# Scheme of work

**Introduction**

## 2AB Britain: Power and the people c1170 – to the present

This resource gives you one example of a scheme of work for teaching the Britain: Power and the people thematic studies topics from our GCSE History specification (8145). It is intended as a guide only and not as a prescriptive approach.

At AQA we are committed to increasing the number of diverse voices within our materials. Working with subject experts we have reviewed our existing resources and made some changes. These changes will support our customers in delivering our current specifications in a way that maximises opportunities for breadth, diversity and inclusivity in the curriculum as well as improve the accessibility of our resources.

This scheme of work enables students to understand not only the development of parliament/democracy, but also how the relationship between the citizen and the State has changed in Britain. This is a study over a long period of time through protest and challenge to authority and the development of civil rights. Students will focus on the main change factors: war, religion, government, the role of the individual, ideas, communication and chance and how they worked together.

The Power and the People is thematic but can be taught successfully as a chronological study, from part one in sequence through to part four. This scheme of work, however, illustrates a different approach which divides the content of the course into three sections. Each section selects one bullet point of content from the four parts of the thematic content in the specification. The sections are organised so that it highlights one or two factors over time. This approach divides the thematic study of power and the people into three mini thematic studies and permits students to practice broadly-based thematic questions from an early point in the course. The contribution of factors other than those highlighted will be considered when they arise during study. This approach places an extra emphasis upon the development of a student’s chronological understanding of the course.

Assumed coverage

This teaching and learning plan is intended for 30 classroom lessons, each of one hour. It doesn’t include homework learning time, but it includes revision and assessment lessons. As we realise that time is precious, the resources are all highlighted to allow you to see whether they are to be read, watched or listened to and have assumed timings.

**Assessment**

Assessment points indicate possible assessment opportunities. These could be short tests of about ten minutes (exam-style questions, short factual tests, source evaluation) or longer assessments (exam-style questions).

**Resources**

Research exercises assume students have access to a textbook(s) and/or the internet. You can supplement textbook(s) with other resources. When considering primary and secondary evidence, remember that the examination paper tests students’ ability to analyse and evaluate contemporary sources (AO3). A range of contemporary sources might include: paintings, cartoons, photographs, posters, film, diaries, newspaper accounts, eye-witness descriptions and official documents.

**Contents**

You can use the title links to jump directly to the different sections of this scheme of work (Use Ctrl and click to follow the link)

|  |  |
| --- | --- |
| Section | Page |
| [Theme: The role of the individual](#Theme1) | 4 |
| [The origins of Parliament](#Origins) | 4 |
| [The Divine right and parliamentary authority](#Divine) | 6 |
| [The Extension of the franchise](#Extension) | 9 |
| [Women’s rights](#Women) | 11 |
| [Assessment](#Review1) | 13 |
| [Theme: Economic factors](#Theme2) | 14 |
| [Medieval revolt and Royal authority](#Medieval) | 14 |
| [Royal authority and the right to representation](#Royal) | 16 |
| [Workers movement](#Workers) | 18 |
| [Assessment](#Review2) | 21 |
| [Theme: Religion and ideas](#Theme3) | 22 |
| [Constraints on kingship](#Constraints) | 22 |
| [Popular uprisings against the crown](#Popular) | 25 |
| [Protest and change](#Protest) | 26 |
| [Minority rights](#Minority) | 28 |
| [Assessment](#Theme3) | 29 |

**Theme: The role of the individual**

**Lesson 1**

**Topic**

The origins of Parliament

**Specification content**

* The role of Simon de Montfort
* Issues between King Henry III and his barons

**Learning outcomes**

* The central focus of this lesson is Simon de Montfort. Students need to understand who he was, his connection with the King, through the King’s sister, and his motivation.
* The issues between Henry III and the barons should be stated, eg his advisers, taxation, appointments, Sicily et cetera and how Simon’s personal issues brought him to the leadership of the nobles, eg Gascony inquiry.

**Possible teaching and learning activities**

* Introduce the students to who Simon de Montfort is. Students could produce a timeline or a family tree.
* Students should compose a spider diagram of all the issues between the King and his barons. ‘Why did Henry III and his barons fall out?’
* The students can analyse the changes made by Simon De Montfort.

**Resources**

* Read a [Spartacus Educational article about Simon De Montfort.](https://spartacus-educational.com/NORmontfort.htm) Includes primary sources (10 minutes).
* Listen [History Extra Podcast; Simon de Montfort and England’s first Revolution](https://podcasts.apple.com/gb/podcast/history-extra-podcast/id256580326?i=1000492598148). Ideal for Continuous Professional Development (CPD) (57 minutes).
* Watch [historian Claire Kennan explore the role of Simon de Montfort in Second Barons’ War.](https://www.youtube.com/watch?v=nkm8unXCVSo) Part of History Hub, Royal Holloway University (2 minutes).

**Lesson 2**

**Topic**

The origins of Parliament

**Specification content**

* Provisions of Oxford
* Parliament of 1265
* Short and long term impact

**Learning outcomes**

* As well as offering a chance to consider the role of the individual (Simon de Montfort) as a factor, this lesson should introduce the idea of a starting point for Parliament and democracy. The ‘significance’ of Simon de Montfort should be considered.
* Establish the Provisions of Oxford as a possible solution to the issues between King and nobles and why it failed to be observed. Students will need to be aware of the Magna Carta, from KS3.
* Briefly note the outcome of the battle of Lewes in 1264, and the ways that Montfort tried to increase support.
* The broadening of support for Royal authority was not lost on the young Prince Edward when he summoned the Model Parliament in 1295.
* Consider the treatment of the Jewish community in 1265.

**Possible teaching and learning activities**

* Revise the issues between the nobles and Henry III.
* Consider ‘how would the Provisions of Oxford affect the King’s authority?’
* The main activity should be a biography of Simon de Montfort. Students should make notes towards this end.
* A simple structure of three paragraphs might be offered for this task so that students discuss, ‘Who was Simon de Montfort, why did he fall out with the King, and how should we remember him?’
* Quick chronology test.

**Resources**

* Read  [summary of Simon De Montfort role in the birth of the English Parliament (30 minutes)](https://www.parliament.uk/about/living-heritage/evolutionofparliament/originsofparliament/birthofparliament/overview/simondemontfort/).
* [Listen to BBC In Our Time: The Second Baron’s War](https://www.bbc.co.uk/programmes/m000vqq3) (57 minutes).
* [Read ‘Massacre of the Jews, 1265’ on The National Archives](https://www.nationalarchives.gov.uk/education/resources/magna-carta/massacre-of-the-jews/) (2 minutes).
* Read about the [life of Eleanor de Montfort](https://www.english-heritage.org.uk/learn/histories/women-in-history/eleanor-de-montfort/) on the English Heritage website (7 minutes).

**Lesson 3**

**Topic**

The Divine right and parliamentary authority

**Specification content**

The causes of the English Revolution.

**Learning outcomes**

* These lessons will have as a core activity an understanding of the role of Oliver Cromwell. However, the first lesson is a straightforward attempt to understand the causes of the English Civil War. This will cover the religious differences of the time, the Scottish rebellion, the Kings need for money, Strafford, the Long Parliament, the Irish rebellion, and the five members
* We have included resources to help you bring in the stories about how and why people chose sides, the role of Africans in the Civil War, disability and combat and women’s role in the Civil War.

**Possible teaching and learning activities**

Students complete an activity related to the question, ‘What does this information tell us about why the English Civil War started?’Further discussion and then development will lead to the completion of a timeline of events.

**Resources**

* [Watch death of Charles I, origins of Civil war and Cromwell’s role in it](https://www.youtube.com/watch?v=hAwjdudK6oc). Timelines TV (7 minutes).
* [Watch a selection of clips about the Civil War History Hub by Royal Holloway University](https://www.youtube.com/playlist?list=PLSegY__gUYIddQBvXm3r4Squ6HcBg1FIf) – It looks at causes, Cromwell, hero or villain and Charles, murderer or martyr (all under 5 minutes).
* [Read about how and why people chose sides in the Civil War](https://www.bbc.co.uk/history/british/civil_war_revolution/choosingsides_01.shtml). BBC history website (7 minutes).
* [Read about Africans in the British Civil War](http://www.nationalcivilwarcentre.com/museum/expertextras/name-125968-en.php). National Civil War Centre, Newark (15 minutes).

**Lesson 4**

**Topic**

The Divine right and parliamentary authority

**Specification content**

* The New Model Army
* The significance of Oliver Cromwell

**Learning outcomes**

* The focus of this lesson should be to assess Oliver Cromwell’s life and contribution to the development of English power and democracy. The factor; ‘the role of the individual’ is one of the most difficult for students to appreciate. It often involves simply describing an individual’s life. It should concern itself with assessing the unique character and abilities of an individual and how they contributed to events which without them would have happened differently or at a different pace.
* This is an opportunity to bring in an awareness of other factors and concepts from the previous lesson, eg religion (perhaps concentrate on the religious changes that the Commonwealth brought in 1649 to 53. Mention the protectorate from 1653 to 59 and morality under the rule of the Major-Generals), economics, political ideas etc.
* The Battle of Naseby, 14 June 1645, is a useful turning point and date reference on which to focus. It illustrates the New Model Army which will be decisive in later discussions/events.
* Depending on the British Depth Study used, there are connections here with the Restoration in the first Anglo Dutch War 1652/Navigation Act 1651 and return of the Jewish communities, which resonates with Edward I’s expulsion in 1290 for those doing the Medieval British depth.

**Possible teaching and learning activities**

* Students consider a range of sources and interrogate them for what they can tell us about how Oliver Cromwell was and is regarded. ‘How should we remember Oliver Cromwell?’
* Students annotate sources with what they can read and then what they can infer about Cromwell.
* Quick chronology test.

**Resources**

* Read a brief [background biography to Oliver Cromwell](https://www.history.com/topics/british-history/oliver-cromwell). History.com (7 minutes).
* [Watch the Mark Steel lectures on Oliver Cromwell](https://www.youtube.com/watch?v=-naKlW6VhEw). This will be good for higher ability pupils and revision (26 minutes).
* Read a [selection of written sources about Oliver Cromwell](http://www.olivercromwell.org/wordpress/historiography/choosing-sides/). The Cromwell Association (various lengths). Some may be slightly long, but can be cut down. Offers good questions for discussion.
* [Watch England after the death of Charles I](https://www.youtube.com/watch?v=bqi0Wd68Mio). Timelines TV (8 minutes).
* [Watch a British Sign Language (BSL) clip on John Dyott, a deaf man who fought in the Civil War](https://www.bslzone.co.uk/watch/deaf-history/deaf-history-john-dyott). Deaf History (4 minutes).

**Lesson 5**

**Topic**

The Divine right and parliamentary authority

**Specification content**

* The development of political radicalism during the Civil War era
* The significance of the trial and execution of Charles I
* The significance of the Commonwealth
* The short and long term impact of the English revolution

**Learning outcomes**

* This lesson will continue from lesson four.
* Use part of this lesson as an opportunity to look at the role of women in the English Civil War, including Jane Whorwood, the Royalist spy.
* A drawing together of understanding regarding the results of the English Civil War, the execution of Charles I, and Cromwell and the Commonwealth. Evaluate which consequence had the greater impact.
* In discussion and work, give prominence to a factorial approach and understanding of the topic.

**Possible teaching and learning activities**

* Students could complete a ‘Meanwhile, she’ activity. The meanwhile, elsewhere website offers some good templates and is linked at the bottom of the page.
* Students can be asked to consider the significance of Cromwell or a comparative exercise looking for the similarities between Cromwell and Simon de Montfort. This may be integrated into one of the statements.

**Resources**

* [Read about the role of women in the Civil War](https://www.nationalarchives.gov.uk/education/resources/women-english-civil-wars/) National Archives website with a downloadable lesson.
* [Read about Jane Whorwood: Royalist spy](https://www.english-heritage.org.uk/visit/places/carisbrooke-castle/history/jane-whorwood/) on English Heritage website (10 minutes).
* Explore the [meanwhile, elsewhere website](https://meanwhileelsewhereinhistory.wordpress.com/) for useful resources and templates.

**Lesson 6 and 7**

**Topic**

The Extension of the franchise

**Specification content**

* Radical protest
* The Great Reform Act: causes and impact
* Pressure from further reform
* Causes of Chartism
* Chartism: actions and impact

**Learning outcomes**

* The focus of this lesson should be on the various leaders within the Chartist movement including; Feargus O’Connor; William Cuffay; William Lovatt and Mary Fields. Focus on the role of the individual within the context of extending the franchise. The key questions to ask are, ‘what did these leaders want to achieve?’ Why and how?
* In this context the motivation for the Chartists can be seen in the context of previous Radical protest, the inadequacies of the existing voting system, and of the Great Reform Act leading to the six points of the People’s charter. The failure of Lovett’s approach prior to 1842 can be absorbed into the background to O’Connor’s methods.
* It would be easy to go into too much detail on the Reform Act. The detailed plot of 1831 and 1832 need not be dwelt on. Instead, there should be a brief description of what the Act actually did.
* Chartism needs to have its six points mentioned, but who supported it and why, requires treatment. The leadership and methodology of the differing Chartist groups is most important, not just peaceful and violent but temperance, land reform and cooperative movement.
* Students could consider the similarities between the Physical force Chartists and the Parliamentarians in the English Civil War; ‘Who was a better leader, Oliver Cromwell or Feargus O’Connor?’

**Possible teaching and learning activities**

* Quick chronology test.
* Students explore the question ‘What were the most effective methods used by the Chartists?’This will give an opportunity to compare O’Connor, Lovatt, Fields and Cuffay. Focus on methods and success of Moral and Physical force chartists, and chart their success and failure.

**Resources**

* [Watch a clip about origins of Chartism as background to the Great Reform Act.](https://www.youtube.com/watch?v=XHtC4olEBr8) Timelines TV (9 minutes).
* [Watch a clip about Industrial revolution, pressure for reform and the Peterloo massacre](https://www.youtube.com/watch?v=pyMOo52H05E). Timelines TV (6 minutes).
* [Watch this clip about the Peterloo massacre](https://www.youtube.com/watch?v=eh_pikNlEp4). History Hub by Royal Holloway (5 minutes).
* [Watch History Hubs videos on Chartism and the Anti-corn Law League](https://www.youtube.com/playlist?list=PLSegY__gUYIcVJ1YAcOsORh-2tA8XnNwq). Royal Holloway University (variety of videos up to 6 minutes in length).
* [Read William Cuffay, Black Chartism and a treasured object](https://phm.org.uk/blogposts/william-cuffay-black-chartism-and-a-treasured-object/). People’s History Museum (7 minutes).
* [Read ‘The black man and his party’: William Cuffay, Chartist leader](https://blog.nationalarchives.gov.uk/black-man-party-william-cuffey-chartist-leader/). The National Archives (7 minutes).
* [Read about the role women had in the Chartist movement. Includes primary source material.](https://spartacus-educational.com/CHwomen.htm) Spartacus educational (12 minutes).
* [Put a local history slant on your enquiry with chartist ancestors site](https://www.chartistancestors.co.uk/)#. Chartist Ancestors site.
* [Watch the Dawn of Democracy for more understanding on the Great Reform Act](https://www.youtube.com/watch?v=80Tk8_qKbjE). Timelines TV (9 minutes).
* [Watch a clip about Unionism, Kier Hardie, and the Labour Party](https://www.youtube.com/watch?v=0TYNwgoIXGc). Timelines TV (8 minutes).

**Lesson 8 and 9**

**Topic**

Women’s rights

**Specification content**

* The campaign for women’s suffrage: reasons and methods
* The Pankhursts
* The responses to the Suffragette campaign
* The reasons for and detail of the extension of the franchise in 1918 and 1928
* Progress towards equality in the second half of the twentieth century

**Learning outcomes**

* The focus of the lesson should be on the part played in the Suffragette campaign by the Pankhursts. Again, consider the role of the individual in the context of, ‘did the Pankhursts help or hinder the campaign for women’s suffrage?’
* Students can be encouraged to compare similarities between the Chartists (moral, physical force) and women’s suffrage campaigners (the suffragists and WFL, and the suffragettes).
* Methods used by the suffragettes can include parades, marches, publications, stunts, eg Suffragette Derby 1913, refusal to pay taxes, window smashing, arson, going to prison, hunger strike, planting bombs, physical attack etc.
* Many students think that gaining the vote was the only and final consideration for the Suffragettes. However, it is important for them to understand that the vote was a means to an end; it would be used to pass laws which would improve the social legal economic position of women.
* Explore the importance of other individuals within the fight for women’s votes. Use the resources to explore Kitty Marion; Millicent Fawcett; Annie Kenney; Rosa Billinghurst; Adeline Knight; and Sophia Duleep.
* Opportunities here to develop this onto the Dagenham strike under women rights and progress towards equality in 20th century.

**Possible teaching and learning activities**

* Students create a spider diagram detailing the many methods of the Suffragists and Suffragettes (following the theme of ‘deeds not words’) which will also include the response and reaction to the methods on the part of other men/women and the government.
* Comparison activity; women in the Civil War; Chartism; and the Peasants’ Revolt. What were their aims, methods and roles?
* ‘How did the suffragettes try to achieve their aim?’ Look here at the number of people involved in this movement. Consider
* Conclude with brief timeline of further developments in the 20th century.

**Resources**

* [Watch an introduction to the Suffragette movement](https://www.youtube.com/watch?v=ZNeg2cfUHRw). Timeline TV (8 minutes).
* [Watch a series of clips about women’s rights, suffrage and equality](https://www.youtube.com/playlist?list=PLSegY__gUYIcFv-JQ5eenYHi0OLf_qnKA). History Hub by Royal Holloway University (various times).
* [Listen to Fern Riddell discuss the life of Kitty Marion and explore whether the suffragettes were terrorists](https://www.historyextra.com/period/20th-century/were-the-suffragettes-terrorists/). History Extra podcast (28 minutes).
* [Read the story Rosa Billinghurst and Adeline Knight, the disabled suffragettes.](http://enablemagazine.co.uk/meet-disabled-suffragettes-fought-vote/) Enable magazine (6 minutes).
* [Read about the Queer, Disabled, and Women of Color Suffragettes that History Forgot](https://www.vice.com/en/article/9kz54p/uk-suffrage-centenary-anniversary-women-color-queer-disabled-activists). Vice magazine (10 minutes).
* Read the [Timeline of women’s liberation movement in the 1960s, 70s and 80s](https://www.bl.uk/sisterhood/timeline). British Library website (7 minutes).
* [Read about the Daggenham women’s strike and the fight for equal pay](https://tuc150.tuc.org.uk/stories/dagenham-womens-strike/). TUC website (6 minutes).
* [Read a brief history of female MPs](https://artsandculture.google.com/story/a-brief-history-of-british-women-mps/MQVhtjVNlSCMKA?hl=en). Google arts and culture (12 minutes).
* [Read about Indian Suffragettes of the British Suffrage Movement](https://feminisminindia.com/2019/02/04/7-indian-suffragettes-british/). Feminism India website (8 minutes).

**Lesson 10**

**Topic**

An assessment opportunity focused on the skills needed for the examination paper

**Specification content**

Assessment – knowledge and skills.

**Possible teaching and learning activities**

Students should be given advice on how to structure a 16 Mark answer. They should have an opportunity to construct a ‘role of the individual’ factors answer which then should be used to explain and reinforce reference to ‘other factors’ in their answers.

**T****heme: Economic factors**

**Lesson 11**

**Topic**

Medieval revolt and Royal authority

**Specification content**

The social, economic and political causes of the Peasants’ Revolt guidance.

**Learning outcomes**

* The causes and consequences of the revolt are the important aspects of this lesson. With each aspect of the event try to draw out the difference between short causes/outcomes and longer-term causes/consequences
* However, it will be necessary to establish a narrative or timeline of the events of the summer of 1381
* The factor to be stressed here is the role of economics. Ensure that students understand a range of terms that can refer to this factor, eg money, wealth, resources, quality of living etc
* Students will learn some of the causes, eg Black Death, Hundred Years War, Edward III’s death 1377, high taxes, nature of taxation as economic causation, Statute of Labourers 1351, Poll taxes and the particular grievances of the city of London
* Opportunity to use the resource, The People of 1381, bringing in the experiences of women as well as an opportunity for local history.

**Possible teaching and learning activities**

* Students will use the suggested resources to decide ‘Why did the Peasants Revolt in 1381?’ Students will identify the type of cause and its influence using symbols and/or colours
* Students construct a dated two column table showing the Peasants actions and King’s actions.

**Resources**

* [Watch a discussion about the impact of the Black Death on the peasants revolt](https://www.youtube.com/watch?v=WrmvqGEqhAM). Timelines TV (6 minutes).
* [Watch short clips about the Peasants Revolt](https://www.youtube.com/playlist?list=PLSegY__gUYIeU5iuTey7X9i4Y5D2XP7xZ). History Hub Royal Holloway University (various lengths).
* [Listen to Professor Adrian Bell and Dr Helen Lacy on a podcast about the Peasants revolt](https://www.historyextra.com/period/medieval/peasants-revolt-who-rebels-podcast-adrian-bell-helen-lacey/). History Extra (49 minutes).
* [Read about the involvement of women in the Peasants revolt](https://herstory.club/2021/06/25/the-peasants-revolt-where-the-ladies-at/). Herstory Club website (5 minutes).

**Lesson 12**

**Topic**

Medieval revolt and Royal authority

**Specification content**

* Actions by the peasants
* Actions by the government
* The impact of the Peasants Revolt

**Learning outcomes**

There are interesting opportunities for comparative thinking. The Peasants’ Revolt as one of the earliest examples of ordinary common people taking political action may be compared with the Chartists. Both have economic and political causes. The significance of the events depends sometimes on the beliefs of the writer.

**Possible teaching and learning activities**

* Quick chronology test relating to the topics covered so far.
* Students will use the textbook to discover and detail the results of the Peasants’ Revolt. **‘**What were the results of the Peasants’ Revolt?’

**Resources**

* [Watch an overview about the Peasants Revolt](https://www.youtube.com/watch?v=3dA-t7694uw). Timelines TV (8 minutes).
* [Listen to a podcast for about the Peasants Revolt](https://podcasts.apple.com/gb/podcast/dan-snows-history-hit/id1042631089?i=1000528812390). Dan Snow’s History Hit (30 minutes).
* [Read and explore more about The People of 1381](http://1381.online/). Website that allows exploration of the people behind the peasants revolt, based at Universities of Reading, Glasgow, Oxford and Southampton.

**Lesson 13**

**Topic**

Royal authority and the right to representation

**Specification content**

The causes of the American Revolution**,** the relationship between the government and the people.

**Learning outcomes**

* Students will need a brief introduction exploring the background of British Colonisation of North America.
* This topic continues the study of economics as a cause of protest and political change. Several points of mainly economic detail can be emphasised for example, the Navigation acts 1651 – 1673, the Stamp Act 1765, the Boston massacre 1770, the Boston tea party 1773. There were also political reasons which led to conflict.

**Possible teaching and learning activities**

* Students construct a circular diagram identifying the causes of the Revolution, ‘Why was there a revolution in America in the 18th century?Use this to explore the numerous different aims of different peoples.
* Quick chronology test.

**Resources**

* [Read about the background to the American Revolution and taxation](https://www.history.com/topics/american-revolution/american-revolution-history). History.com (10 minutes).
* [Listen to The American Revolutionary War: everything you wanted to know](https://podcasts.apple.com/gb/podcast/history-extra-podcast/id256580326?i=1000552346267). History Extra Podcast (1 hour).

**Lesson 14 and 15**

**Topic**

Royal authority and the right to representation

**Specification content**

Impact and significance of the American Revolution.

**Learning outcomes**

* The main task for students should be to analyse the consequences of the war from the point of view of the Americans including different groups; Indigenous communities; enslaved Africans; Irish; Scots; Indentured servants; English landowners; free people and freed people; British people, and people from other countries.
* There is little time to spend on the details of the American War of independence so focus briefly on the battle of Yorktown in 1781 as the turning point.

**Possible teaching and learning activities**

* Students create a booklet based on the question, ‘What were the consequences of the American war of independence?’
* Quick chronology test.

**Resources**

* [Read about The battle of Yorktown](https://www.history.com/topics/american-revolution/siege-of-yorktown). History.com (7 minutes).
* [Watch How Britain Lost the American Colonies](https://www.youtube.com/watch?v=fMhfOpoaW1o). Full documentary (2 ½ hours).
* [Watch American Revolution via Tom Paine to French Revolution (and English opposition to reform)](https://www.youtube.com/watch?v=I-ln4p4mWu0). Timelines TV (6 minutes).
* [Read Myths of the American Revolution](https://www.smithsonianmag.com/history/myths-of-the-american-revolution-10941835/). Smithsonian magazine (15 minutes).
* [Find out about Women involved in the American Revolution](https://www.bostonteapartyship.com/women-of-american-revolution). Boston Tea Party Museum website (5 minutes).
* [Read Seven black heroes of the American Revolution](https://www.history.com/news/black-heroes-american-revolution). History.com website (7 minutes).

**Lesson 16**

**Topic**

Workers movement

**Specification content**

The development of trade unionism and its impact Grand National consolidated Trade Unions (GNCTU) and Tolpuddle Martyrs.

**Learning outcomes**

* The context for this lesson is the Industrial Revolution and workers’ rights. It’s possible to reference the Guild system before the Industrial Revolution, the Luddites and the Swing riots - the latter shows that not all disturbances were industrial.
* The starting point is the 1825 Combination act.
* Brief explanation of Robert Owen and GNCTU.
* Mention Cooperative movement, concentrate on the Tolpuddle Martyrs 1834, (their cause was taken up by the Chartists, also mention Cotton spinners Union in Glasgow 1837).

**Possible teaching and learning activities**

Students will write a brief account of what happened to the Tolpuddle Martyrs with the purpose of explaining why they were described as ‘martyrs’. ‘Why were the Tolpuddle Six called martyrs?’

**Resources**

* [Watch about the Peterloo massacre](https://www.youtube.com/watch?v=I-ln4p4mWu0). Timeline TV (6 minutes).
* [Watch George Loveless, the Tolpuddle Martyr](https://www.youtube.com/watch?v=u2gDLyWWYJ8). History Hub by Royal Holloway University (3 minutes).
* [Read the Tolpuddle Martyrs](https://www.tolpuddlemartyrs.org.uk/). Tolpuddle Martyrs museum (5 minutes).
* [Read The women of Tolpuddle.](https://www.tuc.org.uk/south-west/news/tolpuddle-martyrs-festival-2018-honouring-women-tolpuddle)  TUC south website.

**Lesson 17**

**Topic**

Workers movement

**Specification content**

* New Model Unions
* New Unionism, Match Girls and Dockers strikes.

**Learning outcomes**

* Identify the difference between New Model Unions and New Unionism.
* New Model Unions in 1850s and 60s were restricted to skilled trades, had high subscription fees and tried to protect their members skills by controlling apprenticeships, and providing benefits (similar to Friendly societies) for illness or injury and unemployment of members. Examples include engineers, carpenters and joiners.

**Possible teaching and learning activities**

* Students will study a variety of information which will help them to understand the New Model Unions. Students will answer the question, **‘**What was new about the New Model Unions?’
* Treat the two strikes as case studies of New Unionism. Divide the class into half and let them study one each. Pair up a ‘Match Girl’ with a ‘Docker.’ Look at the similarities and differences between these two.
* Quick chronology test.

**Resources**

* [Watch short videos about workers’ rights and trade unions](https://www.youtube.com/playlist?list=PLSegY__gUYIe2bPEzysh8M3LrEERBZY10). History Hub by Royal Holloway University (various lengths).
* [Listen to Match Girls’ strike of 1888](https://podcasts.apple.com/gb/podcast/bow-the-match-girls-strike-power-to-the-people/id1531795421?i=1000504579067). Ladies Who London podcast (39 minutes).
* [Read and explore The Matchgirls memorial website](https://www.matchgirls1888.org/home). The Matchgirls Memorial (12 minutes).
* [Read Sarah’s story from the Match Girls strike](https://phm.org.uk/blogposts/the-match-girls-strike/). People’s History Museum (10 minutes).
* [Read and watch the story of the 1889 London dockworkers’ strike](https://www.tuc.org.uk/news/1889-london-dockworkers-strike). TUC website (5 minutes).

**Lesson 18 and 19**

**Topic**

Workers movement

**Specification content**

* The General Strike, 1926, actions, reactions and impact
* Trade Union reform in the late 20th century

**Learning outcomes**

There is a need to identify the causes of the strike and then a brief description of the actions of both the strikers, LGBTQ+ support and government.

**Possible teaching and learning activities**

* Students complete a comparative table of the actions taken by both sides and evaluate how the actions were meant to contribute to the success of their side, ‘What happened in the General Strike?’
* Students plot events from 20th century trade union history onto a graph to indicate the highs and lows of trade union history during the period. Students will consider a number of images which will help them to understand the New Model Unions. Students will answer the question, ‘What was new about the New Model Unions?’

**Resources**

* [Watch Attitudes to the workers and the strike](https://www.youtube.com/watch?v=7Oro_m-IlK4). YouTube clip (3 minutes).
* [Read and research A variety of sources about the General Strike](https://warwick.ac.uk/services/library/mrc/archives_online/digital/gs/). Warwick University Resources.
* [Read Newspapers that reported on the General Strike](https://www.theguardian.com/gnmeducationcentre/2016/may/01/newspapers-in-the-general-strike-1926-archive-teaching-resource). The Guardian newspaper teaching resource (7 minutes).
* [Read Tolpuddle martyrs and the background to the General Strike](https://www.tolpuddlemartyrs.org.uk/history/hard-times-and-unrest/general-strike-1926). Tolpuddle martyrs museum website (8 minutes).
* Read [The miners strikes of 1984-1985](https://museum.wales/media/9753/strike-en.pdf). Museum of Wales, Pickets, Police and Politics (1 hour).
* [Read Support of the LGBTQ+ community of the miners strikes](https://www.theguardian.com/film/2014/aug/31/pride-film-gay-activists-miners-strike-interview). Includes clips from the film Pride and some recorded footage from the strikes. Guardian.com (15 minutes).

**Lesson 20**

**Topic**

An assessment opportunity focused on the skills needed for the examination paper

**Specification content**

Assessment: knowledge and skills.

**Learning outcomes**

Students should be given advice on how to structure a 16 mark answer. They should have an opportunity to construct an, ‘economic factors’ 16 mark ‘factors’ answer which then should be used to explain and reinforce reference to ‘other factors’ in their answers.

**Theme: Religion and ideas**

**Topic**

Constraints on kingship

**Specification content**

The baron’s dissatisfaction with King’s John’s rule and it’s resolution.

**Learning outcomes**

* To understand the history here students will need to appreciate the expectations that the politically significant contemporaries had of medieval kingship. The question the students answer is intended to identify ways in which John failed to live up to those expectations. There is a contrast here perhaps with the success of his father, Henry II and his brother Richard.
* Causes; distrust of John, taxation, lack of success, arbitrary government, personal grievances, eg Fitzwalter. Briefly summarised methods, ie military opposition, then negotiation.

**Possible teaching and learning activities**

* Students will answer the question, ‘Why did the barons think that Magna Carta was necessary?’
* Students answering the question may be given advice about how to structure an answer.

**Resources**

* [Watch History Hub selection of videos on King John and the Magna Carta](https://www.youtube.com/playlist?list=PLSegY__gUYIdNPCFhY7yLR4k868UkSfsJ). History Hub Royal Holloway University (various lengths).
* [Listen Magna Carta: everything you wanted to know](https://podcasts.apple.com/gb/podcast/history-extra-podcast/id256580326?i=1000502231010). History Extra Podcast (41 minutes).
* [Read Involvement of women in the Magna Carta](https://www.thoughtco.com/magna-carta-and-women-3529486): ThoughtCo website (12 minutes).
* [Explore sources held on British Library website](https://www.bl.uk/magna-carta?gclid=EAIaIQobChMIkcq65cX69gIV5GDmCh0S4QvOEAAYASAAEgJ32vD_BwE); British Library catalogue.

**Lesson 20**

**Topic**

Constraints on kingship

**Specification content**

Magna Carta, its terms and its short and long term impact.

**Learning outcomes**

* The focus of the lesson should be on the significanceof Magna Carta. It will be possible to reflect upon the importance of Magna Carta in the context of lesson 2 about Simon de Montfort, lesson 3 on the English Civil War, and lesson 13 on the American Revolution. The reissuing of Magna Carta during the Middle Ages shows its importance and relevance. There are interesting opportunities for comparison here between the terms of Magna Carta relating to taxation and the issues raised by the American colonists in the 18th century which led to the war of independence.
* Some basic details of the Barons’ war 1215 to 1217 and the involvement of King Louis and France is required.

**Possible teaching and learning activities**

* Students may consider a straightforward question, ‘What was the significance of Magna Carta?’ Or as the barons and King John went to war a few months after signing it, approach the concept of significance by considering, ‘Was Magna Carta a failure?’
* Students may consider the details of the barons’ war as a starting point for this exercise.

**Resources**

* [Watch Magna Carta](https://www.youtube.com/watch?v=FfAq0Lp-AmA). Timelines TV (6 minutes).
* [Watch ‘What is the Magna Carta’ with the British Library](https://www.youtube.com/watch?v=7xo4tUMdAMw). British Library (3 minutes).
* [Watch Significance of the Magna Carta.](http://www.nationalarchives.gov.uk/education/medieval/magna-carta/index.php) National Archives (2 minutes).
* [Read Universal Declaration of Human Rights](https://www.un.org/en/about-us/universal-declaration-of-human-rights). United Nations website (8 minutes).
* [Read Information held on the British Library Website about the Magna Carta](https://www.bl.uk/magna-carta?gclid=EAIaIQobChMIkcq65cX69gIV5GDmCh0S4QvOEAAYASAAEgJ32vD_BwE); British Library website.

**Lesson 23**

**Topic**

Constraints on kingship

**Specification content**

Popular uprisings against the crown.

**Learning outcomes**

* This is an opportunity to consider religious motivation. This example allows students to understand how religion can be a factor in causing protest. They may recall the role of religion in the English Civil War (from lessons 3, 4 and 5).
* The content should cover the Break with Rome, dissolution of the monasteries and Cromwell. It is possible to consider the way different grievances affected different classes of people. Students studying the Elizabethan or Restoration depth study should note the timing of this event in relation to their depth study.

**Possible teaching and learning activities**

Students should consider four questions:

1. How did Henry change the English church?
2. Why would people be unhappy about Henry’s changes?
3. What did the pilgrims do?
4. What were the results of the pilgrimage?

**Resources**

* [Watch The dissolution of the monasteries](https://www.youtube.com/watch?v=kj_-n9iOVpc). Timelines TV (7 minutes).
* [Listen 'Not Just the Tudors’ podcast on the dissolution of the monasteries](https://podcasts.apple.com/gb/podcast/not-just-the-tudors/id1564113869?i=1000523609608). ‘Not Just the Tudors’ with Susannah Liscombe (37 minutes).
* [Watch clips here about Tudor rebellions](https://www.youtube.com/playlist?list=PLSegY__gUYIdIn4C5nE5nfGEJnLpaKT5_): History Hub by Royal Holloway (all under 5 minutes).
* [Research primary resources on the dissolution of the monasteries](https://www.nationalarchives.gov.uk/help-with-your-research/research-guides/dissolution-monasteries-1536-1540/). The National Archives (various times).

**Lesson 24**

**Topic**

Popular uprisings against the crown

**Specification content**

* The Pilgrimage of Grace and its implications for royal authority
* Henry VIII and his governments reaction, the impact of the Pilgrimage of Grace

**Learning outcomes**

* There is an opportunity here to encourage comparative thinking, ‘Were medieval Kings better at dealing with protest than Tudor and Stuart Kings?’ This allows students to consider the Peasants’ revolt, the Pilgrimage of Grace and the Civil War. Ensure that students know they may refer to the monarchy as a form of government when they are answering questions about government as a factor.
* There is the possibility of great confusion here between Thomas and Oliver Cromwell. Consider Thomas Cromwell from the point of view of the role of the individual.

**Possible teaching and learning activities**

* Students could consider the similarities between the Peasants’ revolt, the Pilgrimage of grace, and the English Civil War.
* They should review, revise, and comment on (i) the causes, (ii) the development, and (iii) the results of each event.
* The guidance question about kingship may then be used for a summary concluding in a discussion or writing topic.
* Other (Medieval) events may be added or substituted so that groups of students have something specific to reflect on within the mediaeval and early modern time frame.

**Resources**

* Watch [About Robert Aske](https://www.youtube.com/watch?v=HXJZL2iC3MQ). YouTube, Leader2light (24 minutes).
* Read an article about [women and revolution in Tudor England](https://spartacus-educational.com/ExTEU32.htm). Spartacus educational. Contains primary sources (9 minutes).
* Watch a clip about [The Pilgrimage of Grace 1536](https://www.youtube.com/watch?v=c1TW8cxgc_4). History hub (4 minutes).
* Watch a clip about [the causes of The Pilgrimage of Grace](https://www.youtube.com/watch?v=VF_EEBtHrVY). History hub (4 minutes).

**Lesson 25 to 28**

**Topic**

Protest and change

**Specification content**

* Campaigning groups including the Anti-slavery Movement: their methods and impact
* The Anti-Corn Law League: their methods and impact
* Factory reformers: their methods and impact

**Learning outcomes**

* It is important to be able to see the similarities and differences between the campaigning groups. The focus will be on the nature of the issue they campaign on, the methodology they employ, and the success they enjoyed.
* Within these protest and change topics there are many opportunities to think about factors that produced change such as the role of the individual, eg Salt, Shaftesbury, Cadbury, Owen etc. Religion is a powerful component of individual motivation.
* It might be anticipated that this work will build on knowledge and understanding gained in KS3.
* Anti-slavery Movement: Some important content would include brief descriptions of conditions of enslaved people. Slavery abolitionists are interesting for the methods they employ of meetings, petitions and pamphlets. Brief explanation of key acts as achievements: slave trade act 1807, slavery abolition act 1833.
* Key individuals: for example; William Wilberforce, Olaudah Equiano, Ignatius Sancho, Ellen Croft, Elizabeth Heydrick and the actions of groups of enslaved people themselves, in drawing attention to enslavement and contributing to its banning and abolition. This is not an exhaustive list.
* Anti-Corn Law League: some important content would include an explanation of the Corn Laws and the methodology of the leaguers in their protest, their arguments and the impact of the repeal.
* Factory reformers: Elizabeth Fry; Octavia Hill; 1833 factory act and 1842 Mines act, Robert Owen and new Lanark, Richard Oastler and the 10 hours movement. Consider arguments against reform from the point of view of profit, and laissez-faire. Make sure that you cover the conditions in the mines and factories.

**Possible teaching and learning activities**

* Quick chronology test.
* Analyse the methods used by the anti-slavery movement, perhaps exploring the different groups and individuals involved eg Sons of Africa, Elizabeth Heydrick and the sugar boycott and Wilberforce and Clarkson.
* This activity could then be repeated with the Anti-Corn Law league and the Factory reformers. Focus on who had the best methods and what were the impacts.

**Resources**

* Read [Britain and Slavery](https://spartacus-educational.com/slavery.htm). Spartacus Educational.
* [Explore the collection at the International Slavery Museum](https://www.liverpoolmuseums.org.uk/international-slavery-museum). Liverpool Museums.
* [Explore The National Archive records of enslaved people and slave owners](https://www.nationalarchives.gov.uk/help-with-your-research/research-guides/slavery-or-slave-owners/). The National Archives.
* [Explore UCL legacies of British Slave ownership](https://www.ucl.ac.uk/lbs/). UCL.
* [Read Child labour in the Industrial Revolution](https://spartacus-educational.com/Twork.htm). Spartacus educational (various timings).
* [Watch The Corn Law petitions](https://www.youtube.com/watch?v=2OKLs5bTiNU&list=PLSegY__gUYIcVJ1YAcOsORh-2tA8XnNwq&index=13). History hub by Royal Holloway (4 minutes).
* [Watch Collection of clips by History Hub about the abolition of slavery](https://www.youtube.com/playlist?list=PLSegY__gUYIc4tlO5g-DzppXQtwdxdrWq). History Hub Royal Holloway University Abolition (various lengths).
* [Read Six forgotten women of the abolition of slavery movement](https://heritagecalling.com/2015/08/23/forgotten-women-who-helped-end-slavery/). Historic England blog (12 minutes).
* [Read Five Black abolitionists](https://heritagecalling.com/2016/11/14/5-black-heroes-of-the-abolition-movement-in-britain/). Historic England blog (8 minutes).
* [Read The Factory Act complete with lesson plans](https://www.nationalarchives.gov.uk/education/resources/1833-factory-act/). National Archives.
* [Read Women & Children in the Industrial revolution](https://schoolshistory.org.uk/topics/british-history/industrial-revolution/women-and-children/). School History (12 minutes).
* [Read Prison reformer Elizabeth Fry](https://www.elizabethfry.co.uk/History). Elizabeth Fry charity (4 minutes).

**Lesson 29**

**Topic**

Minority rights

**Specification content**

* The development of multi-racial society since the Second World War (WWII)
* Discrimination, protest and reform
* The Brixton Riots, reasons and consequences, including the Scarman Report

**Learning outcomes**

* Be careful not to position post WWII migration as the first and only time that migration took place. Some important content might include consideration of the development of a multiracial society prior to WWII. You could include African soldiers in the Civil War and dependent upon KS3 teaching, Black Tudors, Romans and migration stories.
* Methods used by people to express their views.
* Migrant experience eg types of work, housing, ‘colour bar’.
* Government actions, eg British Nationality Act 1948 – equal rights of citizenship, Immigration Act 1962 – employment voucher/quota, Immigration Act 1968 – responding to Jomo Kenyata and ‘Africanisation’, people’s reactions, ‘Powellism’, National Front, Race Relations Act 1965, 1976, battle of Lewisham 1977, Brixton (and rest of UK) riot 81, causes – sus law, Swamp 81 and the Scarman report.

**Possible teaching and learning activities**

* Students will answer the question, ‘Why did people migrate to Britain after the WWII?’
* Students plot a graph of events between 1945 and 1981 which will chart the progress of race relations in Britain and whether the events contribute to or help diminish racial tensions.

**Resources**

* Warning: Expletives used and sensitive themes explored, please vet before sharing with students: Watch a clip by [Zephaniah 50 years of race relations act](https://www.youtube.com/watch?v=omERZ1CBRzE). Explores the history of the ‘colour bar’ and its impact on Britain today (8 minutes.)
* [Research Black British history of the 20th century](https://www.nationalarchives.gov.uk/help-with-your-research/research-guides/black-british-social-and-political-history-in-the-20th-century/). National Archives.
* [Read The 1919 Race Riots:](https://www.blackpast.org/global-african-history/events-global-african-history/britain-s-1919-race-riots/) Black Past website (5 minutes).
* [Read Arthur Roberts: Black Soldier in the Trenches:](https://www.english-heritage.org.uk/learn/histories/black-history/arthur-roberts/) English Heritage website (12 minutes).
* [Read Voices of the Windrush generation](https://www.english-heritage.org.uk/visit/inspire-me/the-story-of-windrush/): English Heritage website (10 minutes).
* Read an article about [Diane Abbott MP- 33 years as a Titan of British Politics. Black History Month (6 minutes)](https://www.blackhistorymonth.org.uk/article/section/bhm-firsts/diane-abbott-mp-33-years-as-a-titan-of-british-politics/).
* Read an article about [Diane Abbott | Biography & Facts.](https://www.britannica.com/biography/Diane-Abbott)  Britannia website (4 minutes).
* Watch a clip about [The Bristol Bus Boycott](https://www.bbc.co.uk/teach/class-clips-video/history-ks2-black-british-stories-the-bristol-bus-boycott-of-1963/z9k4g7h). BBC teach (5 minutes).

**Lesson 30**

**Topic**

An assessment opportunity focused on the skills needed for the examination paper

**Specification content**

Assessment: knowledge and skills.