
Scheme of work

AS/A-level History Specification 7041/7042

Wars and Welfare: Britain in Transition, 1906–1957, 2M

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: Wars and Welfare: Britain in Transition, 1906–1957

Component 2 Depth Study (Teacher 2)

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

Note that whole course may be delivered by a single teacher.

General Introduction (Component 2)

Learning Objectives AO1 and AO2

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)	1. Students are expected to develop an understanding of the process of change and continuity through the study of the interrelationship of a variety of perspectives.	Students should be aware that each depth study has an introductory commentary setting out the focus of the study and the key concepts that apply to it. There is a close interrelationship between the commentary and the content that follows.	Students will need to appreciate the complexity of the historical process through a detailed focus on the period of this depth study. To demonstrate depth of historical knowledge and understanding, students should be able to make links and comparisons between the aspects of the period studied. It is therefore important that the content should be studied both in its own right and holistically so that links and contrasts are rooted in secure knowledge and understanding.	Students should be encouraged to study the course content in relation to the key concepts and issues, as set out in the introductory commentary, using, as appropriate, a variety of primary source material as well as academic reference books. Students' understanding of concepts and perspectives should be regularly assessed.	Students should have the opportunity to consult primary sources and 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>2. Students will need to be able to evaluate, with reference to provenance and content, how primary sources contribute to historical understanding.</p> <p>3. Students will be required to write analytical essays showing judgement about the issues and developments they have studied.</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>The suggested learning activities below are intended to develop the required 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>Note that students will need to practise exam-style questions throughout the course.</p> <p>Both AS and A-level practice questions can be found on the AQA web site and it is recommended that either a source evaluation 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 AO2

Wars and Welfare: Britain in Transition, 1906–1957

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART ONE: SOCIETY IN CRISIS, 1906–1914; Section 1: The Liberal Crisis, 1906–1914					
Week 1	The Liberal governments	The 1906 election	<p>PowerPoint introduction and overview of period c.1900: society, economy and basic political background.</p> <p>Introduction to the different types of voting system, with an evaluation of the positives and negatives of the various types (First Past the Post, PR, AV).</p> <p>Complete a Psephology graph detailing election results for the various main parties 1865-1906. This can then prompt questions and students to hypothesise about what these results might tell us.</p> <p>Consideration of:</p> <ul style="list-style-type: none"> • why the Conservatives were in the ascendancy, c.1900 • why the Conservatives began to lose popularity (including. Tariff Reform, Taff Vale and the impact of the Boer War) 	<p>Develop key terminology: working class; tariff reform; imperialism; poverty; democracy.</p> <p>Establish links with current political debate/ news, especially if around the time of a General Election. Provides an opportunity to discuss whether Britain is 'democratic'.</p> <p>Students could complete background reading on the development of the main three parties in the 19th century, to add context.</p>	<p>Andrew Marr's TV series: Making of Modern Britain, episode 'A New Dawn', provides a useful overview.</p> <p>Primary and secondary written and visual sources to build picture of life in early 20th century Britain (covering the different class experiences).</p> <p>Primary sources for analysis might include election statistics, newspaper archives discussing the key political issues, political posters and cartoons (esp.</p>

			<ul style="list-style-type: none"> why the Liberals won the 1906 election (including commitment to Free Trade and the Progressive Alliance). 		covering The 'Big Loaf/Little Loaf').
Week 2		New Liberalism; the influence of Campbell-Bannerman, Asquith, Lloyd George and Churchill	<p>Introduce the theory of 'New Liberalism' and create a table comparing the ideas with more traditional 'Gladstonian' Liberalism.</p> <p>Students could work in groups to research the careers of the prominent 'New Liberal' politicians; which policies are they associated with which can be viewed as being 'New Liberal'?</p>	<p>This can allow students to discuss possible motivation for these men: were they motivated by a genuine desire to intervene, or were they concerned to stem any possible threat from the Left?</p> <p>Students will need to appreciate that the terminology used to describe political beliefs is often not especially clear cut, but they can gain a basic framework to build upon.</p>	<p>There are some excellent biographies of these men which students can access.</p> <p>Hansard online has full texts of parliamentary speeches which can be edited down for students who can then use them to try and determine the messages of these individuals.</p>

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Week 3		The position of Labour and the Conservatives	<p>Students could create timelines detailing events within the Conservative Party after their shock defeat in 1906 and especially on the rise of Labour 1906–1914.</p> <p>Key areas to consider might include:</p> <ul style="list-style-type: none"> • the increasing politicisation of the working class • the impact of the Progressive Alliance with the Liberal Party • the Osborne Judgement • election results in 1910. <p>Where appropriate, links will need to be drawn in future weeks to the actions of the Liberal Party; to what extent did they feel pressured by the rise of Labour?</p>	<p>Understanding of why attitudes began to change towards workers and the poorest in society in the 20th century.</p> <p>Why was there a demand for representation which had been somewhat muted before?</p>	<p>A general history of the Labour Party.</p> <p>Primary documents which might be of use could be the writings of Fabians Beatrice and Sidney Webb or the discussions in the press.</p>

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Week 4	The state of the Economy.	Staples; 'new' industries; agriculture; trade and invisible earnings; economic concerns and external competition	Create large A3 diagrams showing the interaction of the various elements of the economy: <ul style="list-style-type: none"> • staple industries • new industries • agriculture • trade • invisible earnings • economic concerns • external competition. 	Introduce links to the modern day economy; perhaps an opportunity for some cross curricular work for any students studying A-Level Economics. They could produce a presentation or video clip explaining any challenging concepts (eg invisible earnings).	Many of the standard A level textbooks have useful overviews. Primary materials and statistics.

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Week 5	Social Issues.	Class division; poverty	<p>Examine the extent of poverty in early 20th century Britain and some consideration of the reasons behind this poverty. Students will need to think about:</p> <ul style="list-style-type: none"> • the traditional view that the poor were to blame for their situations • the slowly emerging realisation that many of the poor were incapable of escaping the poverty trap. <p>Consider the nature of class division and its implications for British Society.</p>	Encourage students to draw links with earlier learning on New Liberal attitudes.	<p>There are some excellent resources which students can utilise to gain an awareness of the different classes within society.</p> <p>Popular culture such as the TV series such as Downton Abbey or extracts from Charles Dickens' 'Oliver' could be used.</p> <p>Students should also be able to tackle extracts from the great social surveys of the period; for example Seebohm Rowntree or Charles Booth.</p> <p>Guided reading.</p>

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Week 6		Changes in taxation; the 'People's Budget'	<p>Consider reasons for changes towards the system of taxation (including changes in attitude to the poor and the need to fund the naval race).</p> <p>Lloyd George's motivation behind the controversial People's Budget should be debate: was he trying to help people or deliberately provoke the House of Lords?</p> <p>There are some excellent contemporary sources showing a range of opinions on this which will allow for some discussion of reliability and utility of sources.</p>	Get students to 'hot seat' Lloyd George to examine his motives.	<p>Copies of the terms of the People's Budget.</p> <p>Extracts from speeches and also Lloyd George's private diaries.</p>
Week 7		Liberal social and welfare reforms; reasons for legislation and its effects	<p>Create a chronological chart detailing the reforms, with an assessment of the relative strengths and weaknesses. It is useful to think about splitting the reforms into those affecting:</p> <ul style="list-style-type: none"> • children • the elderly • workers. 	It is quite challenging for students to work out motivation behind reforms; looking at the speeches by men like Lloyd George are interesting as students will have to grapple with what his 'official' message might be vs. his other aims and ambitions.	<p>Contemporary cartoons provide an interesting viewpoint on attitudes at the time, as do newspaper archives.</p> <p>There are some useful video clips online.</p>

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Week 8	Challenges and crises.	The constitutional crisis	<p>Create a flowchart detailing the stages of the constitutional crisis and the eventual passing of the Parliament Act.</p> <p>Consideration of the political fallout from the crisis and the elections of 1910. Could lead to an essay question on the extent to which the Liberals gained more than they lost as a result.</p>	<p>Class debate with students split into Hedgers, Ditchers and pro- Liberals; considering the decisions made in 1910 and 1911.</p>	<p>The BBC Parliament Channel often has useful videos and documentaries on this topic.</p> <p>Guided reading and contemporary accounts.</p>
Week 9		Issues of female emancipation; industrial unrest	<p>Students could create a timeline charting the work of the suffrage movement to 1905 and the development of the WSPU.</p> <p>Read about their controversial methods and consider attitudes towards them; supportive and not.</p> <p>Add detail to maps of Britain to show the outbreaks of industrial unrest across the country and discuss what this surge tells us about working class attitudes towards parliamentary democracy.</p>	<p>Consider the ‘anti-suffrage’ movement and why some women did not support the idea of votes for women.</p> <p>Discuss the rise of the syndicalist movement and their ideology.</p>	<p>There are plenty of accessible primary sources on the suffrage movement, perhaps notably Emmeline Pankhurst’s autobiography.</p> <p>The National Archives has useful collections of letters, photographs and government documents.</p>

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Week 10		Irish Home Rule	<p>Students will need to understand the long term relationship between Britain and Ireland to fully grasp the depth of feeling about the Irish Home Rule issue by 1910–1914. This could be provided through an introductory PowerPoint detailing such issues as:</p> <ul style="list-style-type: none"> • Drogheda • the Plantations • the Potato Famine • the failure of Home Rule in the 19th century. <p>Use maps of Ireland to detail the different areas-making particular note of the religious and economic differences (especially in the counties of Ulster).</p> <p>Before covering the development of the crisis it might be useful to ask students to come up with solutions to the Ulster Question. They could then reflect upon the actions of Asquith and determine whether he should be blamed for the development of the crisis.</p>	<p>Examine developments from different perspectives: Ulster Unionists; Irish Nationalists; Republicans, etc.</p> <p>Discuss whether it is ever 'right' to take up arms to support a political cause.</p>	<p>PowerPoint, worksheet and guided materials.</p> <p>Contemporary accounts, especially to illustrate opposing views.</p>

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PART ONE: SOCIETY IN CRISIS, 1906–1929; Section 2: The Impact of War, 1914–1922					
Week 11	Politics in wartime	The 1915 coalition; Lloyd George and Bonar Law	<p>Consider the early legislation brought in after the entry into the war, eg DORA.</p> <p>Consider the issue of conscription; why it was needed and the various reactions to it from contemporaries. It is especially useful to look at the Conscientious Objectors and how they were treated.</p> <p>Consider the reasons behind the forming of the coalition in 1915 and the achievements once there had been a reshuffle.</p> <p>Look at the part played by Lloyd George and Boner Law.</p>	Discuss: what rights does a government have to intervene in people's lives?	<p>Cabinet papers, newspapers and propaganda posters provide a wealth of material for students to look at.</p> <p>Biographies of Asquith or Lloyd George will examine their performance as wartime politicians.</p>

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Week 12		<p>Liberal division; the influence of the Labour party and the 1918 constitution; the 1918 election</p>	<p>Consider the historical debate about Asquith's fall from power and his replacement by Lloyd George:</p> <ul style="list-style-type: none"> • was there a deliberate plot to remove him? • what were Lloyd George's motives in acting in the way he did? <p>Students could write mock newspaper articles considering the events from different viewpoints.</p> <p>Discuss how war actually helped the Labour Party and led to their independent stance in 1918. Look at the terms of the 1918 constitution and discuss the important clauses, notably the commitment to socialism.</p> <p>Look at tables detailing the election results in 1918- in what ways was Lloyd George a 'prisoner of the Tories' from the outset?</p>	<p>Discuss socialism as a political ideology: what are the positives and negatives?</p> <p>How would people in Britain in 1918 have viewed it (link to the Russian Revolution of 1917).</p>	<p>Useful extracts detailing Asquith's fall can be found in the Times newspaper archive.</p> <p>Copies of Labour's constitution.</p> <p>Tables of election results (showing numbers of votes and percentages and also coupon vs. independent candidates).</p> <p>Guided reading.</p>

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Week 13		The Lloyd George coalition; policies, problems and Lloyd George's fall	<p>Consider Lloyd George's reputation in 1918 (video clips showing him in public in 1918 are quite useful) and then his fall in 1922 when Baldwin described him as a dynamic force.</p> <p>Outline his election promises and then assess the extent to which his government achieved them. Especially important to cover:</p> <ul style="list-style-type: none"> • housing policy • treatment of war wounded and widows • economy • industrial relations <p>(some candidates may wish to look at foreign policy issues, but they do not have to).</p>	Understanding the issues posed by a coalition government and why it was difficult for Lloyd George to maintain Liberal support; might provide a useful link to modern day political issues (eg faced by Nick Clegg and the Liberal Democrats).	<p>There are a multitude of excellent sources considering this topic.</p> <p>Guided reading.</p> <p>YouTube or video clips.</p>
Week 14	Economic issues.	Britain's wartime economy; housing and austerity; trade unions	<p>Create a link to earlier learning on the economy and reconsider whether Britain was in decline before 1914.</p> <p>Use general texts to consider how the need to pay for a prolonged industrial conflict strained resources; good textbooks should contain relevant tables of statistics.</p> <p>Look at the issues of housing and austerity.</p> <p>Consider Lloyd George's handling of the Trade Unions and how production was maintained for the war effort.</p>	Understanding how short term strain added to longer term difficulties within the British economy.	<p>Andrew Marr's Making of Modern Britain (episode 3) could be useful.</p> <p>Guided reading and contemporary accounts.</p>

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Week 15		Post war industrial problems; the position of the staple industries and trade	<p>Make links with the issues faced by David Lloyd George, which tended to reflect the economic depression which affected Britain after the war.</p> <p>Consider the 'orthodox' (treasury) view of how the problems were viewed at the time; how would students tackle the problem if they were in government?</p> <p>Consider the staple industries and the impact on trade.</p>	Students could be encouraged to consider how the war affected the economies of other countries, perhaps Russia, Germany or America.	<p>Most A-level textbooks will have tables and charts accessible for students.</p> <p>Academic texts.</p>
Week 16	Social and cultural impact of war	Role of women; reform of the franchise; unions and Labour	<p>Consideration of the work completed by women during the war and assessment of the extent to which this led to the Representation of the People Act in 1918.</p> <p>Examine the impact of war on Labour and unions.</p> <p>Look at contemporary materials to determine whether class attitudes had changed as a result of the war experience.</p>	Discussion of whether war actually helped advance certain groups within society.	<p>The National Archives have a host of useful materials.</p> <p>Guided reading.</p>

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Week 17		Cultural change; issues of patriotism; conscientious objection; effect of the trenches on soldier; the war poets	<p>Create posters which contrast the attitudes seen in 1914 with those in 1917–1918, when the war had gone on much longer than expected; diaries, letters home, newspaper reports and poetry can be used.</p> <p>Students could research the conditions for those exposed to fighting (especially on the Western Front) and consider why attitudes changed.</p>	There is a clear opportunity for a cross curricular project here, perhaps working with an English department on a display considering the war poets, for example.	<p>Primary materials are easy to find on this topic; Siegfried Sassoon and Wilfred Owen are obvious starting points, but students could be encouraged to research more unusual poems or letters.</p> <p>Contemporary sources.</p>
Week 18	Ireland	The Easter Rising	<p>Discussion of the differences between Home Rule and independence and consideration of why many within Ireland were becoming disillusioned with Redmond and the parliamentary process (opportunity to revise earlier learning on the Ulster Crisis).</p> <p>Study the events of the Easter Rising and discuss the motives of the leaders.</p> <p>Consider the impact of the British reaction and why this led to a surge in popularity for Sinn Fein.</p>	Discussion of 'revolutions' and what punishments are acceptable for those involved in them; plenty of modern analogies to be drawn here.	<p>Some useful primary documents might include the writings of Patrick Pearse or the other leaders.</p> <p>The BBC drama 'Rebel Heart' is a useful interpretation and can stimulate discussion of TV adaptations of historical events.</p>

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Week 19		The war of independence and the Anglo-Irish Treaty	<p>Create a timeline covering the events from 1918–1922 concerning Ireland and consider blame for events like Bloody Sunday.</p> <p>Reflect upon the Anglo-Irish Treaty; was this the best possible solution?</p>	Some students could be challenged to undertake further research into the history of Ireland and the conflict which developed after the signing of the Treaty. Films like ‘The Wind that Shook the Barley’ might be of interest.	<p>There are some excellent documentaries on this available on YouTube.</p> <p>Students could consult works of literature, eg the poems of W.B. Yeats.</p> <p>Guided reading.</p>
Week 20	Review	Revision of ideas studied so far	<p>Consideration of the relative strength of the three main political parties in 1922, the state of the economy, etc.</p> <p>This would be a good time for students to undertake a mock examination.</p>	Differentiation will be evident in exam practice.	<p>Practice questions both source based and essays.</p> <p>Notes from previous weeks.</p>

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PART ONE: SOCIETY IN CRISIS, 1906–1929; Section 3: The Search for Stability, 1922–1929					
Week 21	Political developments	The decline of the Liberals	<p>Recap on issues facing the Liberal party to date (including the historiographical debate between Dangerfield’s thesis and Wilson’s ‘Rampant Omnibus’).</p> <p>Cover the further decline of the party through the 1920s, looking at election statistics and voting patterns is especially interesting here.</p> <p>Discuss ideas of blame and where the turning points are (perhaps using a washing line of causation to help with this, or a card sorting activity so students can identify key events and issues).</p>	<p>This topic provides a good opportunity to address more synoptic issues: were the Liberals already ‘doomed’ by 1914, or not? To what extent was the Asquith/ DLG division to blame?</p> <p>Politics students may wish to investigate the later history of the Liberal Party and the emergence of the Liberal Democrats.</p>	<p>Copy of election statistics (including % of votes and numbers of parliamentary seats).</p> <p>Academic texts and primary accounts.</p>

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Week 22		The 1923 election; the first Labour government: aims and reforms	<p>Consider the conduct and results of the 1923 elections.</p> <p>Create a chart considering the aims of the government. Students can fill out columns indicating whether these aims were achieved and how.</p>	<p>Students to explain key issues such as 'socialism' vs. 'Labour' and discuss why a Labour party committed to socialism (clause 4) might not be able to deliver this.</p> <p>Students will also need to consider the problems facing a minority government; what this means practically.</p>	<p>Most good textbooks should cover this topic comprehensively.</p> <p>Contemporary opinion on the Labour Party.</p>
Week 23		First Labour government: international relations and collapse	<p>Compare Labour's domestic policies (Week 22) with the success achieved by Macdonald on the international stage, eg the Dawes plan.</p> <p>Using primary documents (including the Zinoviev letter and press material on the 'Campbell Case').</p> <p>Consider the reasons for the collapse of the government.</p> <p>Students could perhaps rank the reasons and make links between them.</p>	<p>Students should be encouraged to look carefully at the voting patterns in 1924 and what this actually tells us about the public response to the 'red scare'.</p>	<p>Sources from the prominent newspapers and cartoonists. Also useful to see what prominent communists, trade unionists, etc had to say about the Labour party vs. what Macdonald himself was proclaiming in his speeches at the time.</p>

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Week 24		The Conservative resurgence and government; the roles of Baldwin, Churchill and Chamberlain	<p>Students could split into groups to research the role of Stanley Baldwin in explaining the Conservative resurgence in the second half of the 1920s. They should consider his demeanour, his policies, his loss of elections in 1923 and 1929 etc.</p> <p>There are an excellent range of biographies and historical opinion is quite divided, so students could be given deliberately opposing accounts or asked to decide which account they find the most convincing.</p> <p>Teacher-led overviews of the work/policies of Chamberlain and Churchill might be useful to link in to when studying later topics such as the General Strike.</p>	Consideration of what makes a good Prime Minister. Later on in the course students could debate who the 'best' prime minister of the period was and why.	<p>Differing historical opinions on Stanley Baldwin.</p> <p>Biographies of all three men.</p> <p>Guided reading.</p>
Week 25	Economic issues	Post war re-adjustment and the return to the Gold Standard; the problems of the coal mines	<p>Recap the main theories behind 'Orthodox' economics and contrast with Keynesian theory of how to tackle the post-war depression (compare two flow charts and identify differences).</p> <p>Look specifically at the decision to return to the Gold standard:</p> <ul style="list-style-type: none"> • why Churchill did it • what was the expected outcome • what was the actual outcome. 	Debate: were the coal mines in a terminal decline by the mid 1920s? Was it even possible to solve the problem? (providing links with earlier learning about Britain and her industry).	<p>Andrew Marr's 'Making of Modern Britain' episode 4.</p> <p>Economic Statistics.</p> <p>Academic texts.</p>

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Week 26		Industrial disputes and the General Strike	<p>Research the issues within the coal mining industry.</p> <p>Students could create newspaper style coverage of the events of the General Strike from various perspectives (miners, TUC, general public, government).</p> <p>Key issues to debate are why the strike happened in the first place and also why it failed.</p> <p>Students should also consider its legacy (for the unions and also the 1927 Trade Disputes Act).</p>	<p>Could lead to a current debate on the right to strike; depending on current political situations!</p>	<p>The National Archives Website has useful materials on the General Strike, including cabinet papers and newspaper coverage.</p> <p>The BBC produced an excellent documentary on this as part of their 'Time to Remember' series.</p> <p>Look especially at newspaper coverage of the event, from opposing viewpoints.</p>

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Week 27	Social and cultural change.	Unemployment and regional division; the post-war role of women; the growth of the media including newspapers and the cinema; the cultural reaction to war	<p>Consider the evidence of life for British people and compare primary accounts showing life in different areas. Students could find similarities and differences for people depending on class, sex, age, where they live, etc.</p> <p>Archived newspapers can be used to demonstrate the growing power of the press, perhaps comparing the reporting in different papers. Students could investigate the career of Max Aitken for example and compare the styles of 1920s newspapers with earlier ones.</p> <p>Research the culture impact of the war and the growth of cinema.</p>	<p>Differentiation by research tasks.</p> <p>Opportunities for additional extension reading.</p> <p>Researching the early BBC, use early recordings and ask students for their perceptions (noting for example the accents of the newsreaders and the topics chosen, etc).</p>	<p>Research suitable primary sources.</p> <p>Guided reading.</p>

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Week 28	The 1929 election	The franchise extension and 'flapper vote'	<p>Explore the various election campaigns of the main parties in 1929:</p> <ul style="list-style-type: none"> • Baldwin and 'Safety First' • Lloyd George's 'We can conquer unemployment' • MacDonald's victory. <p>Students could perhaps prepare a mock leadership debate as seen in recent elections on television.</p> <p>Analysis of the statistics and consideration of whether the change in the franchise was influential.</p>	Debate: was Stanley Baldwin a good prime minister?	<p>Look at historians' interpretations of the 1929 election: did Labour 'win' or the Conservatives 'lose'?</p> <p>Also consider the campaign posters produced by the various parties.</p>
Week 29		The new Labour government; Macdonald and Snowden and their aims; the state of Britain by 1929	<p>Using the 1929 Labour Manifesto students can create a list of the aims/promises of the new government (those carrying on to Part 2 of the course will be able to reflect back on this list and assess whether any of the aims were achieved).</p> <p>Make an A3 chart to illustrate the state of Britain at the beginning of 1929: social/ political/ economic.</p>	<p>Debate whether life was better for people in 1929 than it was in 1906.</p> <p>Different groups could look at different sections of society, the question is deliberately quite vague in order to encourage students to consider what is meant by 'people'.</p>	<p>Information sheets and guided reading.</p> <p>Primary sources, eg copies of the 1929 manifesto or speeches during the election from MacDonald and Snowden.</p> <p>Guided reading.</p>

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Week 30	Overview	Holistic appraisal of content of Part One	<p>Look back at material in this Part and create:</p> <ul style="list-style-type: none"> • a timeline and glossary for each of the three sections of content • some could create a summative wall poster. <p>Consider the influence of key figures across the period, eg: Lloyd George, Churchill, Asquith, MacDonald. (Could hold balloon debate to determine the most influential).</p> <p>Consider developments from different perspectives: political; economic, cultural and social. Collect several sources to show how each area developed and changed during the course of the period (also note what stayed the same).</p> <p>As a class, reflect, 'What have we learnt?'</p> <p>Consider events and development from different perspectives, eg political or social and economic. Look at the introductory paragraph for this option and reflect on the key issues and concepts of this study.</p>	<p>Opportunities for differentiation by task and in students' reflection and selection of information.</p> <p>Further opportunities for evaluation of primary source material.</p>	<p>Notes and materials from Part One of this course.</p> <p>Further source material which could be assembled by students.</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 EMERGENCE OF THE AFFLUENT SOCIETY 1929–1957; Section 1: The ‘Hungry Thirties’, 1929–1939 (A-level only)					
Week 1	Political developments.	The Labour government; domestic policies and response to economic problems	<p>PowerPoint introduction and recap of the ‘story so far’ – work covered at AS and especially the situation in 1929 (students should have charts detailing ‘Britain by 1929’ which they can refer to, as well as a list of Labour promises in their manifesto of 1929).</p> <p>The key issues here are:</p> <ul style="list-style-type: none"> • what Labour did before the economic crisis (most notably Greenwood’s Housing Act and legislation concerning miners and the failures on education and repeal of the Trade Disputes Act (1927)). <p>The economic crisis:</p> <ul style="list-style-type: none"> • why it happened • the impact on Britain • suggestions (Keynes, Mosley, May Report) • MacDonald’s decision to resign. 	<p>Students could be given the scenario of the economic crisis and asked to come up with solutions, before looking at what was actually decided.</p> <p>Alternatively they could prepare for a ‘cabinet debate’ on what to do, being given time to research a particular individual and what they would propose/support, eg Snowden, Mosley, May, Treasury officials, etc.</p>	<p>Primary and secondary sources used to assess Labour’s performance (from differing perspectives, eg Mosley vs Snowden).</p> <p>A useful ‘starter’ video clip might be an extract from a film such as ‘Cinderella Man’ or photos of the Depression in the US. A lot of students will have studied this at GCSE and it provides a useful cross over to consider the role of the Wall Street Crash in causing problems for Britain.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 2		The reasons for and policies of the National Government	<p>There will be some cross-over here with Week 1. Students will need a flow chart or timeline detailing the development of the crisis and the eventual formation of the National Government.</p> <p>Students should note the composition of the government and consider the impact of this on Labour.</p> <p>Students might draw up a timeline table of main policies in 1931.</p>	Opportunity here to discuss the appropriateness of forming such a government in a time of crisis: why this is a better solution than a one party government?	<p>There is plenty of primary evidence on this period, especially interesting material on the fateful meeting between MacDonal and King George V.</p> <p>Guided reading.</p>
Week 3		The leadership of MacDonal	<p>This is a highly interesting topic; whether Macdonald betrayed the Labour party. Students could create newspaper articles considering his role as Labour leader/ wider career and whether he was a 'traitor' in 1931.</p> <p>Stimulus material can be taken from contemporary sources and also modern ones, as this is a topic still under much debate.</p>	Understanding the differences between being a good party leader and being a good leader for the country, could lead to debate about current political leaders.	<p>Sources on Macdonald.</p> <p>Extracts from his speeches.</p> <p>Contemporary opinions.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities.	Differentiation and stretch and challenge opportunities	Resources
Week 4		The leadership of Baldwin and Chamberlain	<p>Students to add details to their timelines, looking at policies between 1932 and 1939. Most main textbooks will provide a useful overview and allow students to make notes on policies.</p> <p>They can consider the leadership qualities of Baldwin and Chamberlain and perhaps discuss the failure to rearm at an early stage and the decision to appease Hitler. Whilst not on the spec, this is an interesting and worthwhile debate which students are bound to be interested in.</p>	Consideration of the appeasement debate could be set as extension work if the timetable does not allow time for coverage in class.	<p>“God Bless You Mr Chamberlain” video and other assorted articles from leading historians.</p> <p>Guided reading of academic historians.</p>
Week 5	Economic issues	The Depression and financial crisis; changes to economic policy, including moving from the Gold Standard	<p>Examine economic issues and consider what the National Government implemented and the effects of these changes.</p> <p>Notes should cover:</p> <ul style="list-style-type: none"> • the Depression • key changes in policy • the Gold Standard. 	Encourage students to debate possible solutions to the financial problems and compare ideas.	<p>Guided reading and worksheets; source material including statistics, pie charts and graphs.</p> <p>Consider essay writing skills.</p>

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Week 6		Tariff reform and imperial preference; effect on industry, agriculture and trade	<p>Consider the arguments for and against tariff reform and consider changes in attitudes since the 1920s and even earlier debates on this issue.</p> <p>Students should also consider the impact of this on the Liberal Party; they could perhaps write an essay at this stage on the long term decline of the Liberals.</p> <p>Use tables and statistics to consider how industry/agriculture and trade have been effective. Most textbooks should have appropriate information to help with this.</p>	Consider the free trade ideal of some Liberals: why were they so committed to this, even at the expense of splitting their party?	<p>Conflicting opinions available in academic History books.</p> <p>Economic statistics.</p> <p>Contemporary source material.</p>
Week 7	Social and cultural impact of the Depression	Changes in working opportunities and living standards; National Government policies; social and regional division	<p>Consider whether it is accurate to call this period the 'Devil's Decade'. Look at living conditions, job opportunities, etc across Britain in making this decision (also considering the regional impact of the Government's policies).</p> <p>Consider social and regional divisions during this decade.</p>	For class debate: is it acceptable to impose such methods as the Means Test which affects only certain sections of society? Is there still a regional divide in Britain?	<p>There are plenty of excellent sources on this topic; many of the A-Level sourcebooks have a chapter on this.</p> <p>BBC4 documentary: 'A Tale of Two Britain's'.</p>

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Week 8		Literary responses; radio and cinema; social and cultural responses to international crises	<p>Students could work in pairs or small groups to create presentations on a particular author or issue on this topic, for example, they could look at Orwell and Priestley's writing.</p> <p>Students might consider British attitudes towards the Spanish Civil War or Appeasement. Research cultural responses in both radio and cinema.</p>	Consider whether culture was changing as mediums were advancing (radio/ cinema, etc).	<p>Extracts for Orwell and Priestly.</p> <p>Guided reading for 'stretch' activity.</p> <p>Sources from radio and cinema.</p>
Week 9	Challenges to stability	The Abdication Crisis	<p>Teacher-led overview of the events leading up to the crisis and the sequence of events which led to the King's actual decision. 'The King's Speech' might provide useful stimulus material, as will archived newspaper footage of the King and Mrs Simpson.</p> <p>Consider especially why this was potentially so threatening for the stability of the country and the extent to which Baldwin averted a genuine Constitutional Crisis.</p>	Debate issues of republic vs. monarchy: should we keep the monarchy in Britain?	<p>Guided reading and sources for evaluation.</p> <p>Contemporary accounts and audio files (eg the Abdication Speech).</p>

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Week 10		Radical political groups: the BUF; communism	Students to research the various radical political groups, looking at their aims, popularity and ultimately why they had limited success in Britain compared with other European countries.	Examine different political ideologies, what do 'communism' and 'fascism' mean?	<p>Andrew Marr's TV series 'Making of Modern Britain' (episode 5) has some useful clips to act as a stimulus. Students will be interested to see clips of Mosley especially.</p> <p>Guided reading and contemporary source materials.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART TWO: THE EMERGENCE OF THE AFFLUENT SOCIETY 1929–1957; Section 2: The People’s War and Peace, 1939–1951					
Week 11	Political developments	The fall of Chamberlain; Churchill as a wartime leader; character and style	<p>Students to create a timeline of events covering Britain’s involvement in the Second World War. They do not need extensive knowledge of battles and strategy, but should be able to reflect upon how fortunes in war affected domestic politics. Most notably they need to consider why Chamberlain was replaced in April 1940 specifically and why Churchill was chosen as his successor.</p> <p>Consider Churchill’s role as a wartime prime minister: identify his character and approach to leadership.</p>	<p>Discuss: what makes a good wartime leader. Opportunity for comparative work between Churchill in the Second World War and Lloyd George in the First World War.</p> <p>Students could consider current political leaders and whether they would make good wartime leaders.</p>	<p>YouTube is a great resource for Churchill’s speeches, which were considered so vital to maintaining morale and ‘winning’ the war.</p> <p>Churchill’s relationship with Roosevelt was important and primary evidence detailing this should be accessible for students.</p> <p>Academic reading.</p>

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Week 12		Coalition government; the reasons for Labour victory in 1945	<p>Use key texts to make notes on domestic policies pursued by Churchill and his coalition government. Students should especially consider why the coalition was formed, and ultimately why it broke down.</p> <p>They should also consider the role played by Labour and the extent to which they dominated domestic politics; this was a key factor in their 1945 election victory.</p> <p>Students could use a pre-prepared card sorting exercise to examine the evidence for Labour's victory in 1945: did they win or did the Conservatives lose?</p> <p>This is a widely covered topic in textbooks/academic history books and the main history journals.</p>	Consider, based on the elections studied thus far, whether it is accurate to say that "oppositions do not win elections, governments lose them".	<p>Guided reading.</p> <p>Statistical table to show election results in 1945.</p> <p>Copies of key documents such as Labour's 'Let Us Face the Future' manifesto and the text of Churchill's infamous 'Gestapo' speech, as well as contemporary reactions to these.</p> <p>ITV's 'World at War' series examines the domestic impact of the war, as does Andrew Marr in his 'Making of Modern Britain' series (episode 6).</p>

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Week 13		Attlee as Prime Minister; Labour ideology and aims	<p>Source material using academic historians' opinions of Attlee to gain contrasting views of his performance; good starting points would include Pelling, Leonard, Thorpe and Pugh (definitely more critical).</p> <p>Consider labour ideology at this time.</p> <p>Create a chart of Labour's aims in 1945, making use of their election manifesto and speeches made in later weeks students will then be able to assess whether these promises were met.</p>	<p>Class debate on issues such as:</p> <ul style="list-style-type: none"> are you in favour of privatisation of industry in today's world? is socialism ever going to be truly viable as a political doctrine? 	<p>Copies of historian's opinions and the Labour Manifesto from 1945.</p> <p>Guided reading.</p>
Week 14	Economic issues	Mobilisation of resources in wartime; the post war economic readjustment	<p>Students could make a list of what they think the government would need to do to raise money to cope with a war on this scale (reflecting back on the experiences of the First World War could be useful; how had this been organised and funded?) They can then consider what was actually done, as well as analysing the statistics for Britain's economic position in 1939, versus 1945.</p> <p>Key areas to consider might include:</p> <ul style="list-style-type: none"> selling off of overseas interests the 1941 Lend-Lease Agreement diversion of ordinary British production into war industries economic impact of bombing raids on British soil. 	<p>Understanding the economic reason why there was a 'boom' in the immediate years after the war, despite the expense and devastation caused.</p>	<p>Sources for evaluation and guided reading for additional research.</p>

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Week 15		Labour's post-war balance of payments problems and policies, including nationalisation	<p>Students to consider why and how Labour introduced a policy of nationalisation. They could fill out a timeline covering the main industries and assess the strengths and weaknesses associated with them. Important areas to consider include:</p> <ul style="list-style-type: none"> • the Bank of England • coal • transport • cables and wireless. <p>Look at contemporary views on the issue of nationalisation, especially important was the criticism aroused from the Conservatives.</p> <p>Using key texts assess Labour's wider economic performance including:</p> <ul style="list-style-type: none"> • problems with balance of payments, the US loan • Marshall Aid • continuation of rationing • winter 1947 • wage restraints, the Korean War etc. 	<p>Debate why Labour felt they could introduce more socialist measures after the war, when they had felt incapable in their previous stints in government; what had changed?</p> <p>Ask students to present views on extent of change and continuity.</p>	<p>Collating evidence from guided reading and sources:</p> <p>Statistics.</p>

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Week 16	The social and cultural impact of 'total' war	Conscription; women and children; civil liberties and restrictions; propaganda	<p>Guided research making use of relevant primary accounts to understand the social impact of the war on the 'Home Front'.</p> <p>Students could look at diary entries, letters, propaganda posters, news articles, etc, for example considering the impact of conscription on women and children or the experiences of those conscripted to work in the mines ('Bevin's boys').</p>	<p>Developing an understanding that some people enjoyed the greater social freedoms, while others suffered from restrictions.</p> <p>Differentiation by task and outcome.</p>	<p>Guided research using primary sources where available.</p> <p>Picture stimuli/ possibly with a source for research into key groups.</p>
Week 17		The Blitz; plans for reconstruction including Beveridge and the Butler Act	<p>Consider the Blitz through photographs and video images, alongside eyewitness accounts and press reports. Students could investigate whether the solidarity of the Blitz has been exaggerated and embellished to create an inaccurate account and why this might be the case.</p> <p>Consider plans for reconstruction including:</p> <ul style="list-style-type: none"> • Beveridge • the Butler Act. <p>Look at the text of the Beveridge Report and debate the responses of the two main parties to his suggestions; were they sensible? What were his motives? Why did the Conservatives not accept them wholesale?</p>	<p>Understanding how and why national myths are created. Keen students could undertake similar research into events like Dunkirk.</p>	<p>Materials for Blitz research task.</p> <p>Copies of the Beveridge Report.</p> <p>Historical articles on the 'Welfare State'.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 18		Policies of post war Labour government, including the creation of the NHS and medical advances	Fill out a timeline charting the main policies of the post-war Labour government. Key legislation to cover: <ul style="list-style-type: none"> • NHS • National Insurance • National Assistance • housing • new towns • Trade Disputes Act. There is plenty of opportunity to look at the NHS in detail and to debate the extent to which it was a success/ effective.	Consider current government changes to the NHS and debate their efficacy.	Most books covering this period will provide a useful overview; there is plenty of scope for analysis of opinions of the positives and negatives of the Labour legislation. YouTube clips on the early NHS.

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Week 19	Britain by 1951	The Festival of Britain; continuing austerity; Labour divisions	<p>Consider the continuing austerity adopted by Labour chancellors after the war (linking back to economic issues in Week 15) and the effect of this on public opinion.</p> <p>Students could examine different academic viewpoints:</p> <ul style="list-style-type: none"> • Morgan would argue that the Labour government of this period was the most effective government since the 19th century • Corelli Barnett has been much more critical. <p>Case study research into the career of Nye Bevan and the increasing divisions within the party over its future direction: Gaitskillites vs. Bevanites, their opinions and views.</p>	Some students could be challenged to undertake research into whether these Labour administrations were truly socialist.	<p>Academic reading on the period with a consideration of how contemporaries viewed events.</p> <p>Primary sources with contrasting views could also be analysed and compared.</p> <p>There is a useful BBC4 documentary by Greg Dyke charting the career of Nye Bevan.</p>

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Week 20		Conservative reorganisation and the elections of 1950 and 1951	<p>Split students into groups and give out selected sources for them to research the results of the 1950 and 1951 elections.</p> <p>Some groups could be given sources which suggest a Conservative victory through better organisation and the leadership of Churchill/ a young and dynamic party.</p> <p>Other groups could have sources suggesting that Labour lost the election through divisions and unpopular policies.</p> <p>It is important for students to consider: the manifestos of both parties; their speeches (famously Bevan's 'Vermin' speech from 1948) and also the election statistics which suggest that Labour actually maintained a lot of support, but that they lost more constituencies.</p>	Debate whether Labour fulfilled their manifesto pledges of 1945.	<p>Contemporary sources.</p> <p>Guided reading of academic texts.</p> <p>Election statistics and newspaper reports from the years in question.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART TWO: THE EMERGENCE OF THE AFFLUENT SOCIETY, 1929–1957; Section 3: ‘Never had it so good’? 1951–1957 (A-level only)					
Week 21	Conservative governments and reasons for political dominance	Churchill, Eden and Macmillan as political leaders	<p>Recap issues facing the government in 1951 which had harmed Labour in the recent elections and what Conservatives had promised in their manifesto.</p> <p>Create wall posters covering key Conservatives:</p> <ul style="list-style-type: none"> • Churchill • Eden • Macmillan • Butler • Heath • Powell. <p>Include information on their characters, style and approach to leadership.</p>	Further research provides opportunities for ‘stretch and challenge’.	<p>Use biographies for details on each man.</p> <p>Access to internet for research.</p> <p>Andrew Marr’s ‘The History of Modern Britain’ documentary series (‘Advance Britannia’ episode) has some useful extracts.</p>
Week 22		Domestic policies; consensus politics.	<p>Use key texts to compile a list of policies implemented by the Conservatives in this period. Key areas to focus on:</p> <ul style="list-style-type: none"> • housebuilding • extensions to the Welfare State • changes to education. <p>Students could research the views of academic historians. This might lead to a class debate on the extent to which there was a ‘consensus’ in the post war period.</p>	Students could explore foreign policy issues, such as the Suez Crisis. This is not in the Specification, but could still be utilised in essays and class debates.	<p>Sources for evaluation and guided reading.</p> <p>Articles from history journals.</p>

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Week 23		Internal Labour divisions	<p>Create a spider diagram to show reasons why Labour remained in opposition after 1951 (despite the Suez debacle for example).</p> <p>Key areas to note:</p> <ul style="list-style-type: none"> • the role of Bevan • Gaitskill's leadership • divisions over nationalisation. 	Opportunity to consider the extent to which Socialism was outdated.	<p>Primary sources.</p> <p>Try to find relevant primary documents from both sides of the political spectrum, for analysis of contrasting opinions.</p> <p>Guided reading.</p>

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Week 24	Economic developments	Post war boom; balance of payments issues and 'stop-go' policies	<p>Create a flow chart (possibly a large one to be displayed on the wall) demonstrating the work of successive Conservative chancellors, their 'stop-go' approach and the economic impact of this.</p> <p>Although the specification goes to 1957, it might be worthwhile to continue to 1964 to allow students an opportunity to assess some of the longer term negatives associated with this approach which were perhaps not so visible in 1957.</p> <p>To allow for effective evaluation consider especially:</p> <ul style="list-style-type: none"> • balance of payments • bank base rates • levels of income tax • cost of living • wages • investment in industry • credit. 	Opportunities for further differentiated research. Students with a clear grasp of economic principles can be given more in depth statistics and asked to explain why the economy behaved as it did.	<p>Guidance for reading/ research.</p> <p>Compare contemporary accounts with those written after the 1950s, when more long term issues became apparent.</p> <p>Economic statistics.</p>

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Week 25	Social and cultural developments	Rising living standards; the impact of affluence and consumerism	<p>There are some interesting documentaries and tv footage of life in the 1950s, including in Andrew Marr's 'The History of Modern Britain, Episode 2.</p> <p>Key changes as a result of rising living standards might include:</p> <ul style="list-style-type: none"> • wider availability of household appliances, which changed roles (especially for women) • huge increase in numbers of cars • full employment and higher disposable income • new housing estates. 	Debate: was Macmillan correct to state that Britain has 'never had it so good'?	<p>Guided reading.</p> <p>Contemporary source material.</p> <p>Video and YouTube clips.</p>
Week 26		Changing social attitudes and behaviour; class and 'the Establishment'; the position of women	<p>Socially there were some deep changes in the 1950s, including:</p> <ul style="list-style-type: none"> • increased 'Americanisation' through Hollywood, advertising, consumer products • the extension of entertainment through new commercial television channels • attitudes of women (and towards them) • attitudes towards Macmillan and the 'Establishment'. 	Understanding the extent to which attitudes changed or stayed the same.	<p>Guided reading using primary sources and reference books.</p> <p>Extracts from 'This is the Week that Was' might be especially useful in showing change in attitudes.</p>

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Week 27	Britain by 1957	Issues relating to New Commonwealth migrants and race-relations	Consider through eye-witness accounts the experiences of those migrating to Britain in this period and the effects that this had on race-relations.	Consider what was happening in the USA in this period, to provide some context for the attitudes on display in Britain.	Guided reading. Contemporary accounts.
Week 28		Nuclear concerns and the formation of the CND	<p>As a starting point, debate with students the positives and negatives of having nuclear capability (areas to consider will be cost, safety, environmental impact, danger of leakages, etc).</p> <p>Using the 1957 Defence White Paper as a stimulus consider the reactions from Labour, the Conservatives and the general public. There should be plenty of opportunity to find contrasting opinions in the primary sources.</p> <p>Debate the formation of the CND and the extent to which this was a vehicle for expressing wider discontent. CND had prominent supporters (eg Bertrand Russell, J.B. Priestley and A.J.P Taylor) and so written sources are easy to locate.</p>	Debate: should we maintain nuclear capability in today's world?	Evaluate and debate contemporary accounts. Guided reading of academic texts.

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Week 29	Summary	Never had it so good?	<p>Create summary posters considering the view that Britain had 'never had it so good' under the Tories in the 1950s.</p> <p>The counter-point is the 'Thirteen Wasted Years argument'; students could undertake some investigation up to 1964 to allow for understanding of some of the long term problems caused by Conservative policies.</p>	Revision activities can be organised into differentiated groups.	Information sheets and guided reading.
Week 30	Overview /Revision	Holistic appraisal of content	<p>Look back at material in this Part and create:</p> <ul style="list-style-type: none"> a timeline and glossary for each of the three sections of content. some could create a summative wall poster. <p>Consider the influence of key figures across the period (Could hold balloon debate to determine the most influential politician).</p> <p>Consider developments from differing perspectives; political; economic and social. Collect several sources to show how each area developed and changed during the course of the period (also note what stayed the same).</p> <p>As a class, reflect, 'What have we learnt?'</p>	<p>Opportunities for differentiation by task and in students' reflection and selection of information.</p> <p>Further opportunities for evaluation of primary source material.</p>	<p>Notes and materials from Part One and Two of this course.</p> <p>Further source material which could be assembled by students.</p> <p>Practice exam-style questions.</p>

			Consider events and developments from different perspectives, eg political or social and economic. Look at the introductory paragraph for this option and reflect on the key issues and concepts of this study.		
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