

Scheme of work

AS/A-level History 7041/7042

Industrialisation and the People: Britain c1783–1885, 1F

Introduction

To help teachers in planning a course of study for the new A-level qualification, a possible scheme of work is provided below. This is purely illustrative of one way in which this course might be delivered and it is not intended to be in any way prescriptive. Teachers will need to develop schemes which suit the arrangements and time allocations of their own schools and colleges. Teaching arrangements and approaches are likely to differ between institutions. Provided the content as given in the Specification is covered, any sensible approach is legitimate.

Assumed coverage

The scheme of work which follows is based on two teaching years of 30 weeks per year. It assumes students will receive 2–2.5 hours per week for each of their A-level components and that 6 weeks in each year will be devoted to the NEA.

Scheme of work

HISTORY: Industrialisation and the People: Britain c1783–1885

Component 1 Breadth Study (Teacher 1)

Teach alongside: Component 2 Depth Study (Teacher 2) and Component 3 NEA (Teacher 1 and/or 2)

Note that whole course may be delivered by a single teacher

General Introduction (Component 1)

Learning Objectives AO1 and AO3

Time taken	Component-specific skills	Specific Guidance	Learning activities	Differentiation and extension	Resources
30 weeks for Part 1 (the remaining 6 weeks of the school /college year to be spent on NEA Component 3).	<p>1. Students are expected to develop an understanding of the process of change over time.</p> <p>2. Students will need to be able to comprehend and evaluate arguments in extracts from academic history books on key issues and developments relating to the content of their study.</p>	<p>Students should be made aware of the 6 Key Questions which identify the issues and perspectives that are central to this period of study.</p> <p>Part 1 of this SOW is suitable for both AS and A level students. Please refer to the Specification for the different types of AS and A-level questions.</p>	<p>Students will need to understand the nature of causes and consequences, of change and continuity and of similarity and difference over an extended period.</p> <p>They should be able to make links between perspectives, such as political, economic and social as well as appreciating developments relating to these perspectives separately, over time. They should also be aware of the role played by individuals, groups, ideas and ideology.</p>	<p>Students should be encouraged to study the course content in relation to the key questions and to read and research further around the issues and developments studied, using, as appropriate, a variety of academic history books.</p> <p>Students' understanding of the process of change over time should be regularly assessed.</p>	<p>Students should have the opportunity to consult academic books whenever possible. Class textbooks, guided reading and worksheets, access to suitable internet sites, on-line journals, podcasts, stimulating lectures, PowerPoint presentations and other sources of information will all be valuable.</p> <p>Note that students will need to practise exam-style questions throughout the course.</p>

	<p>3. Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</p>		<p>The suggested learning activities below are intended to develop these skills but are neither exhaustive nor exclusive. They are intended as <i>suggestions only</i> from which teachers might select. It is not expected that teachers would have time to cover <i>all</i> of these activities.</p>		<p>Both AS and A-level practice questions can be found on the AQA web site and it is recommended that either a historical interpretation or essay question is set every 2 weeks throughout the 30 weeks of each part of the course.</p>
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Learning Objectives: AO1 and AO3

Industrialisation and the People: Britain, c1783–1885

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART ONE: THE IMPACT OF INDUSTRIALISATION: BRITAIN, c.1783–1832; Section 1: Pressure for Change, c.1783–1812					
Week 1	Introduction to course	Basic background knowledge	<p>Issue a course handbook with details of course, reading lists and the key questions of the course.</p> <p>Use key terms to develop conceptual understanding, eg industrialisation and industrial revolution, urbanisation, democracy, etc.</p> <p>Students to locate key industrial areas and places referenced in the course on a map of Britain.</p> <p>Comparison of Britain now and in 1783 in terms of population, urbanisation, main way of earning a living, communications, system of government, voting rights, etc.</p> <p>Create a chart of Britain's strengths and weaknesses in 1783, eg industry, trade, size, geography, resources, social cohesion, political stability, international position and especially the American Revolution 1776–1783.</p>	Choice of online topics to research according to students' ability.	<p>Map of Britain in 1783.</p> <p>Outline map of Britain.</p> <p>Course handbook.</p> <p>Suitable secondary reading or access to appropriate websites.</p> <p>Guided reading and worksheets; source material including statistics, pie charts, graphs.</p>

			Research on-line specific issues about Britain in 1783 to provide basis for the comparison and the chart.		
Week 2	The British political system in 1783	Government and representation; national and local democracy	<p>An A3 diagram to show how the British political system worked, based on the written description provided in class. Students to show:</p> <ul style="list-style-type: none"> • the various kinds of franchises leading to borough types and county constituencies • the relationship of the two houses and the Crown in terms of legislation • the role of the executive. <p>Students in pairs to be given a particular constituency (including ones in the catchment area of the school) to illustrate how the system worked.</p> <p>Students to define 'pocket' and 'rotten' boroughs.</p> <p>Students might look at the Hogarth series of prints and/or extracts from the Blackadder episode to identify the various practices which are being satirised in the series. Also students could identify which elements of the episode were effectively right and which were wrong.</p>	<p>Students could be stretched in the Hogarth series of prints to identify some of the more subtle points about elections being made.</p> <p>Students could also be introduced to the ideas of an aristocratic oligarchy and 'hegemony'.</p>	<p>Information sheets.</p> <p>PowerPoint of Hogarth Election series.</p> <p>Extracts from Blackadder, series 3, episode 1 'Dish-and-Dishonesty'.</p> <p>Guided reading of academic historians.</p>

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Week 3		Whigs and Tories	<p>After ensuring knowledge of the general values and beliefs of the two main parties, students to divide into two groups: Whigs and Tories, and debate what the country should do about various live issues in 1783, eg:</p> <ul style="list-style-type: none"> • the colonies • the rise of industries • the growing population and need for social assistance • the role of the Crown in government • the growing demand for political reform. <p>Students should be able to brainstorm the differences between modern political parties and those of 1783.</p> <p>Students to present biographies of key political figures such as George III, Lord North, Charles James Fox, William Pitt the Younger and Edmund Burke.</p>	Students could be introduced to the idea of continuity in the development of political parties.	<p>Guided worksheets and reference material for reading.</p> <p>Academic interpretations.</p>

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Week 4	Government	Pitt the Younger as Prime Minister and his successors; Pitt's relationship with the King	<p>Students might read at least two alternative views of George III's role in government by historians and decide, with guidance, which view they feel is most accurate and why.</p> <p>Students to compile a timeline of the Prime Ministers between 1783 and 1812 with parties, leading events and key policy decisions made.</p> <p>Two secondary extracts reviewed by students examining the relationship between Pitt the Younger and the King.</p>	Students could be introduced to the ideas that the changing interpretations of George III reflect as much about the eras of the historians themselves as about George III.	<p>Secondary extracts examining the views of historians and George III.</p> <p>Compilations of stimulus material relating to Pitt the Younger and other Prime Ministers.</p> <p>Guided reading.</p>
Week 5		The 1784 election; reform of finance, administration and trade	<p>Kinaesthetic activity:</p> <ol style="list-style-type: none"> 1. Students to rank in order the reasons for calling the 1784 election and place evidence alongside. 2. Students to rank the reasons for Pitt's victory and place evidence alongside. <p>Students then justify their choice to the group.</p> <p>Study of sources around the Westminster election to show the nature of politics in the eighteenth century.</p> <p>The results of the election to be analysed.</p> <p>Students to compile a table of Pitt's reforms 1784–1801 with headings for year, name, type of reform (finance, administration or trade), explanation and impact.</p>	Extra reading on the development of the 'constitution' and why an election had to be called in 1784.	<p>1784 election results.</p> <p>Materials for kinaesthetic activity.</p> <p>Appropriate reading material.</p> <p>Lewis Walpole Library or Royal Collection Trust of cartoons of Westminster election, especially Rowlandson or Gillray and The Duchess's Kiss.</p>

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Week 6	Economic developments	Industrialisation; the growth of cotton and other industries.	<p>Read secondary extracts about the industrial revolution and identify the arguments to include traditional historians who support the term, those who attack the term and prefer industrialisation and those who try to rehabilitate the term on the basis of its social and cultural impact.</p> <p>Students might use glossary in conjunction with teacher presentation to explain simple economic terms, eg trade, protectionism, capital, manufacturing, early banking systems and banknotes, direct and indirect taxation.</p> <p>Students interpret statistics of growth rates in the economy generally and in particular industries.</p> <p>Students might brainstorm how the growth of the cotton industry could lead to growth of other industries.</p> <p>Students might debate whether the rate of growth during the period justifies the expression 'industrial revolution' and the problem of an 80 year revolution and whether there are other ways of justifying a revolutionary change other than economic growth rates.</p>	Students could be introduced to the idea of the 'multiplier' effect of cotton leading to 'take off' and the linkage of economic growth with political change.	<p>Statistics to show the growth of key industries.</p> <p>PowerPoint.</p> <p>Glossary of key terms.</p> <p>Extracts from key texts encapsulating briefly the views of the main protagonists in the debate about the industrial revolution.</p>

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Week 7		Changes in power; the condition of agriculture.	<p>Diagrams of developments in steam engines to illustrate how their uses developed from pumping to replacing water wheels to powering locomotives.</p> <p>Debate on the significance of steam power. Read extract from a historian who argues against its role and one from a historian who emphasises incrementalism.</p> <p>The agricultural revolution: diagram of open field farming system studied and a list of the advantages and disadvantages compiled.</p> <p>In pairs, students research either one of the major agricultural changes and make presentations, eg</p> <ul style="list-style-type: none"> • enclosure • engrossment • four course rotation • selective breeding e.g. Robert Bakewell. <p>Or one of the major pressures for change:</p> <ul style="list-style-type: none"> • population growth • urbanisation • Napoleonic Wars <p>and explain how each would increase production.</p>	<p>Students could be introduced to the debate on the timing of the 'industrial revolution' – whether it was 16th and 17th century or an 18th and 19th century phenomenon.</p> <p>Selection of topics to research and the pairs chosen could be used to differentiate between students.</p>	<p>Explanatory diagrams of steam engines.</p> <p>Extract from secondary works on role of steam engines.</p> <p>Diagram of the Open Field Village.</p> <p>Appropriate text books or websites covering the essentials of the Agricultural Revolution.</p> <p>Consider essay writing skills.</p>

			Read extract from a historian who emphasises the role of agricultural change over that of industrial change in enabling the increased population of consumers.		
Week 8	Social developments	The middle class; the industrial workforce; landowners; agricultural labourers and the poor	Brainstorming session on how the changes outlined might affect society in general and certain social groups. Students are divided into pairs to research the changing conditions for a variety of social groups such as: <ul style="list-style-type: none"> • manufacturers • merchants • shopkeepers • iron workers • coal miners • textile workers • farm labourers • the 'Deserving' Poor • the 'Undeserving Poor'. 	Selection of topics to research and the pairs chosen could be used to differentiate between students.	Student presentations for a social group with: <ul style="list-style-type: none"> • PowerPoint illustrations • handout of key facts. <p>At least one contemporary source and one secondary extract about the conditions for the group.</p>

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Week 9		Working conditions; standards of living; the Combination Acts	<p>Brainstorm session: what is meant by the standard of living? What measures should there be?</p> <p>Differences between 'right-wing' historians who focus on economic measures and 'left-wing' historians who focus on 'way of life' measures could be pointed out in a teacher-led discussion.</p> <p>Students work in pairs on various measures of standards of living from standard reference books and decide whether they show an improvement or a decline in living standards and for which groups. Report back to class. Class divides into two groups for a class debate: optimists vs. pessimists, using data already given. Specimen paper document question about the standard of living debate could be used here.</p> <p>Explanation of the 'Pendulum theory' leading into the reasons for the growth of workers' combinations and reasons for the Combination Acts. Students to work out the main provisions of the Combination Act and punishments.</p>	<p>Guided reading on the standard of living debate and its significance.</p> <p>Choice of measures of standard of living and participation opportunities in debate give opportunities for extension activities.</p>	<p>Booklet of statistics relating to standard of living debate.</p> <p>Guided reading to enhance understanding of historiographical debate on importance of the standard of living debate.</p> <p>Information sheet including a glossary of terms, eg real wages, mortality rates, etc.</p> <p>Copy/summary of the 1799 Combination Act.</p> <p>Visit to an industrial museum, eg Styal.</p>

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Week 10	Pressures on government	The political influence of the French Revolution; Irish rebellion and union	<p>Students might make brief notes on the French Revolution and the Irish Rebellion establishing similarities and differences in causes, course, actions and consequences.</p> <p>Discussion of the possible influences of ideologies and actions on groups within Britain; students could be split into different groups, eg aristocrats, manufacturers, town workers and country workers and asked how these might influence them and how this might change over time, eg Whig aristocrats once the Terror had taken effect in France.</p> <p>Information sheets on radicalism in the 1790s. Look at a case study, eg the Birmingham Riots of July 1791 or extracts of Burke's Reflections on the Revolution in France, to look at the influence of the French Revolution on Britain.</p> <p>Students could also explore from secondary extracts the debate around the Act of Union and the issue of Catholic Emancipation.</p>	More able students might look into the different ideological groups involved in the French Revolution, or consider the impact on Irish history if Wolfe Tone's group had been successful.	<p>Information sheets/textbooks with appropriate material on the French Revolution's influence, the Irish Rebellion and consequent Act of Union.</p> <p>Secondary extracts on the 1801 Act of Union.</p> <p>Extract from Burke's Reflections on the Revolution in France.</p>

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Week 11		Radicalism and opposition; party splits	<p>A3 chronological table of Pitt's actions to deal with radicalism explaining reason for action, detail of act and effectiveness; and whether a success or failure.</p> <p>Class debate: could this be genuinely described as Pitt's Terror? Students could be divided into two parties to prepare the case for and against using data on number of prosecutions and notes on the severity of Pitt's actions.</p> <p>Students might research and make notes on the fall of Pitt, party splits, 1801–1806 and Pitt's career.</p> <p>Students might review notes and determine the reasons for this fall and evaluate Pitt's career, perhaps by considering their views on these questions. Was he:</p> <ul style="list-style-type: none"> • A tool of the monarchy? • A key influence on the development of the Tory party? • The creator of stability after the American War of Independence which enabled Britain to survive the French Revolution? • A traitor to the cause of radicalism? • Something else? 	Students might be given individual actions to work on and report back to the rest of the group; choice of actions could reflect ability of student.	<p>List of Pitt's actions and access to website/textbook/information sheets with details of these actions.</p> <p>Suitable secondary reading on 'Pitt's Terror'.</p> <p>Data on numbers of arrests, executions etc, under Pitt's Terror.</p>

			Exemplar essay question could be set on how successfully Pitt dealt with the challenge of radicalism in the years 1783–1801.		
Week 12		Demands for parliamentary reform	<p>Students might review notes to come up with arguments to discuss in class about the reasons for the growth of radicalism in the 1790s.</p> <p>Students research individually the careers of key radicals or movements in the 1790s, eg Thomas Paine, Mary Woolstonecraft, Thomas Hardy, the Corresponding Societies and explain their key beliefs and numbers of supporters.</p> <p>Class debate: How close was Britain to revolution in the 1790s? (Using previous notes, data and extracts from historians).</p> <p>Exemplar source-based question on this topic could be used by teacher either as a worked example or as homework on the causes of working class agitation and protest.</p>	<p>Choice of research topics; a chance to allow stretch and challenge.</p> <p>Class debate also an opportunity to allow students to develop their understanding.</p>	<p>Previous student notes.</p> <p>Access to research materials.</p> <p>Data on numbers of members of corresponding societies.</p> <p>Appropriate reading from secondary sources.</p>
Week 13	Pressures on government	The political, economic and social impact of war	<p>Students to make notes on the impact of the war under the three headings of politics, economy and society using previous notes and statistics in terms of:</p> <ul style="list-style-type: none"> • numbers of combatants • impact on volume of trade • series of prices and wages • incidences of riots • and numbers of enclosures. <p>Class review of results with teacher guidance.</p>	Students could be given secondary extracts which discuss Britain's avoidance of political revolution between 1783 and 1812.	<p>Statistics on the impact of war and administrations in Britain, 1791–1812.</p> <p>Guided reading for 'stretch' activity.</p>

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Week 14		The condition of Britain by 1812	<p>Students to review chart from Week 1 and create a new one looking at Britain's social, economic and political condition and the state of war in 1812.</p> <p>Teacher-led discussion with class on the condition of Britain in 1812 and what were its prospects both generally and for individual groups within society.</p> <p>Class debate: using secondary extracts as stimulus, why did Britain survive the impact of the French Revolution and wars?</p>	Students might be given the chance to express and develop their ideas in the class debate.	<p>Statistical data on Britain in 1812.</p> <p>Suitable secondary reading.</p> <p>Extracts from academic historians.</p>
Week 15	Review	Britain from c.1783 to 1812	<p>Completion of any work not completed from previous weeks.</p> <p>Review of work so far. Students to make notes in answer to general questions over the period. Why had the political system survived largely intact? What sort of economic and social change had taken place? Had living standards improved or worsened for the masses?</p> <p>Teacher-led class discussion: how do the answers to these questions link?</p> <p>Timed essay based on an issue arising from the work so far.</p>	Students have opportunities in review sections to develop their holistic view of the course.	<p>Student notes.</p> <p>Key questions from the specification.</p>

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PART ONE: THE IMPACT OF INDUSTRIALISATION: BRITAIN, c.1783–1832; Section 2: Government and a Changing Society, 1812–1832					
Week 16	Government	Lord Liverpool; the Corn Laws and other legislation	<p>Read a short account of Lord Liverpool’s life and his government from a history journal and establish the debate about Lord Liverpool: arch mediocrity or able manager?</p> <p>Read secondary accounts and statistics of the impact on government and society of:</p> <ul style="list-style-type: none"> • the war up to 1815 • the eruption of Mount Tambora in 1815 • the ending of the Napoleonic Wars in 1815. <p>This could lead to discussion and guided notes especially on the end of the restrictions on trade and cheap imports.</p> <p>The Corn Law of 1815. Class divides into groups: landowners, farmers, labourers, merchants, manufacturers, town workers, etc. Decide whether the Corn Laws would be in their favour. Discussion on the reasons for the passage of the Corn Laws and of what is the root cause of the laws.</p> <p>Teacher-led discussion on the issue of Enlightened Toryism after 1822.</p>	Division of the class into groups gives opportunities for individuals to be put into groups according to abilities.	<p>Reading and sources to illustrate developments.</p> <p>Statistics on national debt, income tax, proportion of state income from indirect taxation.</p> <p>PowerPoint to explain the principle and operation of the Corn Law and Enlightened Toryism.</p> <p>Statistics on the implementation of the Corn Laws including prices of corn.</p>

			<p>Students research the subsequent changes to the Corn Laws of 1822 and 1828 and look for reasons for the specific changes.</p> <p>Guided discussion of the impact of the Corn Laws on politics, society and the economy.</p>		
Week 17		Attitudes to reform and repression	<p>Revision: state of reformists in 1812.</p> <p>Research task: students to identify and outline the roles of Orator Hunt, Major Cartwright and William Cobbett in the rise of radicalism.</p> <p>Brainstorm session in groups: why would demands for reform increase after 1815? This might lead to a whole class discussion and follow-up question: why would the government be reluctant to make concessions on reform?</p> <p>Creation of an annotated flow diagram of the leading radical events of the time: Spa Field riots, the Blanketeers, Pentrich Rising Peterloo Massacre, Cato Street Conspiracy, Queen Caroline Affair and the government legislation to repress these actions. Annotations to show the seriousness of the threat, the connections between events and actions and the impact of resulting government actions.</p> <p>Students design posters advocating the political reforms being demanded.</p>	<p>Research task and the brainstorm session give opportunities for stretch and challenge.</p> <p>Students could be given reading from A-level history journals to read.</p>	<p>Suitable information sheets/textbooks on radicalism 1812–1827.</p> <p>Outline chart for flow diagram.</p> <p>Extracts and interpretations from academic historians.</p>

			<p>Revisit the debate: how close to revolution was Britain in 1815–22? Looking at two modern extracts on the issue. Make notes on policy towards radicalism after 1822.</p> <p>Discussion: to what extent was this due to enlightened Toryism or simply the Pendulum theory and discuss these issues.</p>		
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Week 18		The economy	<p>Reminder of previous notes on economic trends and terms.</p> <p>Compile a table of economic changes made by Lord Liverpool's government with dates, names, reasons for change, details of change and impact on the economy, society and radicalism. Table to include:</p> <ul style="list-style-type: none"> • ending of income tax • new import duties • resumption of cash payments • reciprocity of Duties Act • trade liberalisation. <p>Students consider lists of cabinet, changes 1821–1823.</p> <p>Individual students work through one change and explain why it happened and its consequences and report back to the group. Group discussion (based on previous notes) of the overall impact of the changes.</p> <p>Teacher-led class discussions of two key topics. Was there a genuine change in 1822 and if so why? Was Lord Liverpool an 'arch-mediocrity'? If so, how did he survive as Prime Minister for 15 years?</p>	Students could be asked to consider whether economic factors are more significant than individuals in historical change.	<p>Suitable reading material to cover the economic changes 1812–1827.</p> <p>Lists of cabinet members and posts in 1821 and 1823.</p>

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Week 19	Government	Canning, Goderich and Wellington; legislation, including the repeal of the Combination Acts and the Test and Corporation Acts	<p>Students research the three prime ministers and Robert Peel, William Huskisson and O'Connell to include an image, dates, background, beliefs and one modern quote about them or the main provisions of the Test and Corporation Acts.</p> <p>Complete outline charts of the three premiers, dates, names and details of key pieces of legislation, problems they were meant to address and their impact.</p> <p>Read through extracts from secondary literature about the concept of enlightened Toryism.</p> <p>Students record their own view on the debate about enlightened Toryism.</p>	Choice of research topic will give opportunities for stretch and challenge.	<p>Outline charts.</p> <p>Reading and sources to illustrate developments.</p> <p>Previous notes on the Combination Act of 1800.</p> <p>Suitable secondary reading material.</p>

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Week 20		The metropolitan police force; O'Connell and Catholic Emancipation	<p>Brainstorm: why do states need police forces? Assemble a list of reasons.</p> <p>Extracts of films such as Oliver Twist or Great Expectations or of social conditions in London could be used here to establish the practical need for a police force.</p> <p>Review notes on Peel, radicalism and social conditions. Record reasons why Peel wanted to establish a police force. How do these match up with the reasons established at start of lesson? Detailed notes made of the operation and impact of the police force.</p> <p>Research a definition of Home Rule and distinguish this from independence. Review notes on O'Connell and Ireland and the Act of Union. Read a short article or extract (s) from a text book on O'Connell and make notes on his goals, methods and the reasons for passing the Catholic Emancipation Act.</p> <p>Students work in pairs: what would the impact of the Catholic Emancipation Act be on individuals like Peel and O'Connell, the Tory party and radicalism generally? Report back for class discussion.</p>	Students could lead discussion about moderate reform or be allocated a working partner in sorting out the impact of legislation on various groups.	<p>Extracts from appropriate films on social conditions and criminality in early 19th century London.</p> <p>Several cities have police museums but the most appropriate to visit Metropolitan Police Heritage Centre in London.</p> <p>Guided reading.</p>

			End discussion: to what extent does moderate reform actually encourage further reform rather than satisfy it? The 1824 and 1825 Combination Acts could be discussed here.		
Week 21	Economic developments	Continuing industrialisation and developments in key industries	Students work in pairs to research various aspects of the industrialisation of Britain, 1812–1832, eg the early rise of railways, the spread of steam power into the woollen industry, the iron and steel industry and coal mining, and report back to the group on the major changes and the impact on production.	Selection of topics or pairs could be used to stretch students.	Statistics on the growth of industries eg production figures, miles of railways.
Week 22		Agricultural change; economic policies and free trade	<p>Students might be given a range of statistics to interpret on agricultural change and report back their findings to the group. Secondary extracts might be given to students to establish the main principles of economic theories of the time, eg mercantilism, Ricardo's theory of comparative advantage and Smith's ideas of free trade capitalism.</p> <p>Students review notes on economic policies and establish which policies seem to dominate at particular times and areas of policy. Teacher led discussion: why was protectionism followed in agriculture?</p> <p>What problems would such a policy produce in social, economic and political terms?</p>	Students could be split with more able students studying the complex issues of economic theories while the others interpret the statistics.	<p>Statistics on rate of enclosure, food prices and farm rents.</p> <p>Suitable secondary extracts on economic theories of the period.</p> <p>Guided reading.</p>

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Week 23	Social developments	The effects of industrialisation	<p>Brainstorm session: what would be the effect of the rise of industries on British society; topics could be given as prompts eg children; towns and housing; public health; migration; church provision in towns.</p> <p>Students then work through the statistics to see what the impact of these changes actually were. Students could write a description of a typical industrial town, after reading Dickens's description of Coketown in 'Hard Times'.</p> <p>Students could make notes from a PowerPoint presentation on the ideologies of the time and then prepare for a class discussion: how would various ideological groups react to these changes, eg ultra or reactionary Tories; paternalist Tories, Whigs, Utilitarians and radicals.</p>	<p>Reading contemporary fiction and comparing it to actual accounts in directories about towns.</p> <p>Also the issue of whether one can easily pigeon hole ideological groups could be discussed.</p>	<p>Statistics on social trends, 1812–1832, eg demographic changes.</p> <p>Extract from Dickens' 'Hard Times' and other suitable reading.</p> <p>PowerPoint.</p> <p>Several open air museums, eg Ironbridge, Black Country and Beamish give a good idea of Victorian industrial communities.</p>

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Week 24		Standards of living and working class discontent	<p>Review previous notes on the standards of living debate, the pendulum theory and working class discontent.</p> <p>Students discuss the issues of ways of measuring standards of living and the pessimist/optimist debate.</p> <p>Students work in pairs on various measures of standards of living from standard reference books and decide whether they show an improvement or a decline in living standards and for which groups. Report back to class. Class divide again into two groups for a class debate: optimists vs. pessimists; using data already given.</p> <p>Review notes on working class discontent and discuss the balance between government policies and social change.</p>	Students could be given a ‘thinking’ extension activity of whether it is ever right to apply general theories of history to particular issues or only respond to the evidence of the time.	<p>Statistics on the standard of living.</p> <p>Suitable secondary reading on the debate from academic historians.</p>

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Week 25	Pressures for change	Luddism and radical agitation	<p>Students research the Luddites: their origins, methods, impact and consequences and to cross reference these notes with the earlier notes on pre-1812 radicalism. Students might write a Ned Ludd note to reflect their aims and methods.</p> <p>Stimulus PowerPoint on the Swing Riots delivered. Students to make table comparing the causes, methods and results of both movements, drawing similarities and differences.</p> <p>Students study three secondary extracts on the revival of radical agitation after 1828 and the formation of political unions.</p> <p>Students to look at the speeches made at the formation of the Birmingham Political Union; they are to identify their aims and their goals. Teacher-led discussion on the wide nature of the aims and the dominant social group which lay behind the movement.</p>	Students could read suitable secondary books about the debate whether Luddism and the Swing Riots marked a watershed in the nature of mass opposition to economic change.	<p>Suitable primary sources and secondary extracts on the Luddites, including an exemplar Ludd note.</p> <p>Statistics on the Swing Riots: location, numbers, deaths, etc.</p> <p>Stimulus PowerPoint.</p> <p>Suitable secondary extracts on the revival of radicalism and the first meeting of the Birmingham Political Union.</p>

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Week 26		The anti-slavery movement	<p>Students to construct an annotated timeline of the development of the anti-slavery movement and legislation.</p> <p>Discussion issues; prompted by notes from suitable reading:</p> <ul style="list-style-type: none"> • why did the anti-slavery movement attract a wide range of supporters? • why did the radical movement get involved in the slavery issue? • why did some workers not get involved in the anti-slavery movement? • why was it so difficult to secure anti-slavery legislation? 	In the discussion, students with strong empathy and understanding can develop good arguing points.	<p>Information sheets on the development of the anti-slavery movement.</p> <p>Many museums, eg Liverpool, have excellent exhibitions and resources on slavery.</p> <p>Guided academic reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 27		Methodism; early socialism and the ideas of Robert Owen	<p>Students construct a spider diagram of the various divisions of the Western Christian movement to show division between Catholics and Protestants and then the division between Anglicans and nonconformists.</p> <p>Read a range of historian's views about the rise of Methodism and its teachings and make notes about its causes, methods and effect.</p> <p>Discussion: to what extent did Methodism act as the opiate of the masses? Brainstorm: what is socialism; leading to a list of elements of socialism.</p> <p>Students to read appropriate sources on Robert Owen and establish the range of methods he used to pursue his ideas.</p>	Students could be given secondary extracts to look at Methodism's role in Britain's avoidance of political revolution.	<p>Frame for spider diagram.</p> <p>Suitable secondary extracts on the rise of Methodism.</p> <p>Figures on Methodist movement membership and number of chapels.</p> <p>Appropriate sources on Robert Owen, textbooks or extracts from secondary sources.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 28	Greater democracy	The election of the Whigs; pressure for parliamentary reform	<p>Review of notes and some material on the events of 1830.</p> <p>Brainstorm with students, reasons for the calling of the 1830 election and the reasons for a Whig majority.</p> <p>Create an illustrated storyboard of developments and decisions including the progress of individual bills, extra-parliamentary action and the results of elections.</p> <p>Review of two to three extracts from historians; using this and own knowledge, class to prepare an essay on how close to revolution did Britain actually come during the Reform Crisis for discussion of for answering.</p>	Students could be asked to explain why it is more difficult in the 1830s to give precise figures of 'parties' than it is in the twenty first century.	<p>Statistics of the 1830 election and description of the events leading to it. Storyboard outline.</p> <p>Suitable sources of information for students and three modern extracts about the nearness to revolution of Britain in 1831.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 29		The Great Reform Act and its impact	<p>Students to read a list résumé of the Great Reform Act and establish its main effects.</p> <p>Read through the list of former and new constituencies and identify characteristics, perhaps using the internet for further information.</p> <p>How did landowners preserve their control over county constituencies and many borough constituencies?</p> <p>Students to review notes and decide what were the main causes of the Reform Act:</p> <ul style="list-style-type: none"> • was it concession from above • pressure from below • was it inevitable due to economic change • the product of individual decisions. <p>Students to prepare an answer to a question using extracts from historical sources supplied by teacher.</p> <p>The 1832 Reform Act came about because of the mounting popular pressure from 1812. In what ways was the Reform Act a watershed in British politics? Was the Reform Act more about continuity than change?</p>	<p>Students could be prompted to consider the reasons for the peaceful development of democracy in Britain with the more revolutionary process in any other country they have studied.</p>	<p>Résumé of Reform Act and lists of places which lost their seats and new constituencies.</p> <p>Exemplar question.</p> <p>Suitable secondary extracts.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 30	Review	The condition of Britain politically, economically and socially by 1832.	<p>Carry-over of any work not completed from previous weeks.</p> <p>Review of Part One work so far. Students to make notes in answer to general questions over the period.</p> <p>Why had the political system survived largely intact?</p> <p>What sort of economic and social change had taken place?</p> <p>Had living standards improved or worsened for the masses?</p> <p>Teacher-led class discussion: how do the answers to these questions link?</p> <p>Practice exemplar questions.</p> <p>Students might produce paragraph summary responses to each of the six key questions.</p>	Students have opportunities in review sections to develop their holistic view of the course.	<p>Notes from Part One of the course.</p> <p>Guided reading</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART TWO: THE AGE OF REFORM: BRITAIN, 1832–1885; Section 1: Political Change and Social Reform, 1832–1846 (A-level only)					
Week 1	Revision	Review of last year's work: state of Britain by 1832	<p>Continuation of tables and charts created at the start of Part One for 1832, perhaps by giving individual students specific topics to investigate and report back on:</p> <ul style="list-style-type: none"> • looking at Britain in terms of population, urbanisation, main way of earning a living, communications, system of government, voting rights, etc • Britain's strengths and weaknesses in 1832, eg industry, trade, size, geography, resources, social cohesion, political stability, international position. <p>Write a report as if an adviser to Earl Grey about Britain's position and main policy options in terms of economy, society and politics. This could be subdivided between students who can report back on a particular area.</p>	Choice of online topics to research according to students' ability.	<p>Websites on the Britain in 1832.</p> <p>Student notes from Part One of the course.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 2	Government	Grey, Melbourne and the ideas and ideology of the Whig Party.	<p>Students construct a timeline of the administrations and election results, 1832–1846.</p> <p>Review notes from Part One and by discussion establish the key ideas and ideology of the Whig party.</p> <p>Class discussion based on this work: what was the most important influence on the Whig party in the 1830s? Prompts could be given by the teacher, eg the preservation of the aristocracy; a genuine desire for reform; Tory opposition; utilitarianism.</p> <p>Class divides into two: one researches Earl Grey and the other Lord Melbourne using worksheets and guided reading, in preparation for a class debate.</p> <p>Who was the more effective leader of the Whig party – Earl Grey or Lord Melbourne? Students to note down:</p> <ul style="list-style-type: none"> • their evaluation of the two Whig Prime Ministers • their views on the chief influence on the party. 	<p>Class discussion and debate.</p> <p>Further reading on Grey and Melbourne from history magazines or biographies.</p>	<p>Statistics on elections and administrations.</p> <p>Notes from Part One.</p> <p>Guided worksheets and reference material for reading.</p> <p>Academic texts.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 3		The Tories in opposition and government; Peel and the transformation of the Conservative party	<p>Review notes on Peel: why was Peel mistrusted by the traditional agricultural wing of the party? Students read the Tamworth Manifesto of 1834 and identify the key policies put forward; this is to form the basis of guided notes on the continuities and changes between Toryism and Conservatism.</p> <p>Students construct an annotated flow diagram of Peel's actions to rehabilitate his party and then to divide, it:</p> <ul style="list-style-type: none"> • Tamworth Manifesto • The '100 Days' • improved local organisation • Bedchamber Crisis • economic and social reforms (to be dealt with in more detail in Week 10-12) • Repeal of the Corn Law. <p>Make a timeline of other factors which led to the rise of Peel and the Conservatives, eg formation of the Carlton Club, Appointment of Bonham as Party agent, weakness of the Whig party.</p> <p>Students to read extracts of conflicting secondary sources debating Peel's contribution to the 1841 election victory.</p> <p>Students to consider Peel's role in rebuilding the</p>	Several biographies of Peel have been published which able students could read.	<p>Copy of Tamworth Manifesto, 1834.</p> <p>Outline flow diagram.</p> <p>Suitable reading material from text books or information sheets on Peel and the Conservative Party.</p>

			Conservative Party and come to a preliminary view on this statement: 'Peel did more to damage than to build the Tory Party in the years between 1829 and 1846'.		
Week 4	The Whig response to social change	Social reforms including; education; factory legislation; abolition of slavery	Review previous notes; the leading philosophies of the time. Brainstorm – what general reasons are there for reforms – eg pragmatic, political, social, economic and ideological (and get students to identify the leading ideologies of the time). Start to create an A3 chart to reflect the social reforms of the Whigs 1833–1841. 1. Include columns to explain the problem, the solution provided by the act, its underpinning rationale and its effectiveness. 2. Students could research separate areas in pairs and pool information.	Extracts from 'Hard Times' could be read about factory schools and Gradgrind's utilitarianism.	Collating evidence from guided reading and sources.
Week 5		Social reforms including; the Poor Law Amendment Act and the Municipal Corporations Act	Continue the A3 chart to reflect the social reforms of the Whigs 1833–1841. Debate the effectiveness of the reforms taken as a whole and their impact on different sections of society and consider extent of change and continuity. Read extracts from three historian's views on the influences on the Poor Law specifically, or the Whig legislation generally. Debate the dominant influence on the reforms and each student to record their view with a balanced justification.	Beginning and extracts from 'Oliver Twist' could be read to give an idea of the operation of the Poor Law. Research on local workhouses is often available for extension work.	Collating evidence from guided reading and sources. Resources on the nature of a workhouse.

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 6	Pressure for change	Chartism; Irish radicalism	<p>Review notes on radicalism in 183–1832. Read two versions of the People’s Charter and students answer the following questions:</p> <ul style="list-style-type: none"> • have the aims of the radicals changed since 1832 or indeed 1783? • what would be the impact of the main claims of the Chartists? • what does the difference between the Charters show about the Chartist movement? <p>PowerPoint on the character of the Chartist movement and the difference between physical force and moral force. Homework research: to what extent and when were the Chartists’ aims fulfilled?</p> <p>Flow diagram on Chartism showing inputs leading to growth and decay, key events and the presentation of petitions. Read extracts from historians with contrasting views on the development of Chartism.</p> <p>Review notes on O’Connell. PowerPoint to identify chief areas of complaint by the Irish. Timeline of Irish radicalism, 1832–1846 and legislation to deal with Irish problems.</p>	Students could consider whether the Chartists’ goals were achievable in the context of the 1840s.	<p>Copy of two versions of the People’s Charter.</p> <p>PowerPoint to illustrate the Irish problems.</p> <p>Appropriate information sheets or extracts from textbooks covering Chartism and Irish radicalism.</p> <p>Guided reading of academic historians.</p>

			<p>Class discussion: to what extent was the failure of O'Connell's Home Rule movement due to failures in O'Connell's leadership or Peel's ability to manage the situation or other factors? Students to note their balanced answer to this issue.</p>		
Week 7		The Anti-Poor Law League; the Anti-Corn Law League.	<p>Brainstorm session: who would oppose the new Poor Law and why. This should lead into teacher-guided notes into the reasons for opposing the new Poor Law.</p> <p>Brainstorm session: who would want to repeal the Corn Law and why. This should lead into teacher-guided notes into the reasons for repealing the Corn Law.</p> <p>Create a table to compare the two groups: aims; membership; geographic basis; organisation; methods; successes/failures.</p> <p>Students create leaflet issued by the Anti-Corn Law League with key aims and suggestions about fund raising activities.</p> <p>Create summary column chart to show attitudes of groups of radicals and discuss the theory that the Reform Act turned the middle class from poachers into game keepers.</p>	Students could lead a classroom debate about whether the fact that the Anti-Corn Law League's objective was achieved means that the movement was successful.	<p>Information sheets on the two Leagues.</p> <p>Guided reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 8		Social reform campaigners including Shaftesbury and Chadwick	<p>Images illustrating social problems shown to students to identify, eg climbing boys, alcoholism, slums, children in coal mines and factories, child beggars.</p> <p>Class discussion on why these conditions existed and then why they were allowed to exist.</p> <p>Debate using previous notes on ideologies in part to establish why campaigners would get involved in social reform.</p> <p>Research by students in pairs on key social reformers, eg Oastler, Shaftesbury and Chadwick, establishing their social background, their reasons for entering social reform, their ideas, their actions and consequent legislation.</p> <p>Students report back and consider:</p> <ol style="list-style-type: none"> a. Which areas seem to have been ignored? Why? b. How effective was the work of social reform campaigners? 	Students could read biographies of Shaftesbury and Chadwick or books on the Factory Reform Movement.	<p>PowerPoint of images of early Victorian social problems.</p> <p>Information sheets or text books on leading social reformers of the period 1832–1846.</p> <p>Short list of social reform movements set up at the time.</p>

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Week 9	The Conservative response to change	Finance, administration and the economy	<p>Review previous notes; students explain:</p> <ol style="list-style-type: none"> What was the state of the economy and finances in 1832? What had the enlightened Tories economic policy been? With Peel's background, what policy would he favour? The differences between indirect and direct taxation leading to a discussion on which favours the rich. <p>PowerPoint presentation on the term the 'Hungry Forties' and on the 'Manchester School' and why Peel's background predisposed him to their ideas.</p> <p>Students start a table on Peel's taxation reforms with dates, actions, influences, benefits to economy and society.</p> <p>Students study statistics on economic growth leading to a teacher-led discussion on whether Peel's policies were successful and what the logical extension of these policies would be?</p>	The discussion would give the opportunity for students to look at Peel's wider political intentions with these policies.	<p>Statistics on economic growth eg imports and exports, government revenue, unemployment and prices.</p> <p>Power Point presentation.</p> <p>Table grid.</p> <p>Text books or information sheets on Peel's economic policies.</p>

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Week 10		The Bank Charter Act; trade and business reform	<p>Review of previous notes; students explain how banks worked in the 1830s.</p> <p>Students continue the table from last week on Peel's reforms dealing with:</p> <ul style="list-style-type: none"> • the Bank Charter Act 1844 • the Companies Act 1844. <p>Students consider the trading consequences of Peel's fiscal reforms.</p>	Students doing economics could be used to lead the explanation of how banking systems worked and how the Bank Charter Act changed things.	<p>Previous notes.</p> <p>Table grid.</p> <p>Text books or information sheets on Peel's business reforms.</p> <p>Guided reading.</p>

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Week 11	Economic developments	The railway 'revolution' and associated economic growth.	<p>Students study map and statistics of growth of railways. Brainstorm session: in what ways would the growth of railways lead to economic growth?</p> <p>Students find statistics in handouts to support each element of the case supporting the positive role of railways. Impact of 1844 Railway Act.</p> <p>Teacher-led presentation of the process of approval of railways and discussion of possible harmful impacts of 'railway mania'. Students could research local railway building in the 19th century and compare the maps of local railways then and now as evidence.</p> <p>Other factors leading to economic growth. PowerPoint introduction to the 'business cycle'.</p> <p>Students review other changes from notes: to what extent would these contribute to economic growth?</p> <p>Students either prepare an answer or undertake this question under timed conditions: 'It was the development of the railways that enabled Britain to experience an economic boom in the middle years of the nineteenth century.'</p>	<p>Students could be asked to introduce a discussion on the work of Hawke and railways and the counterfactual approach to economic history. Also they may be encouraged to see a balance between Peel's role in economic recovery and the free trade approach he allowed parliament to take.</p>	<p>Map and statistics on the growth of railways 1832–1846 and growth of associated industries.</p> <p>PowerPoint explaining the process of approval for railways in Britain.</p> <p>Map of local railways in 1850 and 1963.</p> <p>Historians' interpretations of railways and their impact.</p>

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Week 12		Agriculture and Corn Law repeal	<p>Students use previous notes to identify the issues of debate about agricultural issues in the 1840s.</p> <p>Peel's actions to encourage agricultural change; students explain how each action worked to improve agriculture.</p> <p>Students read three extracts of books which differ in emphasis on the reasons for the repeal of the Corn Law, dealing with explanations which may include the logical extension of Peel's free trading policies; the influence of Irish events; pressure of the Anti-Corn Law League; the need to preserve the aristocracy by concessions to the middle class.</p> <p>After a short brainstorming session to identify possible consequences of repeal, students compile a list of short-term and long-term consequences of the repeal of the Corn Laws.</p> <p>Students look back at their original views on the issue of whether Peel did more to damage than to build the Tory Party in the years between 1829 and 1846 and see if their views have changed.</p> <p>This could be set as a timed essay question.</p>	<p>Students will be able to lead the discussion in creating a more holistic picture of Peel's contribution to the Tory party or indeed raise wider issues such as Peel's role in founding modern Conservatism. They might also lead the discussion about the long-term significance of the repeal.</p>	<p>Worksheets on agricultural changes introduced or sponsored by Peel and the consequences of the repeal of the Corn Law.</p> <p>Appropriate extracts from historians discussing the reasons for the repeal of the Corn Laws.</p>

			End discussion: did either the 1832 Reform Act or the 1846 Repeal of the Corn Laws mark real turning points in the dominance of the Britain from the aristocracy to the bourgeoisie?		
Week 13	Social developments	Conditions in urban Britain	<p>Review previous notes on urban conditions. Students read extracts from Chadwick's report on the Labouring Poor of 1842 and identify:</p> <ul style="list-style-type: none"> • the state of public health in towns and the countryside • evidence which supports the impact of poor living conditions in towns • Chadwick's explanation of the poor living conditions and his solution. <p>Students rank the reasons for poor living conditions in towns in a kinaesthetic exercise and justify their ranking to the rest of the group.</p> <p>Students consider possible causes for continued urbanisation despite high death rates and then complete a guided worksheet to explain the causes of earlier marriages and migration.</p> <p>Review notes on ideologies and on economic policies; students discuss the reasons for the lack of activity in remedying poor urban conditions and to record a balanced opinion about their order of significance with a justification.</p>	Students could be given reading from other government reports in the 1830s and 1840s on urban living conditions.	<p>Guided reading and worksheets; source material including statistics from Chadwick and on life expectancy, infant mortality rates, cards carrying possible reasons for poor living conditions.</p> <p>Worksheet on population increase in towns.</p>

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Week 14		Changes in the lives of workers and the poor	<p>Previous notes on Methodism could be read.</p> <p>Discussion: why would church attendance continue to decrease in towns and which ideological groups would be most concerned by this? Some prompts like 'pew rents' and the story of having ones back to the wall could be given.</p> <p>Table of actions taken to address the problems of church attendance (including those undertaken under Peel) eg Formation of Church Commissioners.</p> <p>Students divide into groups and report back on the impact of:</p> <ul style="list-style-type: none"> • factory legislation on the lives of men women and children • educational reforms to 1846 on the lives of the young • charitable assistance to the urban poor • the new Poor Law on the poor • the economic policies (especially of the Peel government). <p>Students debate whether life for workers and the poor improved or worsened during the period or whether there were considerable fluctuations over time and place.</p>	Students could read into the debate as to whether better public health or better real incomes lay behind improvements in life expectancy.	<p>Statistics on urbanisation and population increase.</p> <p>PowerPoint to prompt discussion on church attendance.</p> <p>Student-devised PowerPoint presentations and handouts.</p> <p>Summary chart to complete to collate material from presentations.</p>

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Week 15		Unions and other working-class movements	<p>Review previous notes and students discuss the legal status of trade unions in 1832.</p> <p>Students to make Power Point presentations with handouts on significant working class movements such as:</p> <ul style="list-style-type: none"> • the ten Hour Movement • the Grand National Consolidated Trade Union • rochdale Pioneers • building clubs • friendly societies • villages of Co-operation including the Chartist Co-operative Land Society. <p>Complete a chart based on presentations.</p> <p>Review of 1832–1846 and discussion of key questions leading to a timed essay or formal exam. Key questions:</p> <ul style="list-style-type: none"> • why had the political system survived largely intact? • what sort of economic and social change had taken place? • had living standards improved or worsened for the masses? <p>Teacher-led class discussion: how do the answers to these questions link?</p>	<p>The choice of working-class movements or the choice of pairs working in such groups give opportunities to extend students.</p>	<p>Student-devised PowerPoint presentations and handouts.</p> <p>Summary chart to complete to collate material from presentations.</p> <p>Practice exam-style questions.</p> <p>Guided reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART TWO: THE AGE OF REFORM: BRITAIN, 1832–1885; Section 2: Economy, Society and Politics 1846–1885 (A-level only)					
Week 16	Government and developing political organisation	The development of the political system and party realignment	<p>Review of work 1832–1846: students identify reasons why a political realignment was needed and the need for stronger party organisation.</p> <p>Brainstorm session: what are the characteristics of modern political parties? Teacher-led notes: what were the differences between parties in 1846 and modern day parties? Students are introduced to the concept of equipoise and the arguments in favour of it via a PowerPoint.</p> <p>A chronological table might be compiled by students with the column headings, year, election results, prime minister, party and key policies.</p> <p>Plenary discussion: does the age of equipoise show that growing prosperity all that is needed for political stability.</p>	There is plenty of reading on the Age of Equipoise which students could read to take them forward from 1846 to 1860s.	<p>A list of administrations, election results 1846–1885 and a timeline of key events.</p> <p>Guided reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 17		The emergence of the Liberal Party	<p>Students review notes: what were the Whig party's and the radical parties' beliefs. Students discuss common beliefs and points of difference.</p> <p>Students discuss the nature of modern political parties. Students annotate a timeline of the key points in the emergence of the Liberal Party. Annotation should explain the significance of the change and how this was helping the Liberal Party to emerge.</p> <p>Students complete a worksheet on the development of the Tory party over the same period.</p> <p>Plenary discussion: what progress towards modern political parties was made during the period 1846–1868?</p>	Students could be encouraged to think about whether even modern political parties are really united in ideology, never mind the early Liberals!	Chronology of the formation of the Liberal party and sources of information on the formation of the Liberal party.

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Week 18	Government and democracy	Gladstone, his ministries and ideas and policies	<p>PowerPoint based on several revealing anecdotes of Gladstone to bring him to life.</p> <p>Students given several facts about Gladstone's life and his career: parentage, education, marriage, return to parliament for a pocket Tory borough, first speech in House of Commons supporting the slave trade etc. Students have to work out what sort of ideas he is likely to have; these can be checked against his actual ideas and policies.</p> <p>Students look at data and extracts from two modern accounts of the 1868 and 1880 elections; why did Gladstone win?</p> <p>Students complete a chronological table of Gladstone's ministries to 1885, placing the main legislation with some detail in columns headed: Ireland, economy, social, political, and identify the aims and successes/failures of each.</p> <p>Plenary: students assess which of Gladstone's aims had greater primacy based on table and record their view.</p> <p>Students assess Gladstone's success in terms of two criteria: fulfilment of aims; benefit to the country.</p>	<p>There are many excellent biographies and A-level magazine articles about Gladstone for students to read.</p> <p>Plenary session will stretch the most able students.</p>	<p>PowerPoint about Gladstone.</p> <p>List of key facts about Gladstone and separate sheet with his key ideas and policies.</p> <p>Data and extracts from two modern accounts of the 1868 and 1880 elections.</p> <p>Information sheets on Gladstone's main pieces of legislation.</p> <p>Outline sheet for table.</p>

			Teacher-led discussion: do these different measures of success produce different answers? If so, what is the better measure of success?		
Week 19		Disraeli, his ministries, ideas and policies; increasing democracy; legislation	<p>PowerPoint based on several revealing anecdotes or quotations by Disraeli to bring him to life.</p> <p>Students given several facts about Disraeli's life and his career: parentage, education, marriage, estrangement from Peel etc.</p> <p>Students have to work out what sort of ideas he is likely to have; these can be checked against his actual ideas and policies.</p> <p>Students look at data and extracts from two modern accounts of the 1874 election: why did Disraeli win?</p> <p>Students complete a chronological table of Disraeli's two ministries, placing the main legislation with some detail in columns headed: Ireland, economy, social, political, and identify the aims and successes/failures of each.</p> <p>Plenary: students assess which of Disraeli's aims had greater primacy based on table and record their view.</p> <p>Students compare Disraeli and Gladstone's successes and failures and which one they prefer.</p> <p>Teacher-led discussion: which of these two politicians was the most significant in the development of the UK?</p>	<p>Students could be encouraged to think about why it was that it was increasingly people from outside the aristocratic elite: Peel, Gladstone, Disraeli, who dominate politics.</p> <p>Students could also read either a short article about Disraeli or extracts from Sybil.</p>	<p>PowerPoint about Disraeli.</p> <p>List of key facts about Disraeli and separate sheet with his key ideas and policies.</p> <p>Data and extracts from two modern accounts of the 1874 election.</p> <p>Information sheets on Disraeli's main pieces of legislation.</p> <p>Outline sheet for table.</p>

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Week 20	Pressure for change	Social campaigns; Public Health reform	<p>Review previous notes on Chadwick and Shaftesbury.</p> <p>Students study individual Public Health topics looking at influence and significance and are given individual topics to research, eg the Health of Towns Association, Chadwick and Utilitarian Thinking, John Snow and the 1848 Cholera epidemic, 1848 Public Health Act, Joseph Bazalgette, John Simon, the Great Stink, cholera in 1866–1867, 1875 Public Health Act, Food and Drink Act and Municipal Dwellings Act.</p> <p>Students make short presentations with handouts and a summary chart is compiled after a teacher-led discussion to include answers to the following questions:</p> <ul style="list-style-type: none"> • what was the most important reason for progress on public health reform? • what was the most important reason for that progress being slow and not comprehensive? 	Choice of research topics could give opportunities for stretch and challenge.	<p>Student-devised PowerPoint presentations and handouts.</p> <p>Summary chart to complete to collate material from presentations.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 21		Chartism; pressure for parliamentary reform	<p>Review notes on Chartism to 1846. Students complete worksheets on the 1848 petition and its failure.</p> <p>Students look at three extracts from modern historians with contrasting views on the failure of Chartism and attempt an exam-type essay question based on these extracts.</p> <p>Students divide into three groups looking at:</p> <ul style="list-style-type: none"> • the 1867 Second Reform Act • the Ballot Act of 1872 and Illegal Practices Act of 1883 • the 1884 Third Reform Act. <p>They are to present their findings to the rest of the class in handouts outlining:</p> <ul style="list-style-type: none"> • the reasons for the passage of each act • the role of radicalism in the acts (e.g. the Reform Union in 1867) and a comparison of the composition and goals of radical groups compared to earlier movements • the changes which each one achieved • the reasons for the non-inclusion of women or servants in the Reform Acts. <p>Plenary: which of the acts marked the most significant development in Britain's political development?</p>	The choice of students in each group gives room for able students to give intellectual leadership to the group.	<p>Previous notes.</p> <p>Worksheets.</p> <p>Extracts from historians on Chartism.</p> <p>Student handouts.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 22		Irish Nationalism	<p>Students review previous notes on Ireland.</p> <p>Students look at a video or PowerPoint showing the devastation of the Potato Famine and its consequences.</p> <p>Students read extracts from three historians looking at the causes of the rise of Irish Nationalism. Students make notes on the reasons identified, explanation and evidence.</p> <p>Student homework: students investigate the character, aims and methods of one of several Irish Nationalist groups, eg the Fenians/IRB compared to the Land League and the Home Rulers. Students report back with handouts.</p> <p>Students complete a chronological table with the headings: date, administration, action/policy, explanation, impact. Teacher-led discussion of the effectiveness of the Parnellites and other radical groups.</p> <p>Students set an exemplar question on whether the British government's policies towards Ireland between 1846 and 1885 worsened conditions for the Irish people.</p>	<p>There are many articles and sections in textbooks which deal with developments in Ireland.</p>	<p>Suitable video.</p> <p>Extracts for evaluation and guided reading for additional research.</p> <p>Chronological table.</p> <p>Information sheet/ chapter in textbook on Ireland 1846–1885.</p> <p>Student handouts.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 23		The mid-Victorian boom; the 'golden age' of agriculture	<p>Students to make spider diagram to show why the mid-Victorian boom occurred with evidence and annotation to explain links using information sheets.</p> <p>Students study statistics on agriculture 1846–1873 and use them to suggest reasons for agricultural prosperity.</p> <p>Students discuss an answer to the following question: why had the repeal of the Corn Laws not led to agricultural depression?</p>	Student reading of suitable economic histories of the period.	<p>Information sheets on the Mid Victorian Boom.</p> <p>Statistics on agricultural prices, acres drained and money invested in drainage, population increase and list of agricultural inventions.</p>
Week 24		Industrial and transport developments; impact of increased trade	<p>Students review statistics of Britain's industrial and transport developments 1846–1873 and try to identify patterns.</p> <p>Students working in pairs concentrate on one element of the industrial and transport developments and explain how each contributed to economic and social developments: railways, iron and steel, coal, construction, steamships, etc.</p> <p>Student presentations and handouts and then a summary chart.</p>	Students reading of suitable economic histories of the period.	<p>Statistics of Britain's industrial and transport developments to 1873.</p> <p>Student-devised Power Point presentations and handouts.</p> <p>Summary chart.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 25		The Great Depression	<p>Students review statistics of Britain's economic performance after 1873 and try to identify patterns.</p> <p>Students working in pairs concentrate on one element of the economy and explain why the depression occurred: agriculture, iron and steel, coal, construction, textiles, shipbuilding, government economic policy.</p> <p>Student presentations and handouts and then a summary chart including a section: what were the most important causes of the Great Depression?</p> <p>Plenary – students discuss the possible impact of the Great Depression on Britain in topics already covered and the social developments remaining to be done.</p>	The choice of economic area to study gives opportunities for stretch and challenge.	<p>Statistics of Britain economic performance 1873–1885.</p> <p>Student-devised PowerPoint presentations and handouts.</p> <p>Summary chart to complete to collate material from presentations.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 26	Social developments	Prosperity and poverty in towns and countryside; regional divisions.	<p>Review of notes: chronological impact of economic growth, depression and recovery.</p> <p>Review statistics of social groups and look at the trends in terms of poverty and increasing middle class wealth.</p> <p>Students label a map with regional industries and agriculture. Students research one particular area of Britain and look at its changing prosperity over time, eg Lancashire, cotton and the impact of the Cotton Famine and report back to group with a handout.</p> <p>Plenary discussion: were the variations of wealth between classes and regions over time more significant than the growing general prosperity of Britain 1846–1885?</p>	Choice of students to cover regions allows opportunities for stretch and challenge.	<p>Statistics of spending and numbers on poor relief, real wages on certain groups of workers and classes.</p> <p>Outline Map of England and Wales and details of regions and industries.</p> <p>Guided reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 27		Influences including Evangelicalism; 'self-help'.	<p>Review of last year's notes on paternalism and Methodism. Teacher presentation about evangelicalism and self-help. Examination of the 1851 religious census and analysis of the figures for church extension and attendance figures.</p> <p>Brainstorm: what were the reasons for low church attendance by the 1850s? Using previous notes, establish which groups would be concerned about this and what would they do about this? Table of actions taken to address the problems of church attendance (including those undertaken under Peel), eg Formation of Church Commissioners and their effectiveness. Study of statistics of Anglican church attendance and evidence of its success.</p> <p>Students research examples of individual and collective self-help, eg self-made businessmen and review statistics of numbers of social origins of businessmen. Students in pairs research examples of collective self-help, eg allotment clubs, Band of Hope, friendly societies; also evidence of numbers and effectiveness. Students report back with handouts for rest of the group.</p>	Extracts from Samuel Smiles, 'Self Help' could be read usefully.	<p>Statistics from the 1851 Religious census and figures on church extension from books on Victorian Religion and Society.</p> <p>PowerPoint to support presentation of key terms.</p> <p>Information sheet on church extension.</p> <p>Statistics on the social origin of leading businessmen.</p> <p>Student handouts.</p>

			<p>Plenary session: how significant was evangelicalism and self-help in addressing social issues? To what extent was there true social mobility in this period?</p>		
Week 28		Trade unions and education	<p>Review previous notes on trade unions and education and explain the position of each in 1846.</p> <p>Matching exercise of key words and definitions in education (eg école normale) and trade unions.</p> <p>Annotated timeline of education changes from 1846 to 1885 including key legislation and their causes and impact.</p> <p>Homework research on pressure groups and their effectiveness.</p> <p>Annotated timeline of key developments in trade unions, their causes and their impact.</p> <p>Students split into two groups, one writing about the state of education in 1885 and the other about the state of trade unions in 1885 and to exchange reports.</p>	Various small books deal with the development of trade unions and education.	<p>Information sheets or sections from text books on the development of trade unions and education.</p> <p>Statistics on the numbers of students in schools and members of trade unions.</p> <p>Guided reading.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 29	The political, economic and social condition of Britain by 1885	The extent of democracy and Britain's industrial position	<p>Review of the state of Britain by 1885: stimulus PowerPoint.</p> <p>Continuation and completion of the chart started at the start of Parts One and Two using previous notes.</p> <p>Revision of course: students review the changes between 1783, 1815, 1885 and the present day.</p> <p>Discussion: students suggest the major changes in Britain over the period and suggest reasons for them.</p>	More able students will be able to see the major changes and their causes.	<p>Stimulus PowerPoint.</p> <p>Notes from Part Two of the course.</p>
Week 30	Overview /Revision	Holistic appraisal of content	<p>Teacher-led discussion on the issues raised by the whole course based around the key learning objectives.</p> <p>Students could be asked to identify key political organisations, sources of pressure, economic changes, social changes, key ideas, ideologies and individuals to start the discussion:</p> <ul style="list-style-type: none"> • how was Britain governed and how did democracy and political organisations change and develop? • what pressures did governments face and how did they respond to these? 	<p>Further questions could be asked.</p> <p>Why had the political system developed by evolution not revolution?</p> <p>Did Britain's economic change determine political change?</p>	<p>Notes from Part One and Two of the course.</p> <p>Practice essay questions.</p>

			<ul style="list-style-type: none"> • how and with what results did the economy develop and change? • how and with what results did society and social policy develop? • how important were ideas and ideology? • how important was the role of individuals and groups and how were they affected by developments? <p>Practice exemplar questions.</p> <p>Students might produce paragraph summary responses to each of the six key questions.</p>	<p>Did practical considerations or ideology dominate parts or all of the period?</p>	
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