
Scheme of work

AS/A-level History 7041/7042

Challenge and Transformation: Britain, c1851–1964, 1G

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: Challenge and Transformation: Britain, c1851–1964

Component 1 Breadth Study – taught by: 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 One (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, power point 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 website 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 Objective AO1 and AO3

Challenge and Transformation: Britain, c1851-1964

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART ONE: VICTORIAN AND EDWARDIAN BRITAIN, c1851–1914; Section One: Reform and Challenge, c1851–c1886					
Week 1	The political system	Parliament and the workings of mid-19th century democracy	<p>PowerPoint introduction and overview of period.</p> <p>Students will need to understand the operation of the machinery of government, c1851; for example the respective roles of:</p> <ul style="list-style-type: none"> • the Commons • the Lords • the Monarch <p>It might be useful to provide a teacher-led overview of the developments to the political system by the mid-19th century, considering the transition from monarchy to democracy.</p> <p>Begin a glossary of key terms</p>	<p>Use key terms to develop conceptual understanding, eg meaning of democracy</p> <p>Find out what students know about the current political system; especially relevant for politics students or in a General Election year.</p> <p>Encourage students to keep abreast of modern political issues by reading broadsheets and listening (for example) to Radio 4. This will hopefully stimulate a real interest in how democracy has developed since the 19th Century.</p>	<p>Guided worksheets and reference material for reading.</p> <p>Background reading on 19th century Britain.</p>

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Week 2		Ruling elites and Prime Ministers	<p>Introduction to the term, 'ruling elites' and a discussion of the various different groups which had emerged by c1851.</p> <p>It will be important to understand the differences between:</p> <ul style="list-style-type: none"> • Landowning classes • industrial middle classes • the role of the Established Church • the development of the Nonconformist groups. <p>Students could undertake some research into the backgrounds of key prime ministers from the period:</p> <ul style="list-style-type: none"> • Palmerston • Aberdeen • Gladstone • Disraeli. <p>They should consider their background, education and policies.</p>	<p>Debate on whether the system in 1851 was 'democratic'.</p> <p>Biographies of the Prime Ministers of the era.</p>	<p>Reference sheets or reading.</p> <p>Guided reading.</p>

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Week 3		Parties and party realignment to 1867	<p>In pairs students could undertake guided research into the background of the political parties (Tory/ Whig) and their development into Conservative/ Liberals; with timelines being produced to show key events.</p> <p>For the Tory/Conservative party, they should think about why there was a deliberate change and the divisions over the Corn Laws and how this affected the Conservatives.</p> <p>For the Liberals, students will need to consider the broad spectrum of ideologies contributing to the official formation of the party in 1859 (eg Whigs, Peelites, Radicals).</p>	Compare mid-19th century Conservative and Liberal Parties against their modern day counterparts	<p>Guided reading.</p> <p>Academic interpretations.</p> <p>Historical debate over the formation of the Liberal party.</p>

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Week 4	Political developments under Gladstone and Disraeli	Liberalism and the bases of support	<p>Create a spider diagram detailing the nature of Liberalism under Gladstone. Key areas to consider might include:</p> <ul style="list-style-type: none"> • Gladstone's own political views • influence of the nonconformists • influence and aims of the wider regions in Britain (most notably Ireland) • Whig influence vs. sectional interests. <p>Create a timechart detailing the main political developments involving the Liberals in this period. Key events to include:</p> <ul style="list-style-type: none"> • army reforms • civil service reforms • electoral reform (eg Ballot Act and the Representation of the People Act). <p>Students might also consider election results in the period and analyse the results (eg why the Liberals lost in 1874).</p> <p>Look at division within the various sectional interests within the party.</p>	Biographies of Gladstone and Disraeli	<p>Introductory assessment of Gladstone and Disraeli.</p> <p>Academic interpretations on the roles of Gladstone and Disraeli.</p> <p>Guided reading.</p>
Week 5		Conservatism and the bases of their support	<p>Students to undertake a research task in order to test the hypothesis that 'Disraeli was the founder of the modern Conservative Party'.</p> <p>They will need to consider how the Party changed under his leadership and the historical debate over his influence.</p> <p>As with the Liberals, the reasons for electoral defeats (eg 1880) should be considered.</p>	Whole class debate: 'To what extent does Disraeli deserve to be credited as the founder of the Conservative Party'?	<p>Guided reading.</p> <p>Source material on Disraeli and the Conservatives.</p>

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Week 6		The extension of the franchise	<p>Students could be given a chart of statistics showing the population of Britain, the size of the electorate and the changes as a result of the electoral legislation 1832–1885.</p> <p>Key areas for discussion:</p> <ul style="list-style-type: none"> • why the franchise was extended in this period • the impact of the changes introduced, for groups and society in general. 	Research tasks looking at contemporary documents detailing the campaigns for increased suffrage and the reactions to these campaigns.	<p>Statistical charts and guided reading.</p> <p>Conflicting opinions from academic History books.</p>
Week 7	Economic developments	Agriculture, trade and industry; economic ideologies	<p>Looking at relevant charts, consider the nature of the British economy in this period:</p> <ul style="list-style-type: none"> • the role of agriculture (period of boom) • industrial developments (why so rapid; inventions and the railways, etc) • Britain’s trading relationships with other countries • the role of the City of London. <p>The most essential economic ideology for students to grasp is Free Trade as this underpinned the Liberal approach (and had been a key reason for splitting the Conservatives in the 1840s). They should be able to explain the benefits and drawbacks of such a system.</p>	<p>Consider student opinions on the economy: what responsibilities does a government have in handling the economy? Is it best to interfere or let problems right themselves?</p> <p>Clearly there is a link here for Politics or Economics students and a contrast can be drawn to 19th century attitudes and what they thought.</p>	<p>Relevant economic charts.</p> <p>Useful ‘student-friendly’ texts.</p> <p>Contemporary material on economic developments.</p>

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Week 8		Boom and 'the workshop of the world'; the onset of the Depression	<p>Compare charts from the 'boom' period and ones from the early years of the 'Depression' (typically considered to have started around 1873).</p> <p>Students could use these charts and guided reading to suggest reasons for the decline in Britain's relative position in the world: was the problem internal or were Britain's competitors just improving more rapidly?</p>	What effects would these economic changes have on the population?	<p>Outline charts.</p> <p>Reading and sources to illustrate economic effects on different groups.</p> <p>Guided reading including differing academic interpretations on the Depression.</p>
Week 9	Society and social changes	Class and regional division	<p>Using primary documents as a stimulus, consider the differences in lifestyles and living standards for individuals in different classes and in different areas of the country (the most notable division being rural vs. the industrial towns and cities).</p> <p>Population increases might be considered through the censuses of 1861 and 1871 and there are often charts on death rates available in many relevant textbooks.</p>	<p>Key question: what is 'class'?</p> <p>Do we currently live in a 'classless society'?</p>	<p>Contemporary material.</p> <p>Guided reading of academic texts.</p>

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Week 10		Prosperity and poverty	<p>Class presentations after undertaking research on individuals who prospered (perhaps wealthy industrialists who climbed the social ladder as a result of the economic boom) and those who lived in poverty.</p> <p>Consider their living conditions and the particularly high death rates for those in poverty.</p> <p>Students could work in groups or individually and might produce PowerPoint presentations or information sheets.</p>	Individual/ paired research tasks with presentations to the class offer an opportunity for use of differentiated materials.	<p>PowerPoint presentations/ handouts from students.</p> <p>Edwin Chadwick's 1842 'Report on the Sanitary Condition of the Labouring Population of Great Britain' provides an in-depth look at living standards in the mid 1800s.</p>
Week 11	Social movements and policies	Self-help; trade unions	<p>Discuss with students why people were poor and the Victorian concept of 'deserving poor' and 'undeserving poor'. Consider why attitudes towards helping those in poverty started to change in this period.</p> <p>Make a timeline charting the rise of the Trade Unions, paying attention to:</p> <ul style="list-style-type: none"> • the nature of the 'New Model Unions' • the formation of the TUC • 1871 Trade Union Act • allowance of peaceful picketing. <p>Consider why these unions involved a relatively small proportion of the workforce (c.10% of adult male workers).</p>	<p>Concepts of 'self help' and 'laissez-faire'; comparing attitudes from the 19th century and the modern day.</p> <p>Opportunity for a class debate.</p>	<p>Historical magazines.</p> <p>Academic historians who have looked at the early development of the Trade Unions.</p>

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Week 12		Education and social reform legislation	<p>Fill out worksheets covering social reform legislation from 1851 to 1886, with an assessment of the positives and negatives of this policy.</p> <p>Students could complete a worksheet looking at the changes made in education (remembering to note the differences in primary and secondary provision and the differences between different types of school).</p> <p>Consider why attitudes began to change and why the government started to intervene more in the lives of the poor (eg why they decided to establish a state elementary school system).</p> <p>Look at primary texts for views on the impact of these reforms and compare them with the views of academic historians.</p>	Thinking about social reform to 1886: continuity and change, strengths and weaknesses.	<p>Guided reading.</p> <p>Academic interpretations.</p> <p>Primary texts on social reforms during the period.</p>

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Week 13	The condition of Ireland and Anglo-Irish relations	Land agitation and the political response	<p>PowerPoint introduction to the historical relationship between Britain and Ireland, with consideration of long-term grievances.</p> <p>Consider religious and economic differences and the aftermath of events such as the Potato Famine and the 1800 Act of Union).</p> <p>Students should be aware of how Ireland was governed:</p> <ul style="list-style-type: none"> • MPs in Westminster • Chief Secretary of Ireland • the Lord Lieutenant. <p>Consider the growth of 'Fenianism' and the reasons behind land agitation and the resultant 'Land War'.</p> <p>Consider the legislation of Gladstone and the political response.</p>	<p>Deep understanding required of the fundamental differences between Ireland and Britain (most notably the economic differences as Ireland remained predominantly agricultural outside of Ulster).</p> <p>Students should be encouraged to avoid making sweeping generalisations about Ireland as the Irish 'problem' was especially complex.</p>	<p>Guided reading.</p> <p>Academic interpretations for discussion.</p> <p>Maps of Ireland, with shading to indicate religious observance in particular counties.</p>
Week 14		Home Rule	<p>Identify a working understanding of the difference between independence and Home Rule'.</p> <p>Consider the emergence and growing influence of the Irish Home Rule Party and, in particular, the leadership of Parnell.</p> <p>Students will need to understand Gladstone's commitment to Home Rule legislation and the resulting split within the Liberal Party in 1886 (including the role of Joseph Chamberlain).</p>	<p>Discuss whether violence in aid of a political movement (such as some of the Fenian activity in this period) can be justified as anything other than terrorism.</p> <p>Biography of Parnell.</p>	<p>Sources and guided reading; for example there is plenty of academic debate over the split within the Liberals in 1886 and the aims of Chamberlain.</p>

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Week 15	Revision	Overview	Reflecting upon the key questions identified in the specification, students should consider aspects of change and continuity and cause and consequence across the period.	Timed examination style questions allow for an assessment of knowledge and understanding so far.	Collating previous materials. Looking at academic interpretations of the period studied.
PART ONE: VICTORIAN AND EDWARDIAN BRITAIN, c1851–1914; Section 2: Challenges to the status quo, c1886–1914					
Week 16	Political developments	The reasons for Conservative dominance to 1905; the problems of the Liberal Party	<p>An overview of the period from 1886 to 1905; were the Conservatives dominant because:</p> <ul style="list-style-type: none"> they were strong and united under Salisbury's leadership; positive domestic reforms; they had wide class appeal (Villa Toryism and Working Class Toryism); appeal of imperialism, etc OR the Liberals were weak and internally divided (Ireland, attitudes to imperialism, Faddism, etc). <p>Students should also consider the Conservatives under Balfour from 1902 – problems faced and how effectively Balfour dealt with them.</p>	Discussion of imperialism and opportunity for some extracurricular case studies of the Boer War and the morality of Britain's actions/ links to the domestic situation.	PowerPoint overview of key political events from 1886 to 1905. Guided reading. Academic interpretations.
Week 17		Socialism, Fabianism and the emergence of the Labour Party	<p>Research activity to discover details about:</p> <ul style="list-style-type: none"> Fabians the SDF the ILP <p>Students should consider their aims and ideologies and why they ultimately joined together with the Trade Unions to form the LRC in 1900.</p>	<p>What is socialism?</p> <p>Why was there such an increased demand at the end of the 19th century for working class representation? (opportunity to consider change over time)</p>	<p>Sources and extracts on socialism and the emergence of Labour.</p> <p>Guided reading.</p>

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Week 18	Politics, 1906–1914	The ideology of New Liberalism	<p>After looking at the writing of prominent thinkers (eg T.H. Green) and the political policies and speeches of men like Asquith, Lloyd George and Churchill, students should consider what is meant by ‘New Liberalism’.</p> <p>Consider the role of New Liberalism in the landslide election victory of 1906 versus other factors.</p> <p>Students could create a chart to illustrate the key differences between Gladstone Liberalism and New Liberalism.</p>	Comparison of Gladstonian Liberalism with New Liberalism; change and continuity.	<p>Interpretations from academic historians on significance of New Liberalism in framing political developments in this period.</p> <p>Guided reading.</p> <p>Materials on the academic debate over the 1906 election result.</p>
Week 19		Political crises and constitutional change	<p>Create a detailed timeline of the key political events from 1906 to 1914, including:</p> <ul style="list-style-type: none"> • commitment to welfare reform (tackled in more detail in later weeks) • threat of the Labour party on the left of the Liberals • People’s Budget • constitutional crisis • elections of 1910 • decision to go to war in 1914. 	Consider democracy and the right of the House of Lords to veto legislation.	<p>There are plenty of accessible primary sources covering the constitutional crisis.</p> <p>Students can compare the speeches of Lloyd George (the ‘People’s Champion’) and the opposition to his policies in the speeches of men like Lansdowne and Balfour.</p> <p>Overview texts covering these issues.</p>

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Week 20		Development of the Labour Party	<p>Using statistical tables of local and general election figures and relevant academic texts, debate the fortunes of the Labour party between 1906 and 1914.</p> <p>Were they a genuine threat to the Liberals before the First World War?</p> <p>Consider the strengths and weaknesses of the Labour Party by 1914.</p>	<p>Debate the fairness of the First Past the Post-election system: does this exclude a 'third' party?</p> <p>Students could consider 'then' and 'now'.</p>	<p>Relevant tables of statistics and academic opinions.</p> <p>Academic reading on the rise of the Labour Party.</p>
Week 21	Economic developments	The Great Depression and its aftermath; problems of British industry and agriculture; staples and new industries, foreign competition; invisible exports	<p>Students could look at statistics on the economy.</p> <p>Evaluate strengths and weaknesses in the British economic system between 1886 and the outbreak of the First World War.</p> <p>Create a timeline of economic developments from 1886 to 1914, identifying strengths and weaknesses across the different areas of the economy.</p>	<p>Some students could undertake in-depth research into a particular type of economic growth decline from 1885 to 1914.</p>	<p>Economic statistics.</p> <p>Guided reading.</p> <p>Academic texts.</p>

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Week 22		Debates over protectionism, tariff reform and free trade	<p>Provide students with relevant stimulus material to prepare for a class debate on the issue of tariff reform.</p> <p>Confident students could be asked to take on the roles of Chamberlain or Churchill and prepare passionate speeches defending or opposing tariffs.</p> <p>Other students could prepare responses from different sections of society; those in poverty, industrial workers etc.</p> <p>There is also the opportunity to study campaign posters and relevant political cartoons.</p> <p>Critically consider Chamberlain's role in splitting the Conservatives and causing their election defeat in 1906.</p>	Encourage students to find passages advancing different interpretations of Britain's economic condition by 1914.	<p>Historical opinions on tariffs to consider and debate.</p> <p>Earlier notes and further reading or research.</p> <p>Copies of relevant speeches and tariff reform posters (including the Liberals' 'Big Loaf/ Little Loaf' campaign).</p>

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Week 23	Social change	Trade unions and new unionism; syndicalism	<p>After recapping the nature of the New Model Unions, students could compare these with the 'New Unions' which developed in the 1880s: how did they differ and why was there a demand for them?</p> <p>Create a timechart showing Trade Union actions up to the outbreak of war in 1914.</p> <p>Students could identify 'turning points'; for example the Taff Vale decision or the Osborne Judgement.</p> <p>Students could consider why strike action broke out with such frequency after 1910:</p> <ul style="list-style-type: none"> • what had changed • how successfully had the government dealt with the issues presented? 	<p>Consider how changes and developments regarding the Trade Unions are reflective of wider social and economic issues.</p> <p>Ensure students understand how 'syndicalism' differed from other ideologies.</p>	<p>Sources, written and visual, to illustrate living/working conditions.</p> <p>Guided reading.</p>
Week 24		The issue of female emancipation	<p>Examine why the campaign for female suffrage gained momentum in this period; with the development of the Suffragists and Suffragettes.</p> <p>Students could analyse and assess the extent to which these groups were successful by the outbreak of War in 1914.</p> <p>It is also important to look at the work of the anti-Suffrage societies.</p>	<p>Undertake detailed biographical research into key suffrage campaigners for a class wall display.</p> <p>Further research into conflicting historical opinions.</p>	<p>Sources, written and visual, to illustrate the issue of female emancipation.</p> <p>Guided reading.</p> <p>Academic interpretations.</p>

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Week 25		The growth of the urban population; the expansion of service industries; standards of living	<p>Using relevant charts and primary recollections, consider how social life changed across this period.</p> <p>Compare it with the early period studied: what had changed; what had stayed the same?</p> <p>Consider the growth of urban living and the expansion of service industries.</p>	Prepare short class presentations on individuals and their experiences of living in late 19th/ early 20th century Britain.	<p>Individual research and illustrated presentations.</p> <p>Guided reading.</p> <p>Internet access for research.</p>
Week 26	Social policies	Government legislation and local initiatives	<p>Examine the welfare/social policies passed by the Conservative and Liberal governments after 1886. These could be organised thematically:</p> <ul style="list-style-type: none"> • workers • children • the elderly. <p>Consider the successes and failures of these policies.</p> <p>Students could research local initiatives in social policy.</p>	Consider why the government became more interventionist in this period: to what extent was the growing threat of Labour the major factor?	<p>Drawing together earlier material and supplementing with further guided research.</p> <p>Academic texts.</p> <p>Guided reading.</p>

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Week 27		Taxation and welfare reform by 1914	<p>Consider how taxation changed over this period; most notably by looking at the controversial 'People's Budget' of 1909 and the struggle to get it accepted by the House of Lords.</p> <p>Working in groups, assess the state of Britain in 1914: was she well on the way to a 'welfare state'?</p> <p>Students will need to identify what features a 'welfare state' has and how far Britain met these features. They could also reflect back on progress since 1851.</p>	<p>Debate: why was the Labour Party quite critical of the nature of taxation and welfare in 1914?</p>	<p>Earlier materials and reference books.</p> <p>Consideration of Historians' interpretations for extension task.</p> <p>Guided reading.</p>
Week 28	The condition of Ireland and Anglo-Irish relations	The Home Rule movement	<p>Consider the Conservative approach to Ireland: 'killing Home Rule with kindness 'Bloody Balfour'.</p> <p>Compare the conservative approach with that of the Liberals.</p> <p>Consider why calls for Home Rule initially died down and then resurfaced with such vehemence before 1914.</p>	<p>Research the writings of men like Arthur Griffiths (Sinn Fein) on the issue of Home Rule.</p>	<p>Worksheets or guided reading on Britain and Ireland (from both perspectives if possible).</p> <p>Timeline of key developments.</p> <p>Academic interpretations.</p>

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Week 29		Opposition and the Home Rule Bills	<p>Using relevant stimulus material, students could assess the short term issues with regards to Ireland, 1910–14.</p> <p>How far were the Liberals to blame for the escalation of the crisis or should others be blamed (eg the Conservatives or the Ulster Unionists)?</p>	Consider how far the Ulster Crisis was 'unsolvable' given the longer term historical context.	Look at historians' interpretations of the Ulster Crisis.
Week 30	Overview /Revision	Revision	<p>Look back at material in this Part and, selecting from earlier work, put together overview timelines of: the key political developments; economic and social developments; key dates and turning points.</p> <p>Limit number of entries to 30 to ensure careful selection. This could be undertaken in groups and results compared to create class timelines.</p> <p>Select the 'top' 10 individuals that had an influence in this period, (could hold balloon debate to determine the most influential).</p> <p>Identify the key ideas and ideologies and the points at which these were most influential. Debate all key questions and produce one paragraph summary responses to each.</p> <p>Students might produce paragraph summary responses to each of the six key questions.</p>	<p>Opportunities for differentiation in students' research and selection.</p> <p>Written and oral feedback and class discussion.</p> <p>Some could find key passages from academic history books to illustrate key themes and areas of debate.</p>	<p>Notes and materials from Part One of this course.</p> <p>Reference books.</p> <p>Practice exam-style questions.</p>

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PART TWO: THE WORLD WARS AND THEIR LEGACIES: BRITAIN, 1914–1964; Section 1: The Great War and its impact, 1914–1939					
Week 1	The impact of the war on British parties and politics	Coalition government; the decline of the Liberals	<p>PowerPoint introduction to recap the learning from Part One (organised into themes around the key questions) and overview of period being taught in Part Two.</p> <p>Timeline of events between 1914 and the decision to go to war with Germany and the ending of the war in 1918.</p> <p>Students will need to understand why a coalition was formed in 1915 and why Lloyd George took over from Asquith in 1916.</p> <p>Using electoral statistics from 1906 to 1939 (students could create a line graph) interrogate Liberal electoral fortunes and consider their decline.</p>	Understanding of the term 'coalition government' – the benefits and problems of such a system	<p>Election statistics in tabular form for students to convert into a graph.</p> <p>Guided reading.</p> <p>There is some excellent historiographical debate on this topic which students can access.</p>
Week 2		The position of the Conservatives and the influence of Labour	Consider the impact of the war on the Conservative and Labour Parties by considering their relative positions in the 1910 elections vs. the results in 1918, 1923 and 1924 (can utilise the psephology graphs created last week).	Consider why Labour was the main beneficiary of the First World War: why had attitudes changed?	<p>Psephology graphs for elections in the period.</p> <p>Guided reading and academic interpretations.</p>

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Week 3	Political developments in the interwar years	Electoral reform; Conservative governments	Examine the details of the 1918 Representation of the People Act, with consideration of the electoral impact using views of academic historians. Create a chart looking at the legislation and record of the Conservative dominated government of Lloyd George – was he merely a prisoner of the Tories?	Consider the role of Lloyd George: did he betray the Liberal Party?	Sheet outlining the details of the 1918 Act. Guided reading and Academic interpretations.
Week 4		Conservative and Labour governments	Allocate time periods to different groups of students who will then research and present their findings to the class via a there slide PowerPoint presentation and accompanying handout. The class could fill in a worksheet to record information: <ul style="list-style-type: none"> • Baldwin’s Conservative government 1923 • MacDonald’s Labour government 1924 • 1924 Election • Baldwin’s Conservative government from 1925 • 1929 Election • Macdonald’s Labour government from 1929. 	Allocation of topics permits differentiation and class discussion could promote understanding of the problems being tackled and the strengths and weaknesses of any reforms.	Worksheet or chart of the political developments to 1931. Guided reading. Historical articles.
Week 5		National government	Students could consider the reasons behind the formation of the National government and its record in government up to the outbreak of the Second World War. Many of the issues will be considered in greater depth in the upcoming lessons and so a brief overview should suffice here to provide a basic framework.	Debate: did MacDonald betray the Labour party? Use the views of contemporaries and academics. Students could produce front-page newspaper articles arguing their viewpoint.	Guided reading. Source material on Ramsay MacDonald.

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Week 6		The abdication crisis and the emergence of radical political movements, including the BUF and Communism	<p>Using the film 'The King's Speech' as stimulus material, students could consider why there was an abdication crisis and Baldwin's role in preventing a full constitutional crisis.</p> <p>Students could research the BUF and the Communist Party in Britain.</p> <p>Students should consider the appeal of radical political groups, but also their relative failure in Britain, compared to success in other European countries such as Germany and Italy.</p>	Research tasks to complete some wider biographical reading of key characters from this period such as Oswald Mosley, Stanley Baldwin or Wallis Simpson.	<p>Conflicting opinions from academic History books</p> <p>There are some excellent audio files available (eg The King's Abdication Speech) and contemporary newspapers provide an interesting insight.</p> <p>Video clips and audio files of Oswald Mosley.</p>
Week 7	Economic developments	Increased state role in wartime; problems of the staple industries and the mines	<p>Worksheet for students to complete from core textbook considering how (and why) the state increased its control of the economy during wartime.</p> <p>Key areas to cover will include:</p> <ul style="list-style-type: none"> • DORA • munitions • railways • relations with the unions • rationing • agriculture • shipping • mining. 	Consider why increased state intervention was acceptable given the general trend of laissez faire before the war and the political effects of this (especially for the Labour party).	<p>Economic statistics and relevant tables and graphs for interrogation (especially to show the relative position of the economy in 1914 and 1918).</p> <p>Guided reading.</p> <p>Academic interpretations.</p>

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Week 8		The General Strike; government finances and the Gold Standard; the Depression; economic realignment	<p>Consider the long and short term causes of the General Strike (perhaps utilising a human timeline to show the relative positioning of events) and the reasons behind its failure.</p> <p>Students can now look in greater detail at the economic depression which faced MacDonald's Labour party and attempts to solve the problem before the Second World War.</p> <p>Consider the situation by 1939; this is an opportunity to make links across the period studied so far to determine whether Britain's economy was in an inevitable decline.</p>	Consider the extent to which British governments responded to economic problems in a constructive manner. Did the situation merely change/ improve as a result of external factors?	<p>Reading and sources to illustrate different groups during the General Strike (e.g. The British Worker and The British Gazette).</p> <p>Guided reading and academic interpretations.</p>
Week 9	Social developments	Changes in the role of women during and after the war	<p>Consider the role of the war in changing the role of women: did their 'war work' give some women the vote in 1918?</p> <p>Consider different academic interpretations.</p> <p>Students could consider how far women's lives in the post-war period had really changed. They could fill out tables looking at change and continuity.</p>	Consider whether women's roles changed more depending on their class.	<p>Primary material on female suffrage.</p> <p>Guided reading.</p>
Week 10		The condition of the working classes; regional divisions	<p>Using contemporary accounts of the working classes consider what life was like in different areas of the country. Students could consider the growth of a north-south divide by looking at primary material such as Priestley and Orwell.</p> <p>Students could collate their materials to create a spider diagram or chart on life for the working class and conditions in the various regions.</p>	Reading of contemporary novels and journals on the working classes.	<p>Key primary evidence for research.</p> <p>Guided reading and academic interpretations.</p>

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Week 11		Changing attitudes in the twenties and 'the hungry thirties'; the growth of the media	Consider how far social attitudes changed across the inter-war period through a consideration of culture: <ul style="list-style-type: none"> writers newspapers art the importance of the 'Bloomsbury' set. 	Opportunity for extended reading to stretch able students. They could undertake to read key novels produced in the 1920s/30s and consider what is reflected in them.	Examples of contemporary media: art, newspapers articles, novels, etc. Guided reading.
Week 12	Social policies	Legislation and reforms in housing; education and welfare	Students could research changes and legislation in housing, education and welfare, with an assessment of the relative success of policies introduced.	Thinking about social reform since 1851: continuity and change, strengths and weaknesses.	Extracts from legislation. Guided reading. Statistics for housing, education, etc.
Week 13	The condition of Ireland and Anglo-Irish relations	The Easter Rising	Recap the situation in Ireland by 1914. Consider the fact that Home Rule was on the statute book but hadn't been enacted due to the outbreak of war. Using the BBC film, 'Rebel Heart', as stimulus material, consider the reasons behind the Easter Rising and its impact. Consider the view that the British response alienated much moderate support and increased the demand for complete independence. Examine the popularity of Sinn Fein by 1918. Create a timeline to illustrate the events of the Easter Rising.	Opportunity for some cross curricular work with the English department, considering the trend of 'cultural nationalism' which emerged in Ireland in the early 20th century. For example students could study the work of Pearse or Yeats.	Guided reading. Academic interpretations on the rising and its aftermath for discussion. Primary accounts.

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Week 14		The Anglo-Irish; War; Government of Ireland Act and Anglo-Irish Treaty; divided Ireland before the Second World War	Create a timechart to illustrate the sequence of events in Ireland after 1918 to the outbreak of the Second World War (taking note of Eire's neutral stance during the Second World War). Consider the Anglo-Irish War and the linked legislation.	Discuss whether the 'Irish Question' was impossible to solve or whether particular individuals or groups can be blamed for the continuation of problems. Students could undertake some detailed research into the career of influential politicians, eg Eamonn de Valera.	Sources and guided reading. Extracts from the Government of Ireland Act and the Anglo-Irish Treaty. Biographies of key individuals.
Week 15	Overview	Revision	Consider the key questions and what developments have taken place in the period from 1914 to 39.	Developing understanding of key concepts such as change, continuity and significance.	Collating previous materials. Looking at academic interpretations of change and continuity by 1939.
PART TWO: THE WORLD WARS AND THEIR LEGACIES: BRITAIN, 1914–1964; Section 2: Transformation and change, 1939–1964					
Week 16	The impact of the Second World War on British politics	Churchill as a wartime leader	Brief PowerPoint overview of the major stages of the Second World War, or students could watch a good overview documentary, supplemented with some homework reading. Consider Churchill's wartime leadership through transcripts, listening to his speeches and historical opinion of his significance.	Reflect upon Churchill's rise from the 'wilderness' to Prime Minister: why did this happen?	PowerPoint overview of Second World War. Primary evidence from Churchill himself or opinions of Churchill as leader.

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Week 17		The Labour landslide of 1945	<p>Spider diagram to illustrate the various reasons for Labour's landslide victory in 1945.</p> <p>Students should make sure that they include detail on:</p> <ul style="list-style-type: none"> • Labour's manifesto promises • Labour's work in government during the war • Churchill's election campaign • the impact of the Beveridge Report • changing attitudes as a result of the war. <p>Students might rank the causes of the Labour Part victory in order of importance, giving an explanation of their judgement.</p>	<p>Students to think ahead about the problems facing the new Labour government in 1945 and create a list, alongside how they would 'fix' any problems.</p> <p>They could then reflect back in future weeks on Labour's performance.</p>	<p>Sources and extracts on 1945 election.</p> <p>Guided reading.</p> <p>Academic interpretations on the Labour victory.</p>
Week 18		Labour ideology and policies	<p>Using the text of Labour's Manifesto, 'Let Us Face the Future' students could outline what their ideology was (noting the extent to which it can be viewed as 'socialist').</p> <p>Make a timeline of policies to 1951.</p> <p>Assess whether Labour met their manifesto promises or not.</p>	<p>Students to explain why, despite the raft of reforming legislation of Attlee's governments, Labour lost the election in 1951.</p>	<p>Interpretations from academic historians about the first majority Labour governments.</p> <p>Guided reading.</p> <p>The Labour Manifesto, 1945.</p>

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Week 19	Political developments	Conservative dominance from 1951 and political consensus	<p>Students could compare and contrast Conservative policies in the 1950s with Labour's approach post-1945.</p> <p>To what extent is it true that the two parties were engaged in 'consensus politics'? Consider differing academic opinions on this.</p>	Undertake some research into key individuals, eg Churchill, Eden and Macmillan. To what extent were they personally responsible for Conservative dominance in this period?	<p>Guided reading on political consensus.</p> <p>Details of Conservative policies. Biographies of key individuals.</p>
Week 20		Division within the Labour Party	<p>Students could examine the contribution of Labour divisions to the Conservative dominance of the 1950s.</p> <p>Key areas to consider might include the Bevanites vs. the Gaitskillites and the divisions over nuclear policy.</p>	Some students could produce critical assessments of the role of key Labour politicians; Nye Bevan might be of particular interest.	<p>Guided reading.</p> <p>Academic interpretations on Labour divisions.</p>
Week 21		Conservatism and the Establishment; Labour victory in 1964	<p>Consider the Labour victory in the 1964 election and the reasons behind this:</p> <ul style="list-style-type: none"> increased attractiveness of Labour's message some of the unpopular policies of the Conservatives the 'Establishment' nature of the Conservative Party. <p>Look at the Profumo Affair and the choice of Douglas-Home as leader, as illustrative of the Establishment.</p>	<p>Encourage students to find passages advancing different interpretations of the Conservative record 1951–64.</p> <p>Consider why financial issues became more relevant in the 1960s.</p>	<p>Historical opinions on the 1964 election to consider and debate</p> <p>Earlier notes and further reading/research.</p> <p>Watch Panorama 1964 election special TV documentary for a good overview of the Labour victory in 1964. (available on YouTube)</p>

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Week 22	Economic developments	Mobilisation of resources in wartime; post-war boom	<p>Consider the impact of the Second World War on the British economy with particular reference to:</p> <ul style="list-style-type: none"> • the Emergency Powers Act • rationing • production of weaponry and aircraft • the impact of the Blitz. <p>Consider the reasons for, and the extent of, the post-war boom.</p>	Using relevant graphs and statistics examine the economic cost of the Second World War by comparing the situation in 1939 with 1945.	<p>Sources, written and visual, to illustrate the economic cost of the War.</p> <p>There are some excellent documentaries which will help students with this topic including: Andrew Marr's 'Making of Modern Britain' (episode 6) and the ITV 'World at War' Series ('Home Fires').</p>
Week 23		Balance of payments issues and 'stop-go' policies; changes to British industry and trade; new technology	<p>Create a timeline detailing Britain's economic performance, making particular note of the Balance of Payments measure which was deemed all important by leading economists- most policies aimed to improve this measure.</p> <p>Assess the success of both Labour and the Conservatives in dealing with the economic problems they faced- through loans, interest rate manipulation, taxes etc.</p>	<p>Explore the significance of the change in approach- both major parties committed to 'full employment' and a level of nationalisation. Why was this? Was it a successful approach to dealing with economic problems?</p> <p>Further research into conflicting historical opinions</p>	<p>Sources with conflicting views</p> <p>Woodward provides a useful introduction to the economic decline following the Second World War in New Perspective magazine (vol. 1, No. 2)</p>

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Week 24	Social changes and divisions	Austerity and the impact of war; post-war boom and the growth of affluence	<p>Invite students to prepare presentations on an aspect of cultural/ social change which interests them from this period.</p> <p>Examples could include:</p> <ul style="list-style-type: none"> • evacuation experiences • attempts to cope with tight rationing controls • people who benefitted from the new welfare opportunities • class change as a result of increasing affluence in the 1950s. <p>Students could work in groups and then share with the class.</p>	Prepare short class presentations which offers differentiation by outcome.	<p>Individual research and illustrated presentations.</p> <p>Guided reading and academic interpretations.</p>
Week 25		Consumerism and changes in position of women and youth	<p>Consider the 1957 claim by Macmillan that people had 'Never had it so good' by looking at:</p> <ul style="list-style-type: none"> • the improvements to housing • the increase in consumer goods and the wide availability of credit. <p>Consider how this changed lives; especially for women who were no longer as tied to lengthy household tasks.</p> <p>Consider the emergence of the 'teenager'.</p> <p>Link these social and cultural changes to politics.</p>	Use primary evidence (letters, diaries, video or audio accounts) to assess change and continuity.	<p>Drawing together earlier material and supplementing with further guided research.</p> <p>Guided reading.</p>

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Week 26		Immigration and racial tensions	<p>Consider why immigration increased in the period after the Second World War (with the arrival of Empire Windrush in 1948 being a key turning point). Look at the experiences of these new immigrants in settling in Britain.</p> <p>Look at video and photographic footage demonstrating increased racial tension and the resulting political demands which accompanied it.</p>	Opportunity to debate immigration as a policy in modern day Britain.	<p>Using primary accounts to develop an understanding of different views towards immigration.</p> <p>Statistics on immigration.</p> <p>Academic texts.</p>
Week 27	Developments in social policy	The Beveridge Report	<p>Use the text of the 1942 Beveridge Report to identify the five giants:</p> <ul style="list-style-type: none"> • want • disease • ignorance • squalor • idleness. <p>Compare the Labour and Conservative manifestos of 1945 and the extent to which each party was committed to implementing Beveridge's 'cradle to the grave' recommendations.</p>	Research tasks to find evidence to support Beveridge's identification of the five giants.	<p>Guided reading and statistics for extension activity.</p> <p>Extracts from the Beveridge Report.</p> <p>Manifestos.</p>

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Week 28		The Butler Act; the growth of the Welfare State, including the NHS; the growth of education	<p>Students could create a diagram to illustrate the short and long term effects of the reforms introduced with regards to welfare and education.</p> <p>Students to research:</p> <ul style="list-style-type: none"> • the Butler Act • the growth of the Welfare State • the NHS • the growth of education. 	Consider how far the five giants had been eradicated by 1964.	<p>Look at historians' interpretations of the Welfare State; successes and failures.</p> <p>'NHS: A difficult beginning' is an excellent documentary.</p> <p>Extracts from the Butler Act.</p>
Week 29	The condition of Ireland and Anglo-Irish relations	Continuing north-south friction including riots of September 1964; the beginnings of a civil rights campaign	<p>Use sources and information sheets to create a timeline showing the continuing tension and sporadic terrorist outrages occurring in Ireland after 1945.</p> <p>Remind students of the difficulty of the problem: the IRA wanted Northern Ireland to be reunited with Eire, but this was unacceptable to the Protestant dominated North.</p> <p>Look at the September 1964 riots and the emergence of the campaign for civil rights.</p>	Interested students could be encouraged to undertake independent research into the future relations of Ireland and Britain covering the Troubles and the Good Friday Agreement.	<p>Sources and information sheets.</p> <p>Guided reading.</p> <p>Academic interpretations.</p> <p>YouTube clips on the riots in 1964.</p>
Week 30	Overview	Revision	<p>Look back at material in this Part and, selecting from earlier work, put together overview timelines covering the key questions from the specification.</p> <p>Select the 'top' 10 individuals that had an influence in this period. (Could hold balloon debate to determine the most influential).</p>	Students can undertake wider reading to find differing academic viewpoints regarding the key questions.	<p>Notes and materials from Parts One and Two.</p> <p>Practice exam-style questions.</p>

			<p>Identify the key ideas and ideologies and the points at which these were most influential.</p> <p>Debate all key questions and produce one paragraph summary responses to each.</p> <p>Students might produce paragraph summary responses to each of the six key questions.</p>		
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