significance and perspective, where appropriate.

Coursework Unit 1 (C1): Holistic Historians (20 hours)

Topic	Guidance
Free choice of historical event or individual.	This unit offers students the chance to select their own historical event or individual to research. The focus here is on identifying, analysing and evaluating the event or individual's influence in society which can lead to interdisciplinary links. It is therefore possible for students to use their research to investigate their career aspirations or an area of interest to them. Suggested events and individuals can be found in Section 4. *Further advice for completion can be found in the UFP History Coursework Guide*
C1.1 Selecting a research focus	- Students should be able to demonstrate identification of relevant and interdisciplinary influence(s) for a chosen individual and should **not** draw on individuals who have been investigated in direct relevance to the Taught Units.
C1.2 Historical research	- Students should be able to analyse relationships between their selected event or individual's influences and relevant areas of society, applying historical concepts of cause, consequence, change, continuity, similarity, difference, significance and perspective where appropriate. - Selection of evidence should be discriminating and should utilise suitably challenging materials incorporating primary and secondary sources, contemporary perspective and historical interpretation.
C1. 3 Conclusions	- Students should be able to evaluate and draw conclusions on the significance of their selected event

	or individual. Significance might be evaluated in terms of depth or breadth, at the time or over time, as appropriate.

Coursework Unit 2 (C2): Global Historians (30 hours)

Topic	Guidance
Free choice of case study to compare with content from Taught Unit 1.	This unit offers students free choice for students to choose one case study of revolution to compare with their learned content in Taught Unit 1. The case study selected here must come from a different world region to the case study in Taught Unit 1. Teachers must ensure students can realistically research the criteria of Taught Unit 1 in their selected case study. Suggested case studies can be found in Section 4. *Further advice for completion can be found in the UFP History Coursework Guide*
C2.1 Selecting a research focus	- Students should be able to demonstrate identification of a relevant and comparative revolution. - Students should complete and submit a research proposal identifying key features of their chosen revolution to indicate they can successfully meet Taught Unit 1 criteria.
C2.2 Historical research	- Students should be able to analyse aspects of similarity and difference between their selected revolutions, applying historical concepts of cause, consequence, change, continuity, significance and perspective where appropriate. - Selection of evidence should be discriminating and should utilise suitably challenging materials incorporating primary and secondary sources, contemporary perspective and historical interpretation.
C2.3 Conclusions	- Students should be able to evaluate and draw conclusion on where similarity and difference between their selected revolutions are most prominent. Similarity and difference might be evaluated in terms of cause, nature, consequence, the role of individuals, perspective and interpretation, as appropriate.

C2.4 Reflection

- Students should be able to reflect on their own research process, identifying areas of success and areas for development, including (but not limited to) the following: ability to access appropriate research materials; ability to manage workload and meet deadlines; ability to conclude effectively on the research question.

- Students should be able to offer honest and insightful self-evaluation and, where areas for development are highlighted, they should be able to identify strategies to counter these issues in the future.

Assessment Overview

Assessment Objectives

Assessment Objectives (AOs) are designed for Level 3 History specifications. The exams will measure how well students have achieved the following assessment objectives.

	Objective	Weighting
A01	- Demonstrate, organise and communicate **knowledge and understanding** to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.	50%
A02	- Analyse and evaluate appropriate **source material**, primary and/or contemporary to the period, within its historical context.	20%
A03	- Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been **interpreted**.	20%
AO4	- **Communicate** (verbal and written) arguments and explanations in a clear and structured manner, making use of a range of relevant evidence, appropriate vocabulary and references (where appropriate).	5%
AO5	- **Reflect** with honesty and insight on own learning and performance, recognising own strengths and areas for development.	5%

ASSESSMENT OBJECTIVES WEIGHTING (AGAINST EACH COMPONENT)

Assessment Objectives	Controlled Assessment (Unit T1)	Exam Paper (Unit T2)	Group Discussion (Unit C1)	Topic Presentation (Unit C1)	Independent Essay (Unit C2)	Reflective Presentation (Unit C2)
AO1 Knowledge & Understanding	50	50	20	20	50	20
AO2 Sources	20	-	10	10	20	-
AO3 Interpretations	20	30	10	10	20	-
AO4 Communication	10	20	50	50	10	20
AO5 Reflection	-	-	10	10	-	60

Assessment Structure

UFP History involves several methods of assessment: controlled assessment, exam paper, group discussion, essay, and topic and reflective presentations.
Students will be assessed via:

- 35% Controlled Assessment (Taught unit 1)
- 30% Exam Paper (Taught unit 2)
- 35% Coursework (Coursework units 1 and 2).

Title	Value		
Taught unit 1	35%	- Controlled Assessment takes place at the end of Taught unit 1: Critical Historians. - Pre-release material distributed 4 weeks prior to written tasks. - Students have 4 hours of assessment time to complete their responses. - - Part I - Students study the British history option and complete **both** of the stimulus response questions - 1 x question using primary and secondary source material. - 1 x question using contemporary and historical perspectives. **Part II** Students should complete **one** question (from a choice of two), applying their own research of artefacts or sites.	**Part I** Question 1 20 marks Question 2 20 marks **Part II** Question 3 or 4 30 marks TOTAL = 70 marks
Taught unit 2	30%	- Exam Paper takes place at the end of the academic year. - Students have 2 hours to complete their responses. **Question 1 & 2** - Students complete **both** analysis questions, requiring identification of three ideas and a connection between them.	Question 1 15 marks Question 2 15 marks Question 3 or 4

		Question 3 or 4 Students select **one** essay question, requiring a structured and argumentative discussion leading to a logical and substantiated judgement.	30 marks **TOTAL = 60 marks**
Coursework unit 1	15%	- **Task: Select and analyse interdisciplinary perspectives of an historical event. Develop your response with evidence from a variety of sources.** - Further advice for completion can be found in the UFP History Coursework Guide. - Coursework unit 1 can run parallel to T1: Critical Historians or be delivered in a different part of the academic year. - Students should be given a total of 20 hours of lesson time to complete the work and it is expected that students will complement their studies with additional work in their own time. - Lesson time should be structured around supporting students in their completion of this unit and can comprise of any of the following activities: - teacher-led delivery of required skills (effective research; note-taking; verbal and non-verbal communication skills; asking and answering questions effectively; constructive peer-review); - 1-2-1 appointments for students to discuss their progress with their teacher; - designated time for researching and preparing presentations. - **Group discussion** Students should participate in a formal group discussion, explaining their research topic and findings (so far) to	Group Discussion 20 marks Topic Presentation 10 marks TOTAL = 30 marks

		their peers. To keep assessment manageable and allow students a realistic opportunity to demonstrate their skills, groups should be kept to a maximum of 8 students (larger classes can be divided). The duration of a group discussion should be a maximum of 1 hour. - **Topic Presentation** Students should deliver a presentation analysing and evaluating their research. Students should use their presentation to draw logical conclusions from the evidence they have analysed. To keep assessment manageable and allow students a realistic opportunity to demonstrate their skills, presentations should last a minimum of 6 minutes and a maximum of 10 minutes. An opportunity to respond to questions should be offered to students once their presentation is over.	
Coursework unit 2	20%	- **Task: Analyse the similarities and differences between two revolutions, from different continents. Develop your response with evidence from a variety of sources.** - Further advice for completion can be found in the UFP History Coursework Guide. - Coursework 2 can run parallel to Taught unit 2: Expert Historians or be delivered in a different part of the academic year. - Students should be given a total of 30 hours of lesson time to complete the work and it is expected that students will complement their studies with additional work in their own time.	Independent Essay 30 marks Reflective Presentation 10 marks TOTAL = 40 marks

- Lesson time should be structured around supporting students in their completion of this unit and can comprise of any of the following activities:
- teacher-led delivery of required skills (effective research; note-taking; essay-writing skills including debate and drawing substantiated conclusions; referencing and academic conventions; verbal and non-verbal communication skills; reflective activities);
- 1-2-1 appointments for students to discuss their progress with their teacher;
- designated time for researching, essay-writing and preparing presentations;
- teacher feedback on draft essays (please note: teachers should only provide written feedback on **one** full draft of the Independent Essay and any further feedback should be confined to verbal discussion).

Independent Essay

Students should produce an essay comparing and contrasting the revolution case study they learned in Taught unit 1 to another revolution of their own choice, from a different global region. Global regions are outlined in Section 4. Essays should be of approximately 2,000 words in length and should be word-processed. Essays should adhere to academic conventions of standardised referencing, use of title page, bibliography and (as necessary) appendices. Students may submit one full draft essay and receive teacher feedback before they submit their final draft.

- **Reflective Presentation**

Students should deliver a presentation reflecting on their own experience of

		researching and completing their Independent Essay. Students should use their presentation to draw honest and meaningful conclusions regarding their own achievements, including successes and areas for future development. To keep assessment manageable and allow students a realistic opportunity to demonstrate their skills, presentations should last a minimum of 6 minutes and a maximum of 10 minutes. An opportunity to respond to questions should be offered to students once their presentation is over.	

SUGGESTED TOPICS AND RECOMMENDED STUDY MATERIALS

Suggested Topics

Taught unit 2: Expert Historians

The following revolutions and their associated chronologies could be delivered as this taught component. Teachers are free to select, adapt or create their own topics as suits their specialism or their local context:

- The English Revolution 1642-1660
- The American Revolution 1775-1783
- The French Revolution 1789-1799
- The Haitian Revolution 1791-1904
- The Spanish American Wars of Independence 1808-1833
- The Mexican War of Independence 1810-1821
- The 1830 and 1848 revolutions in Europe
- The Russian Revolution 1905-1924
- The Chinese Revolution (Communist) 1927-1949
- The fall of Communism across Europe or Asia 1989-1991

Coursework unit 1: Holistic Historians

The following events have clear interdisciplinary links that could be researched. Students are free to select, adapt or create their own topics, in line with teacher guidance, as long as the full range of marking criteria can be met. There is opportunity here for students to link their History studies to their university or career aspirations, for example researching an historical event or individual that was relevant to Law, Economics, Politics, Medicine or any other discipline:

Events

- The arrival of the Black Death in Europe, 1348-9, could be analysed for its political, religious, medical or economic significance.
- The creation of the Napoleonic Code, 1804, could be analysed for its political, legal or military significance.
- The London Cholera epidemic, 1832, could be analysed for its medical, political or social significance.
- The Wall Street Crash, 1929, could be analysed for its economic, social or political significance.
- The Berlin Olympics, 1936, could be analysed for its ideological, civil rights or national significance.

Individuals

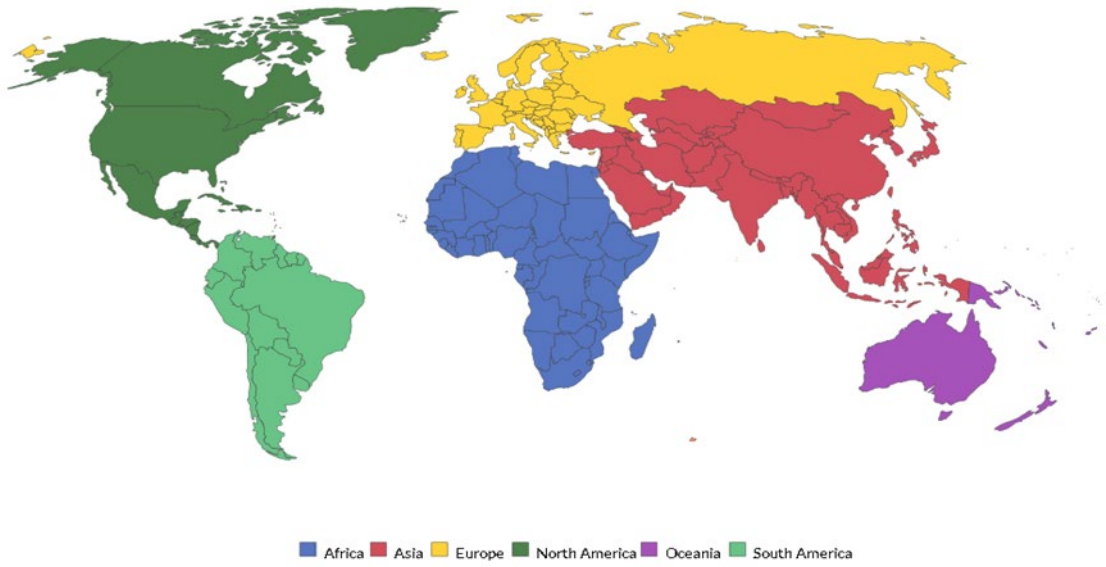
- Leaders (for example Julius Caesar, Catherine the Great, Mao Zedong, Franklin Delano Roosevelt) could be analysed for their military, political, economic or international relations significance.

- Scientists (for example Archimedes, Galileo Galilei, Ada Lovelace, Sossina Haile, Trofim Lysenko) could be analysed for their scientific, political or military significance.
- Intellectuals or activists (for example Aristotle, Confucius, John Locke, Karl Marx, Henry David Thoreau, Nelson Mandela) could be analysed for their political, social or philosophical significance.

Coursework unit 2: Global Historians

Please see the list of Revolutions provided for Taught unit 2: Expert Historians (above).

Global regions should be adhered to as follows:



RECOMMEND STUDY MATERIALS

UFP History offers many opportunities for free choice of topics to study and research. However, there are some useful resources available to help teachers and students gather the source material they need.

Subject associations offer a range of resources as digitised print or in podcast form. For example: The Historical Association https://www.history.org.uk/student/categories/history-resources-for-students

History journals are often available online, along with their archive of materials. For example: History Today https://www.historytoday.com/

Museums and galleries offer educational resources or access to artefacts / site analyses. For example:

- The Louvre, Paris, France https://www.louvre.fr/en
- The Terracotta Warriors Museum, Xian, China (various temporary and permanent exhibitions exist worldwide) https://web.archive.org/web/19981111184645/http://www.bmy.com.cn/

- The British Museum, London, UK https://www.britishmuseum.org/

Documentaries can often be found online and can aid consolidation of knowledge. For example:

- Timeline World history Documentaries https://www.youtube.com/channel/UC88IvyJe7aHZmcvzvubDFRg
- BBC iPlayer (log in required) https://www.bbc.co.uk/iplayer/categories/documentaries-history/a-z
- Documentary Heaven https://documentaryheaven.com/category/history/
- Crash Course History https://www.youtube.com/user/crashcourse

Various websites offer teaching materials and inspiration for research. For example:

- Meanwhile, elsewhere – offers unusual perspectives of relatively unexplored events https://meanwhileelsewhereinhistory.wordpress.com/
- History Learning Site offers a wide range of primary and secondary sources on various topics https://www.historylearningsite.co.uk/
- Alpha History offers plenty of historical documents on a selection of topics https://alphahistory.com/

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