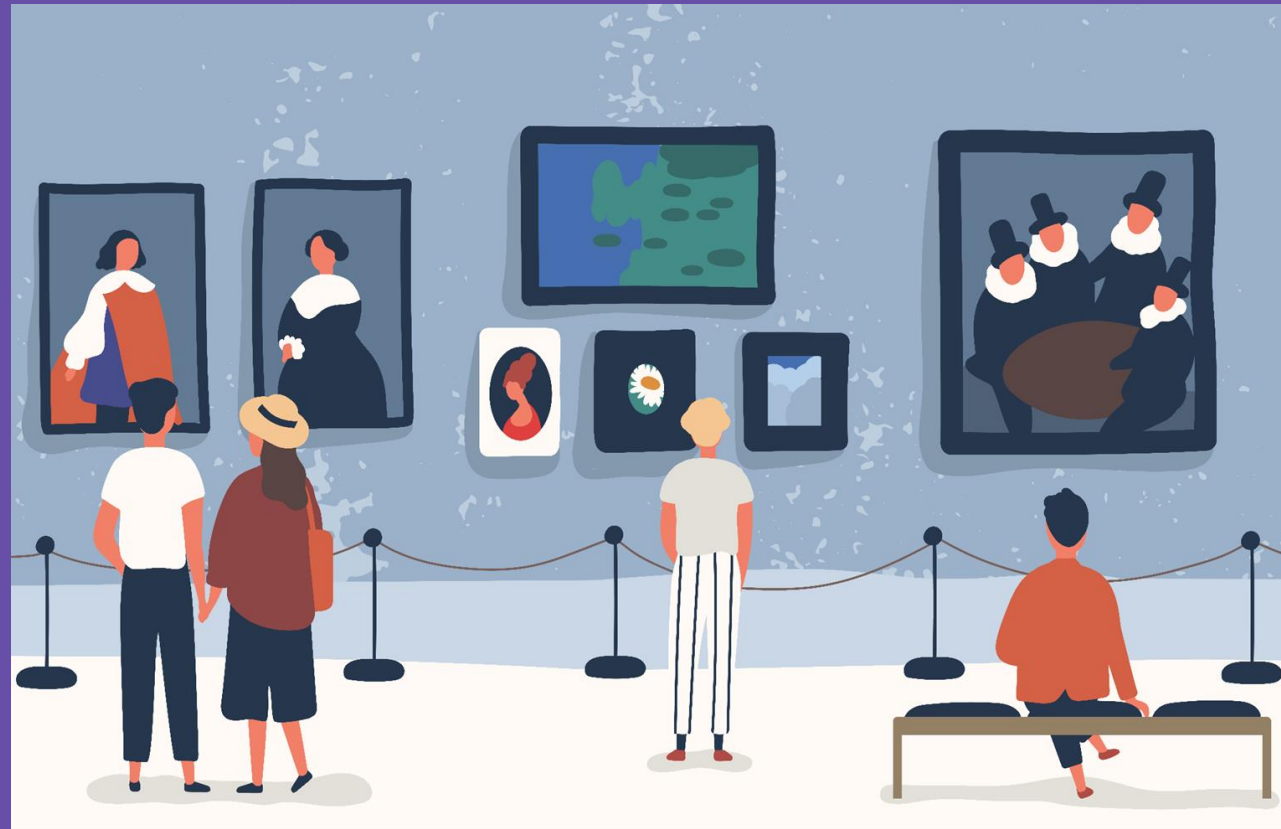


Super-Curricular Guide: History



Understand that there are different kinds of History...

- History as the study of ‘great’ individuals
- History as ‘progress’
- History as a social science
- The Annales School
- Marxist History
- Anti-Marxist History
- Feminist History
- Post-Modernist History...



What Does UCAS Say...?

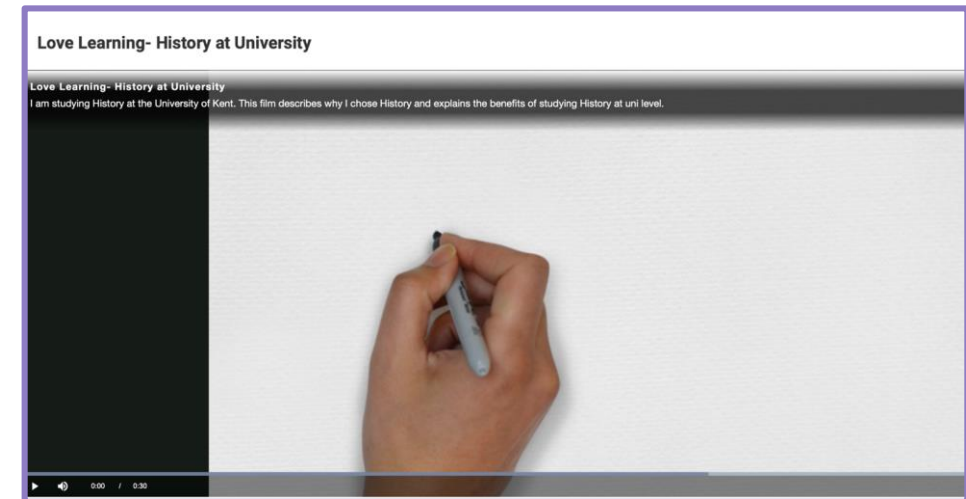
Entry Requirements:

A levels – To get on to a degree in this subject area you will usually require a minimum of two A levels, with three A levels and A/B grades needed for the most popular courses. Entry requirements range from BCC to AAB, with the universities and colleges most commonly asking for ABB.

While most universities require at least one humanities A level subject, only a few specify a particular subject i.e. history A level for a history degree. Archaeology can be both an arts and a science based subject. If you wish to take a science related archaeology degree you may need a science based A level.

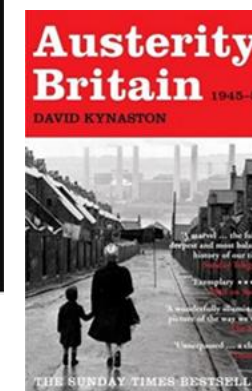
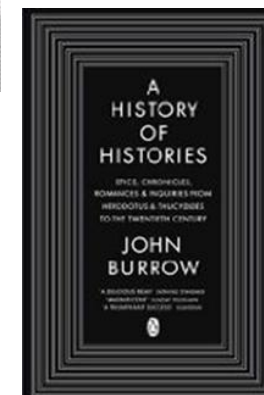
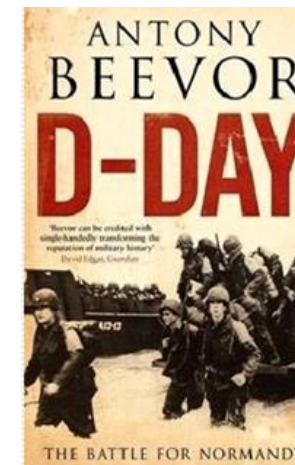
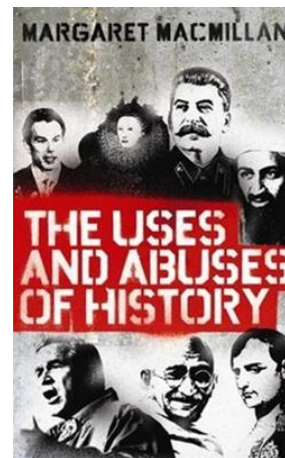
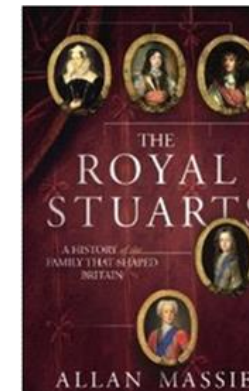
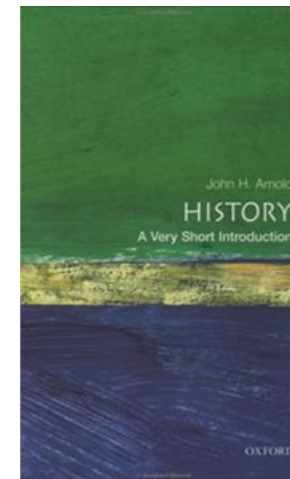
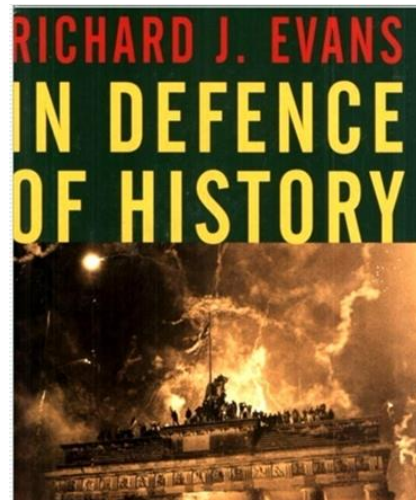
In addition to A levels or equivalent qualifications, you will also need five GCSEs (A-C) including science, English, and maths.

Vocational courses – Other Level 3/Scottish Level 6 qualifications may be accepted may be accepted as an alternative.





Read!



Explore periods of history that are new to you!

<https://www.myhplus.com/post-16/subjects/histor>

Y



Click!

- Nobility and Fame in Medieval English Literature**
This topic looks at a few examples from fourteenth- and fifteenth-century English literature that consider the assumed connection between noble action and noble birth.
- The Forgotten World War One**
It is an unfairly Eurocentric reading of the First World War to dismiss the conflicts that took place, under imperial officers but predominantly involving men and women from the Middle East, South Pacific, Australia, North America, China, Japan, India, and across the African continent between 1914 and 1918, as mere 'sideshowes' to a European War.
- French: The Diary of a Teenager**
It might seem that with the popularity of social media and the 'selfie', people are thinking and talking about themselves more than ever before.
- Power and Propaganda: The Persian Empire**
How do you get people to do what you want? This question is particularly important for people in positions of authority and especially those who control whole nations. There are lots of different options, of course. You can use force (or the threat of force), you can use incentives (most obviously money, but also other expensive goods or privileges), but you can also use persuasion. This resource is all about the propaganda produced by the kings of the ancient Persian Empire.
- Alexander the Great**
When Alexander conquered the Persian Empire, he encountered an entirely new problem. For the first few years of his reign, Alexander had ruled Macedonia and parts of Greece, places which were more similar than they were different – people worshipped the same gods and (generally) spoke the same language – but the Persian Empire was incredibly diverse, with people from lots of different backgrounds ruled by one king.

UNIVERSITY OF CAMBRIDGE
HE+ Home

History

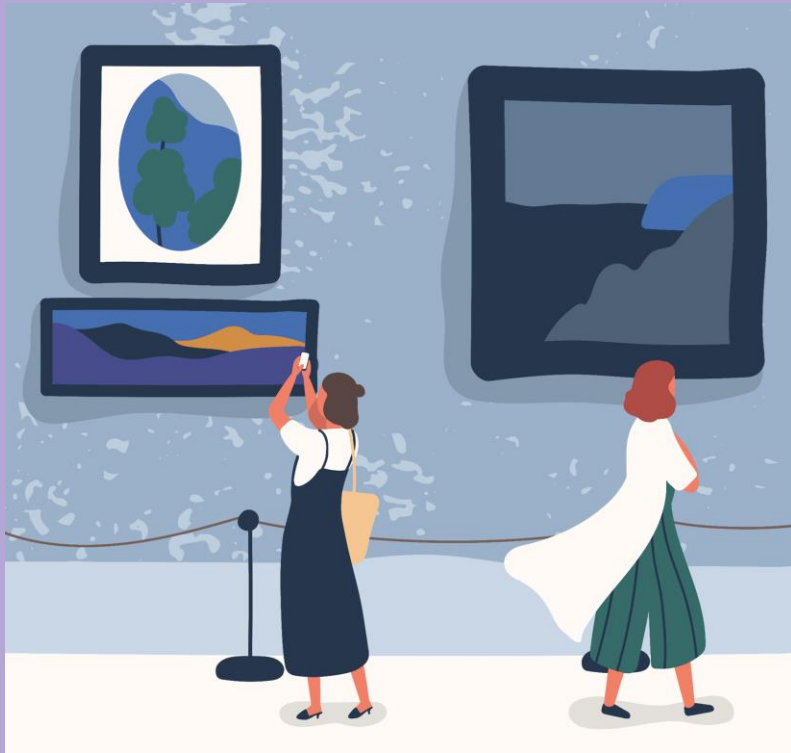
What will I study?

Studying History at University gives you the opportunity to investigate the story of recorded human existence. You might end up focusing on the Ancient Greeks or Romans, modern America or China and everything or anything in between. Almost everything has its own history, so you can end up sampling or specialising in many different aspects, be it political history, economic history, gender history, cultural history, religious history, fashion history, food history, political thought, sports history or the history of science to name just a few.

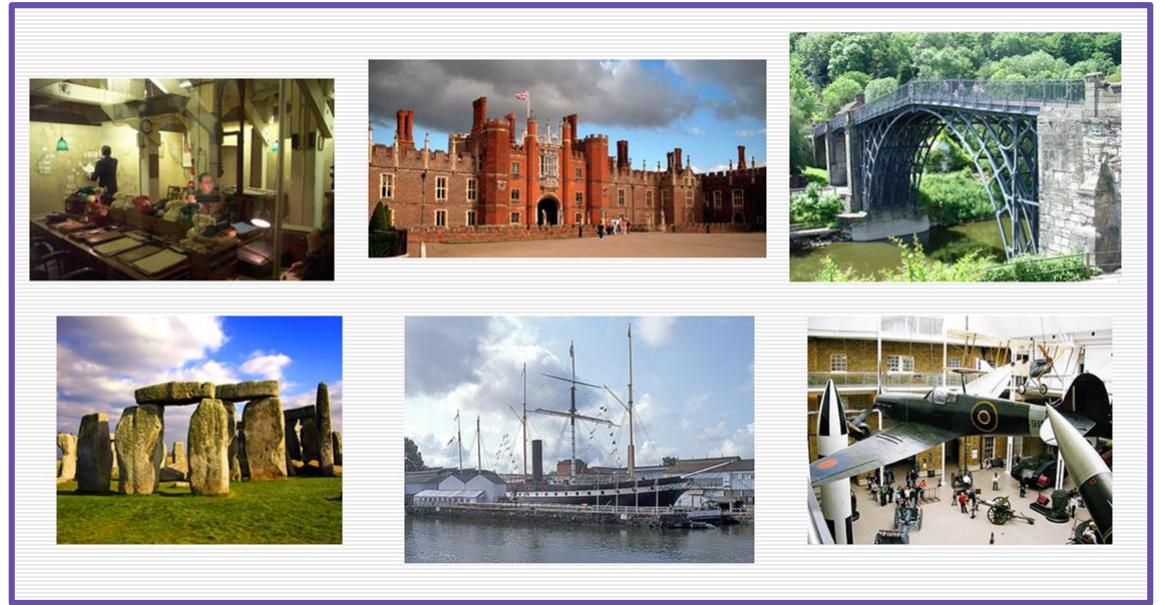


Click!

- The Historical Association has a great deal of useful advice and resources including good material on how to develop historical skills at A level and beyond:
http://www.history.org.uk/resources/student_resources_94.html
- This website also has a collection of podcasts:
<http://www.history.org.uk/podcasts/>
- The Cambridge University website has a virtual classroom on it which will help you develop your history skills and is well worth looking at:
<http://www.hist.cam.ac.uk/prospective-undergrads/virtual-classroom>
- Oxford University *History off the Shelf* website:
<http://hots.history.ox.ac.uk/>
- The Schools History website has a wide range of resources and materials to support History students: <http://www.schoolhistory.co.uk/>
- The BBC History website and history documentaries on iPlayer:
<http://www.bbc.co.uk/history/0/>
- The *Reviews in History* website which reviews recent books and other resources which have been published:
<http://www.history.ac.uk/reviews/>
- The websites and web archives of any of the major museums such as the British Museum covering periods of history that interest you



Visit!



Check out local universities for public History lectures!



Watch!

BBC Text only Help Search Explore the BBC

History



The Beauty of Maps
Explore the secrets of five of the world's most remarkable old historical maps.

- Explore Historical Maps
- Animated History of European Mapmaking
- The Beauty of Maps on TV
- Video Highlights

The Beauty of Maps Remembering Churchill Medieval Britain A History of the World

History Programmes

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On TV Today
All TV History Programmes

BBC iPlayer Catch up on BBC TV

- In Search of Medieval Britain Wales
- In Search of Medieval Britain North of England
- In Search of Medieval Britain London and South East

More History Programmes on BBC iPlayer

Explore bbc.co.uk/history









- A-Z Index
- Ancient History - Anglo-Saxons, Romans...
- Archaeology - Excavations, Get Involved, News...

On this day: 23 April

- **1014:** Brian Boru, High King of Ireland, is killed defeating the Vikings at Clontarf, destroying Irish unity.
- **1838:** Brunel's 'Great Western' and 'Sirius' become the first ships to cross the Atlantic by steam power alone.
- **1984:** The discovery of the HIV virus is announced by the US government in Washington.

British History Timeline



 <p>T. Morgan Dixon and Vanessa Garrison The most powerful woman you've never heard of Posted Mar 2019</p>	 <p>César Hidalgo A bold idea to replace politicians Posted Mar 2019</p>	 <p>Juliet Brophy How a new species of ancestors is changing our theory of human evolution Posted Mar 2019</p>	 <p>Dolores Huerta How to overcome apathy and find your power Posted Feb 2019</p>
 <p>Ruby Sales How we can start to heal the pain of racial division Posted Feb 2019</p>	 <p>Marian Wright Edelman Reflections from a lifetime fighting to end child poverty Posted Jan 2019</p>	 <p>Cecile Richards The political progress women have made — and what's next Posted Jan 2019</p>	 <p>Ariana Curtis Museums should honor the everyday, not just the extraordinary Posted Dec 2018</p>



Listen!

<h2>The History Hour</h2> <p>The History Hour - Drama in the British parliament An hour of historical reporting told by the people who were there.</p> <p>World Service Updated: 30 Mar 2019 Duration: 49m 55s</p>	<h2>Witness History</h2> <p>Witness History - Mindfulness for the masses History as told by the people who were there</p> <p>World Service Updated: 29 Mar 2019 Duration: 11m 11s</p>	<h2>IN OUR TIME</h2> <p>In Our Time - The Danelaw Melvyn Bragg and guests discuss the history of ideas</p> <p>Radio 4 Updated: 28 Mar 2019 Duration: 50m 6s</p>	<h2>In Our Time: History</h2> <p>In Our Time: History - The Danelaw Historical themes, events and key individuals from Akhenaten to Xenophon.</p> <p>Radio 4 Updated: 28 Mar 2019 Duration: 50m 6s</p>
<h2>Time Travellers</h2> <p>Time Travellers - Whatever the weather A collection of quirky tales from the corners of history.</p> <p>Radio 3 Updated: 27 Mar 2019 Duration: 18m 22s</p>	<h2>EYE OF THE STORM</h2> <p>Eye of the Storm with Emma Barnett - Rotherham Whistleblower Emma Barnett meets the people at the heart of news stories to learn what really happened.</p> <p>Radio 5 live Updated: 21 Mar 2019 Duration: 23m 45s</p>	<h2>In Our Time: Culture</h2> <p>In Our Time: Culture - Gerard Manley Hopkins Popular culture, poetry, music and visual arts and the roles they play in our society.</p> <p>Radio 4 Updated: 21 Mar 2019 Duration: 47m 39s</p>	<h2>HOW TO INVENT A COUNTRY</h2> <p>How to Invent a Country - The Invention of Britain #4 - so many different little corners! When did countries become countries? Misha Glennly finds out.</p> <p>Radio 4 Updated: 17 Mar 2019 Duration: 33m 49s</p>



Department of History

Home > History > Public Activity > Schools and Colleges > History Essay Competition

HISTORY GOES PUBLIC



The Department of History Y12/L6 History Essay prize

The Department of History is proud to sponsor a Y12/L6 History essay prize competition. The competition is open to Year 12 or Lower Sixth students from schools and colleges anywhere in the UK (a maximum of two applicants per school/college per year).

There is a prize of £50 for the winning essay, and two runner-up essays will receive commendations.

The essays, of up to 1,500 words, must be on topics from the list provided below.

The intention behind the prize is:

- to give A-level History students an opportunity to write about a topic that interests them;
- to encourage them to develop independent study skills;
- to provide schools and colleges with a 'stretch and challenge' exercise for their most talented students;
- to recognise the talents of aspiring History students.



Please note that we are unable to provide feedback on unsuccessful entries. Entrants must be in Y12 or Lower 6th, and be studying A-level History or equivalent.



Compete!



The University Of Sheffield.



Experience!



Work Experience Work experience is not as directly relevant for History as for some other subjects but placements in museums, at sites of historical interest or experience on archaeological digs is always going to be an advantage and will strengthen your application

Keep a Super-Curricular Activities Record for Personal Statement and Interviews

- What did you do?
- What was interesting, significant and relevant?
- How was your perception or view of the subject matter changed?
- What did you agree or disagree with and why?
- What further questions were raised?
- What could you do to explore these questions further?
- What skills or understanding were developed?

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