

Teacher Resource Bank

GCE History

Scheme of Work

HIS1G: Britain, 1815–1865



Topic	Teaching Suggestions	Outcomes: Skills and Concepts	Relevant Support Material
Reaction and Reform, 1815–1829 (approx. 15 hours)			
<p>British society in 1815</p> <p>Reasons for popular discontent, 1815–1820:</p> <p>Corn Laws, tax, unemployment, industrialisation, repression, radicalism and the influence of the French Revolution</p> <p>Tory economic and social reforms</p>	<ul style="list-style-type: none"> • Ask groups of students to prepare a brief power point presentation on key acts. • Ask students to produce brief biographies of the key characters to bring them alive. <p>End of section examination-style question.</p>	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Define key terms such as industrialisation, Whig and Tory. • Be able to link economic and political issues. • Be able to deploy accurately knowledge on key measures in arguments as to whether the government was liberal or repressive. • Explain the significance of 1822 as a key point. • Explain why Liverpool's administration is often described as repressive before 1822 and as liberal after 1822. 	<ul style="list-style-type: none"> • Textbooks – this is one of the best supported areas of the specification. <p>See resources list for useful material.</p>
Reform and Reaction, 1830–1841 (approx. 15 hours)			
<p>The 1832 Reform Act: causes, extent of change, impact upon society and Parliament</p>	<ul style="list-style-type: none"> • A visit to a local workhouse can be very memorable. • Quizzes on key acts and their terms. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> • Explain the main terms of the Great Reform Act. 	

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<p>The social and economic reforms of the Whig government and their impact, including education, the Poor Law Amendment Act, factory, administrative and economic reforms</p> <p>The causes and aims of Chartism, its impact and the measures taken to counter it</p> <p>The General Election of 1841; Peel and changes in the Tory Party</p>	<ul style="list-style-type: none"> Chartism is a very popular topic and students may be given a project on different types of Chartists – the resulting presentations will help the whole class to understand the diversity of Chartism. <p>End of section examination-style question.</p>	<ul style="list-style-type: none"> Assess the impact of the Whig reforms and be able to suggest how far they achieved the aims of those who supported them. Assess the reasons for the popularity of Chartism and the causes of its failure (students should not argue about the subsequent passing of some provisions – the focus must be on its contemporaneous performance). Be able to explain why the Conservative Party won the 1841 election. 	<ul style="list-style-type: none"> It is very useful to make the examples local – for example those living in the West Midlands today can see why Birmingham being unrepresented indicates the need for change.
Reform and Consolidation, 1842–1865 (approx. 15 hours)			
<p>Peel’s economic, commercial and social reforms and their impact; the repeal of the Corn Laws</p> <p>The social impact of Gladstone’s reforms as Chancellor</p>	<ul style="list-style-type: none"> The repeal of the Corn Laws offers scope for a mock debate which will bring out the bitterness of the divisions over the Corn Laws. The debates on Baine’s motion may be used to recreate the debate over democracy as it was seen by contemporaries. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Deploy accurate knowledge regarding the reforms introduced by Peel. Explain the significance of the repeal of the Corn Laws. 	<ul style="list-style-type: none"> The textbooks can be supplemented with the numerous publications on Peel, Palmerston and Gladstone.

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<p>Palmerston's success in blocking franchise reform</p> <p>Victorian society and attitudes in 1865</p>	<p>End of section examination-style question.</p>	<ul style="list-style-type: none"> Detail Gladstone's key reforms (including reference to the Cobden Treaty). Explain how pressure was growing for further enfranchisement and Palmerston's ability to prevent it. 	
<p>Responding to threats to the United Kingdom (approx. 15 hours)</p>			
<p>Foreign policy under Castlereagh: the Congress of Vienna, the Congress System and its operation to 1822, the State Paper of 1820, relations with the United States</p> <p>Foreign policy 1822–1846, including relations with France, Russia, Austria and the United States; relations with Latin America</p>	<ul style="list-style-type: none"> Treaty of Vienna – use colours to highlight trade, strategic, balance of power related decisions. Create maps of the British Empire showing its expansion in this period under the different governments. The foreign policy topic lends itself to quick quizzes on key treaty terms or using blank maps. A timeline is a good way to grasp the overview of this period of Irish History. 	<p>Students should be able to:</p> <ul style="list-style-type: none"> Explain Castlereagh's aims and the extent to which he succeeded in achieving them. Explain Britain's aims in the period 1822–1846 and the extent to which Britain may be said to have succeeded in achieving them. Describe the policies pursued by Britain in Ireland in the years 1815–1865. 	<ul style="list-style-type: none"> Maps are available in textbooks and more specialist publications.

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<p>Maintaining British rule in Ireland: coercion, attempts at reform, Young Ireland, origins of Fenianism and its development to 1865</p>	<ul style="list-style-type: none"> A brief overview of Ireland since 1690 helps students grasp the nature of a divided country. <p>End of section examination-style question.</p>	<ul style="list-style-type: none"> Be able to assess which policies were more successful in maintaining British rule. How much of a threat to the United Kingdom were O'Connell, Issac Butt, Young Ireland and Fenianism? 	