
Scheme of work

AS/A-level History Specification 7041/7042

The Making of Modern Britain, 1951–2007, 2S

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: The Making of Modern Britain, 1951–2007

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 One (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 website 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

The Making of Modern Britain, 1951–2007

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART ONE: BUILDING A NEW BRITAIN, 1951–1979; Section 1: The Affluent Society, 1951–1964.					
Week 1	Conservative governments and reasons for political dominance.	Churchill, Eden, Macmillan and Home as political leaders; domestic policies.	<p>Use a PowerPoint presentation to introduce an overview of the period, including the condition of the country in 1951.</p> <p>Students could create a diagram to illustrate the structure of the political system, including:</p> <ul style="list-style-type: none"> • the major political parties • the Commons • the Lords • local government <p>Students might research and produce character profiles for each Conservative leader, to include:</p> <ul style="list-style-type: none"> • background, marriage and family • character and beliefs • ability as leader <p>Consider domestic policies from 1951 to 1964 and create a timeline to illustrate the main developments.</p> <p>Discuss and define post war consensus.</p>	<p>Students might design posters or leaflets for the elections of the 1950s.</p> <p>Start a glossary of key terms to develop contextual understanding, eg parliamentary, democracy, first past the post, one-nation conservatism, etc.</p> <p>Students should appreciate that the existence, nature and scope of post war consensus is disputed.</p>	<p>PowerPoint with documentary or YouTube clips to further illustrate.</p> <p>Written and visual primary material to aid research task.</p> <p>Guided worksheets and reference material.</p> <p>Statistics on election results.</p>

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Week 2		Internal Labour divisions.	<p>Students might research and produce character profiles for Gaitskell and Bevan, to include:</p> <ul style="list-style-type: none"> background, marriage and family character and beliefs role in the Labour Party aims and abilities. <p>Students could consider the key elements and figures on the Left and Right of the party.</p> <p>Look at issues of debate, such as nationalisation, Clause IV and nuclear disarmament.</p> <p>Class debate on whether Britain should develop an independent nuclear deterrent.</p>	<p>Add to the glossary of concepts and ideas, eg nationalisation, privatisation, socialism, etc.</p> <p>The class debate offers an opportunity for differentiation, both in preparation and participation.</p>	<p>Guided reading and worksheets to support research.</p> <p>Contemporary accounts of the divisions within the party.</p> <p>Conflicting sources.</p>
Week 3		Reasons for Conservatives fall from power.	<p>Students might consider problems that beset the Conservatives, including:</p> <ul style="list-style-type: none"> the economy EEC rejection the Profumo Affair the Night of the Long Knives <p>They could create a timeline of events from 1961 to 1964 or a diagram to illustrate the reasons for the end of Conservative dominance.</p> <p>Consider the emergence of Douglas Home as leader of the Conservatives.</p> <p>Look at the development in the Labour Party by 1964.</p>	<p>Students might consider: was the Conservative fall from power due to their failures or developments within the Labour Party?</p> <p>Students should be aware of the need to avoid generalisation and to find precise evidence to support their arguments.</p>	<p>Guidance on essay writing and the evaluation of source evidence.</p> <p>Guided reading of academic historians.</p> <p>Scaffolding to support tasks looking at weighing up a variety of factors, making links and prioritising evidence.</p>

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Week 4	Economic developments.	The post war boom; balance of payments issues and 'stop-go' policies.	<p>Students could consider developments in the economy with particular focus on:</p> <ul style="list-style-type: none"> • the post war boom • balance of payments • 'stop-go' policies. <p>Define the terms 'balance of payments' and 'stop-go' and consider the inter-relationship of the two.</p> <p>Consider the 'stop-go' cycle and its consequences.</p>	<p>Add the economic terms to the glossary.</p> <p>Look at alternative economic theories, e.g. supply side and monetary theories.</p>	<p>Guided worksheets and reference material.</p> <p>Guided reading of academic historians.</p> <p>Statistics on the economy.</p> <p>Diagram to illustrate 'stop-go' policy and its effects.</p> <p>Conflicting contemporary opinion on economic policy.</p>

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Week 5	Social developments.	Rising living standards; the impact of affluence and consumerism.	<p>Students might consider the impact on living standards and affluence of:</p> <ul style="list-style-type: none"> • full employment • wage increases • advertising • consumer durables. <p>Look at tables, charts and graphs to demonstrate social changes and developments.</p> <p>Compare a range of contemporary sources about the extent of the impact of affluence. Try to find conflicting opinion to practice source evaluation.</p>	<p>Students should recognise that different groups in society were affected in different ways.</p> <p>Opportunity to practice a source based examination question.</p>	<p>Guided worksheets and reference material including statistics, charts and graphs.</p> <p>Contemporary sources of varying provenance to introduce skills of evaluation relating to provenance as well as content.</p>

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Week 6		Changing social attitudes and tensions; class and the Establishment; the position of women.	<p>Students could consider changes in the nature of society and growing class tensions.</p> <p>Discuss and define what is meant by the Establishment.</p> <p>Students might research key individuals and assess:</p> <ul style="list-style-type: none"> • the existence of an Establishment • who the key figures were • the reasons for its existence • the consequences of it; both socially and politically. <p>Research the position of women during this period. Students might draw a chart to illustrate the changes and continuities in the lives of women from 1951 to 1964.</p>	<p>Add to the glossary of key terms.</p> <p>Examine examples of satire and consider its value for an historian.</p> <p>Students could read the critiques of the Establishment from Snow, Hoggart or Sampson.</p> <p>Students should recognise the complexity and unevenness of change.</p>	<p>Clips from the television series TWTWTW.</p> <p>Contemporary issues of Private Eye.</p> <p>Sources on the lives of women to practice source evaluation skills.</p> <p>Guided reading.</p>

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Week 7		Attitudes to immigration; racial violence; the emergence of the teenager and youth culture.	<p>Students could consider reasons for immigration and its impact. Look at maps to show the countries migrants came from and where they settled.</p> <p>Create a timeline of immigration into Britain.</p> <p>Look at contemporary sources illustrating positive and negative attitudes and results. Consider the nature and extent of racial violence.</p> <p>Students could research different aspects of an emerging youth culture and then share their findings and notes with the class.</p> <p>Aspects to look at include:</p> <ul style="list-style-type: none"> • music • fashion • film • culture • the teenager. 	<p>Students might explore the links between social changes, politics and the economy.</p> <p>Look at examples of music and film aimed at the teenager in the 1950s and early 1960s.</p>	<p>Maps and statistics on immigration.</p> <p>Contemporary opinion on issues of immigration and race.</p> <p>Guided worksheets on racial tension and violence.</p> <p>YouTube clips or film excerpts about the emergence of a youth culture.</p> <p>Guided reading.</p>

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Week 8	Foreign relations.	Relations with and policies towards the USA and the USSR; debates over the nuclear deterrent; the Korean War; Suez.	<p>Consider Britain as a world power.</p> <p>Students could draw a diagram to illustrate Churchill's 'geometric conceit' and look for evidence to support Britain's three spheres of influence:</p> <ul style="list-style-type: none"> • Atlantic • Empire • Europe. <p>Examine the nature of the special relationship with the USA and policies towards the USSR within the context of the Cold War.</p> <p>Consider the debate over nuclear power and the development of an independent nuclear deterrent.</p> <p>Students could create a detailed and annotated timeline of the Cold War, including events at Suez and in Korea.</p>	<p>Students should develop an understanding of concepts such as world power and imperialism.</p> <p>Explore the links between the development of the Cold War and the direction of British foreign policy.</p> <p>Students might look at conflicting source evidence on Suez.</p> <p>Consider Suez as a turning point in foreign policy.</p>	<p>Sources relating to Britain's role in the world after the Second World War.</p> <p>Guided reading on the Cold War.</p> <p>Contemporary sources on Suez.</p> <p>Guided worksheets and reference material.</p>

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Week 9		The 'Winds of Change' and decolonisation; EFTA and attempts to join the EEC.	<p>Students could research independence movements in the Empire, including the Mau Mau Revolt. Consider the role of Macmillan and the concept of the 'Winds of Change'.</p> <p>Use a map to label and annotate the spread of decolonisation.</p> <p>Research and define EFTA: what were its strengths and weaknesses?</p> <p>Students could examine the reasons for not joining the EEC in 1956 and application in 1961, considering what had changed.</p>	<p>Add key terms and concepts to the glossary. Students might look at the challenge of minority rule in southern Africa.</p> <p>Class debate: should Britain join the EEC?</p>	<p>Maps of the British Empire in 1951.</p> <p>Contemporary accounts of the Mau Mau Revolt.</p> <p>Guided reading and worksheets to support research.</p> <p>Guided reading on EFTA and the EEC.</p>
Week 10	Overview.	Revision.	<p>Use source material to examine Britain from differing perspectives.</p> <p>Create a chart to illustrate the key events and developments from 1951 to 1964, using the headings:</p> <ul style="list-style-type: none"> • political • economic • social • cultural • foreign policy. 	Examine developments from different perspectives in more detail and look for links.	<p>Notes from this first section.</p> <p>Source material from different perspectives and points of view.</p> <p>Guided reading.</p>

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PART ONE: BUILDING A NEW BRITAIN, 1951–1979; Section 2: The Sixties, 1964–1970					
Week 11	Wilson and the Labour governments.	Wilson's ideology and leadership.	<p>Students might analyse the election results of 1964 and 1966.</p> <p>Students could research and create a profile of Wilson, looking at:</p> <ul style="list-style-type: none"> • background • ideology and aims • leadership. <p>Consider how Wilson compared with previous prime ministers; look for similarities and differences.</p> <p>Examine speeches from Wilson and look at other primary material to understand his ideology. Consider his ideas against the context of Left and Right within the Labour Party.</p> <p>Consider Wilson's speech to the Labour Party conference and define the 'white heat of technology'.</p>	<p>Add to the glossary of key terms and concepts.</p> <p>Develop an understanding of the tension between social democracy and democratic socialism.</p> <p>Read a biography of Wilson.</p>	<p>Statistics from the 1964 and 1966 elections.</p> <p>Guided reading and worksheets to support research.</p> <p>Extracts from Wilson's speeches and other primary sources.</p>

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Week 12		Economic policies and problems; devaluation; industrial relations; the trade unions.	<p>Consider the economy with reference to:</p> <ul style="list-style-type: none"> • policies and problems • devaluation • industrial relations • trade unions • the white paper, In Place of Strife. <p>Students could create spider diagram to illustrate the reasons for devaluation in 1967.</p> <p>Students might form groups to debate or role-play the arguments around industrial relations reform and In Place of Strife. Roles to be taken include:</p> <ul style="list-style-type: none"> • trade union leaders • Wilson • Castle • Callaghan • a member of the CBI. 	<p>Students should understand the links between economic measures, eg productivity and inflation.</p> <p>Consider the failure to devalue in 1964 and the implications of this decision.</p> <p>Reflect on how this debate has importance and relevance today.</p> <p>Add economic terms to the glossary.</p>	<p>Economic statistics.</p> <p>Tables and diagrams to illustrate economic measures: inflation, productivity, balance of payments, etc.</p> <p>The white paper, In Place of Strife.</p> <p>Guided reading and worksheets to support the debate.</p>

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Week 13		Other domestic policies; Labour divisions.	<p>Research activity on scientific progress in this period and look back to Wilson's speech at the conference in Scarborough (Week 11).</p> <p>Students might create PowerPoint presentations on the impact of scientific progress on peoples' lives.</p> <p>Students could draw a chart to illustrate the impact on the differing members of society.</p> <p>Identify and consider divisions within the party, including personal rivalries: how serious were these divisions?</p>	<p>Develop an understanding of the links between scientific development and peoples' lives.</p> <p>Assess the relative effect of change.</p> <p>Look at Labour in the 1950s and the 1960s and consider similarities and differences.</p>	<p>Guided reading and worksheets to support research task.</p> <p>Extracts from Wilson's speech at Scarborough.</p> <p>YouTube clips or film footage.</p>

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Week 14		The beginnings of the Troubles in Northern Ireland; the end of post war consensus; loss of the 1970 election.	<p>Use a map of Ireland to explore the historical context of the start of the Troubles. Draw a table or chart identifying: unionists; nationalists/republicans; Northern Irish political parties; paramilitaries and people.</p> <p>Consider the beginnings of the Troubles:</p> <ul style="list-style-type: none"> the civil rights movement in Northern Ireland the Battle of the Bogside the response of the government in Stormont. <p>Draw a timeline of events leading to British troops being sent to Northern Ireland. Extend this into the early 1970s to allow additional detail to be added in Week 24.</p> <p>Look at an illustration or chart of post war consensus and identify growing threats to each factor. The diagram could be annotated to illustrate these threats.</p> <p>Create a spider diagram showing the reasons for Conservative victory in 1970.</p>	<p>Understanding of key concepts: sectarian, nationalist, republican, unionist, etc. Add definitions to the glossary.</p> <p>Debate: is violence ever a valid form of protest?</p> <p>Consider the historiographical debate around post war consensus.</p>	<p>Map of Ireland.</p> <p>Detailed factsheets on the history of Ireland.</p> <p>Guided reading and worksheets to support the research.</p> <p>Relevant primary sources.</p> <p>YouTube clips or film footage of events in Northern Ireland.</p> <p>Statistics for the 1970 election.</p>

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Week 15	Liberal reforming legislation.	Private members' bills and the end of capital punishment; divorce reform; the legislation of abortion; the legislation of homosexual relations; educational reform.	<p>Students might create a large chart to illustrate the changes brought about by liberalising reforms covering:</p> <ul style="list-style-type: none"> • capital punishment • divorce • abortion • homosexuality. <p>Divide the chart into boxes for each reform and add: details of the change; why it was passed; its effects. Students might work in groups on different reforms and then pool information.</p> <p>Debate: how much was society changed by these reforms?</p> <p>Look at the shift to comprehensive education and consider the advantages and disadvantages of the tripartite system and the comprehensive system.</p> <p>Consider the founding of the Open University and draw a flow diagram to illustrate the causes and consequences of the changes in higher education.</p>	<p>Develop an understanding of what is meant by 'liberal' and then debate the extent of liberal reform.</p> <p>Differentiation by student participation in research and debate.</p> <p>Students might attempt an examination style essay question.</p>	<p>Guided reading and worksheets to support research and debate.</p> <p>Extracts from private members' bills.</p> <p>Contemporary accounts of the effects of reforms.</p> <p>YouTube or film footage on education in the 1960s.</p>

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Week 16	Social and cultural change.	The expansion of mass media; growth in leisure activities; the impact of scientific developments.	<p>Students could research the expansion of mass media and the growth in leisure, including:</p> <ul style="list-style-type: none"> • television • radio • newspapers and magazines • holidays • hobbies. <p>Identify the key scientific developments of the time and create a wall poster to illustrate their effects on different groups in society.</p>	Consider the similarities and differences between different groups in society: middle and working class; young and old; men and women, etc.	<p>Guided reading and worksheets to support research.</p> <p>Primary sources and contemporary accounts.</p> <p>YouTube clips and film footage.</p>

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Week 17		The reduction in censorship; changes in moral attitudes; youth culture and the permissive society; anti-Vietnam War riots.	<p>Students could examine cases of controversy during the period, for example:</p> <ul style="list-style-type: none"> • music • fashion • film and theatre • television • behaviour. <p>Consider why these cases were so controversial and discuss the changing moral attitudes emerging in the 1960s.</p> <p>Create a spider diagram to illustrate the ways in which society became 'permissive' in the period.</p> <p>Students could write a newspaper article on the anti-Vietnam War riots in 1968.</p>	<p>Develop an understanding of concepts such as censorship, youth culture, permissive, etc.</p> <p>Add relevant definitions to the glossary.</p> <p>Students could read novels or watch films considered controversial in the 1960s.</p> <p>Consider the idea of 1968 as the 'year of protest'. Identify links with other social, political, and economic changes.</p>	<p>Guided reading and worksheets to support research and discussion.</p> <p>YouTube clips and film footage.</p> <p>Contemporary sources illustrating conflicting opinion on the permissive society.</p> <p>Extracts from works considered to be controversial at the time.</p> <p>Media reports on the Vietnam War and opposition to it in Britain.</p>

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Week 18		Progress towards female equality; issues of immigration and race.	<p>Draw and annotate a timeline showing continuity and change for women from 1964 to 1970. Students might use different colours to highlight change.</p> <p>Consider the positive and negative effects of change and the lack thereof.</p> <p>Look at immigration patterns in the 1960s, considering:</p> <ul style="list-style-type: none"> • reasons for immigration • where immigrants came from • where they settled • the impact of immigration on communities • positive and negative attitudes. <p>Examine Race Relations legislation and consider the government's response to immigration. Identify successes and failures in government policy and action.</p>	Debate: how far had the condition of women moved towards equality?	<p>YouTube and film footage on the changing status of women in the 1960s.</p> <p>Guided reading and worksheets to support research and discussion.</p> <p>Statistics on immigration.</p> <p>Extracts from Race Relations legislation.</p> <p>Primary sources with conflicting opinion to practice evaluation skills.</p>

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Week 19	Foreign relations and policies towards the USA.	The issue of Vietnam; response to world affairs and relations with Europe; decolonisation including 'withdrawal East of Suez' and Rhodesia.	<p>Students could revise the context of the Cold War from Week 8 and identify developments.</p> <p>In groups, discuss Wilson's policy choices and draw up a list of the advantages and disadvantages of supporting the USA. This could lead to a class debate.</p> <p>Consider the different attitudes towards the Vietnam War amongst different groups in society.</p> <p>Look at Britain's responses to world affairs and relations with Europe.</p> <p>Draw a chart to compare and contrast the application to join the EEC in 1961 (see Week 9) with that in 1967.</p> <p>Students could create a spider diagram to show the reasons for decolonisation.</p> <p>Work in two groups to research case studies on 'withdrawal East of Suez and Rhodesia. The groups could then share details with the class.</p>	<p>Consider the relationship between Wilson and Johnson.</p> <p>Some students might undertake further research into the Vietnam War.</p> <p>Consider the importance of economic problems in influencing the direction of foreign policy.</p>	<p>Timeline of Cold War events from 1964 to 1970.</p> <p>YouTube clips or film footage on the Vietnam War.</p> <p>Sources with conflicting views to test evaluation skills.</p> <p>Guided reading and worksheets to support research and discussion.</p> <p>Maps of Suez, Rhodesia and decolonisation.</p>

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Week 20	Overview.	Revision.	<p>Use source material to examine Britain from differing perspectives. Students might choose their own sources.</p> <p>Create a chart to illustrate the key events and developments from 1964 to 1970, using the headings:</p> <ul style="list-style-type: none"> • political • economic • social • cultural • foreign policy. 	<p>Examine developments from different perspectives in more detail and look for links.</p> <p>Develop skills relating to the identification of relevant evidence and the evaluation of it.</p>	<p>Notes from this section.</p> <p>Source material from different perspectives and points of view.</p> <p>Guided reading.</p>

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PART ONE: BUILDING A NEW BRITAIN, 1951–1979; Section 3: The End of Post-War Consensus, 1970–1979					
Week 21	Heath's government.	Heath as leader; political and economic policies.	<p>Students could create a profile of Heath and compare him with previous Conservative leaders; include:</p> <ul style="list-style-type: none"> • background • aims and ideology • leadership style. <p>Consider the key policies and developments. This could be done in groups or pairs with presentations to the class. Include:</p> <ul style="list-style-type: none"> • the Selsdon Manifesto • the U-turn • divisions amongst the Conservatives • the Barber Boom. <p>Students could have a debate or role-play discussion on the U-turn in 1972.</p>	<p>Consider Selsdon in relation to post war consensus: was this a break?</p> <p>Differentiation by student participation in research and debate.</p> <p>Wider reading on the Selsdon Group and their influence on the Conservative party.</p>	<p>Guided reading and worksheets to support research and discussion.</p> <p>Biography of Heath.</p> <p>Contemporary sources illustrating conflicting views on the Selsdon Manifesto.</p> <p>The 1970 election manifestos.</p>

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Week 22		Industrial relations and the miners' strikes.	<p>Create a chart or table to illustrate developments in industrial relations from 1970 to 1974, to include:</p> <ul style="list-style-type: none"> • reasons for industrial disputes • events, including the miners' strikes • consequences of industrial disputes • attempted solutions. <p>Leave space on the chart to add to in Week 24. Debate: why was there an increase in industrial disputes during this period?</p> <p>Create posters and/or leaflets for the February 1974 election, both Conservative and Labour.</p>	<p>Compare the Industrial Relations Act with the white paper, In Place of Strife.</p> <p>Wider reading on the growth of industrial unrest and the miners' strikes.</p>	<p>Guided reading and worksheets to support research.</p> <p>Detail from the Industrial Relations Act. Contemporary accounts of the strikes and disputes from participants and the media.</p> <p>1974 election manifestos.</p>

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Week 23		The Troubles in Northern Ireland, including the Sunningdale Agreement.	<p>Revise the key concepts and groups identified in Week 14.</p> <p>Research developments in Northern Ireland, including:</p> <ul style="list-style-type: none"> • ongoing violence • the civil rights movement • Bloody Sunday • attempts to resolve problems • the Sunningdale Agreement. <p>Add to the timeline created in Week 14, leaving room for additional annotations in Week 24.</p> <p>Students might undertake a source based enquiry into the events of Bloody Sunday.</p> <p>Discuss the terms of the Sunningdale Agreement and consider what different groups may have thought of it.</p>	<p>Discussion of how and why the Troubles worsened in the early 1970s.</p> <p>Some students might look forward to the Saville Enquiry.</p> <p>Further reading on the long term effects of Bloody Sunday.</p>	<p>Notes from Week 14.</p> <p>Guided reading and worksheets to support research and discussion.</p> <p>YouTube clips or film footage of the Troubles.</p> <p>Documentary or drama on Bloody Sunday.</p> <p>The terms of the Sunningdale Agreement.</p> <p>Primary sources with conflicting opinion on events in Northern Ireland.</p>

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Week 24	Labour governments of Wilson and Callaghan.	Political, economic and industrial problems and policies; problems of Northern Ireland.	<p>Students could research and create a profile of Callaghan, looking at:</p> <ul style="list-style-type: none"> background ideology and aims leadership. <p>Compare Callaghan with Wilson.</p> <p>Research key developments including:</p> <ul style="list-style-type: none"> the Social Contract and its failure the IMF loan the Winter of Discontent splits within the Labour party. <p>Add further annotations to the chart on industrial relations started in Week 22.</p> <p>Students might examine primary sources on the Winter of Discontent and discuss the myths surrounding it.</p> <p>Look at further developments in Northern Ireland, including:</p> <ul style="list-style-type: none"> the collapse of the Sunningdale Agreement the effects of its failure the Maze prison special category protests <p>Add to the timeline begun in Weeks 14 and 23.</p>	<p>Compare the issues faced by Heath from 1970 to 1974 with those facing Wilson and Callaghan from 1974 to 1979.</p> <p>Look at the similarities and differences; successes and failures of the respective governments.</p> <p>Discuss the impact of the failure of Sunningdale and the long term repercussions for Northern Ireland.</p>	<p>Guided reading and worksheets to support research and discussion.</p> <p>Access to the internet for research.</p> <p>Source material and contemporary accounts on the economy and industrial relations.</p> <p>YouTube clips or film footage on the Winter of Discontent.</p> <p>Conflicting source evidence on the Troubles.</p>

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Week 25	Society in the 1970s.	The progress of feminism; the Sex Discrimination Act.	<p>Research developments in the progress of feminism, including:</p> <ul style="list-style-type: none"> • second wave feminism • the Women’s Liberation Movement • different strands within the movement • key individuals • the Sex Discrimination Act. <p>Look at the demands of the Women’s Liberation Movement in 1970 and discuss why these demands were being made.</p> <p>Draw and annotate a timeline of the political, economic and social changes that affected women in the period.</p> <p>Class debate: how much progress had been made?</p>	<p>Develop an understanding of feminism, considering the different groups within the movement such as socialists and radicals.</p> <p>Differentiation through research and participation in the debate.</p> <p>Some students might read feminist texts from writers such as Greer, Millett, Brownmiller and Steinem.</p>	<p>Guided reading and worksheets to support research and discussion.</p> <p>Contemporary sources from both supporters and opponents of women’s lib.</p> <p>The terms of the Sex Discrimination Act.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 26		Race and immigration.	<p>Research developments in race relations and immigration, including:</p> <ul style="list-style-type: none"> • immigration rates • effects of immigration and conflicting attitudes towards immigrants • racial tension • the National Front • the Anti-Nazi League • government legislation and response. <p>Consider the reasons for the growth of the National Front in this period. This might be captured in a spider diagram or similar.</p> <p>Design a placard for the Anti-Nazi League.</p> <p>Look at extracts from the 1976 amendments to the Race Relations Act and the Commission for Racial Equality.</p>	<p>Develop an understanding of the immigration debate in its broader economic, political and social context.</p> <p>Wider reading on race relations in Britain in the 1970s.</p> <p>Sources with conflicting opinions to practice evaluation skills.</p> <p>Debate: how racist was British society in the 1970s?</p>	<p>Statistics on immigration.</p> <p>Primary sources on the National Front and the Anti-Nazi League.</p> <p>Guided reading and worksheets to support research and discussion.</p> <p>Extracts from government legislation.</p> <p>Relevant YouTube clips or DVDs.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 27		Youth; environmentalism.	<p>Students could research into various aspects of youth culture, producing presentations for the group. Aspects to look at include:</p> <ul style="list-style-type: none"> • hippies, punks and skinheads • music • fashion • politics • attitudes. <p>Students might work in pairs or groups to examine the growth of environmentalism in the period looking at, for example:</p> <ul style="list-style-type: none"> • pressure groups • aims, beliefs and activities • government response • how issues were reported or reflected in popular media. <p>Consider the value of popular culture for an historian.</p>	<p>Differentiation through research and participation in presentations and discussions.</p> <p>Wider reading on youth culture in the 1970s.</p> <p>Develop an understanding of concepts such as: environmentalism; ecology; the Gaia theory; population bomb and deindustrialisation.</p> <p>Add definitions to the glossary.</p>	<p>Guided reading and worksheets to support research and discussion.</p> <p>YouTube clips or documentary footage.</p> <p>Factsheets on the features of environmentalism.</p> <p>Examples from contemporary media.</p>

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Week 28	Foreign relations.	Britain's entry into and relations with Europe.	<p>Students might create a chart that illustrates the similarities and differences between Britain's previous attempts to join the EEC and her entry in 1973.</p> <p>Consider attitudes within both the Conservative and Labour parties to the EEC and wider relations with Europe.</p> <p>Create a leaflet either in support of remaining in the EEC or withdrawing.</p> <p>Examine the results of the 1975 referendum.</p> <p>Consider the impact of entry into the EEC on the 'special relationship' (see Week 29).</p>	<p>Consider the impact of entry into the EEC on Churchill's spheres of influence model (see Week 8).</p> <p>Wider reading on British relations with Europe.</p> <p>Consider the role of Heath.</p>	<p>Guided reading and worksheets to support research and discussion.</p> <p>Conservative and Labour publications on the EEC.</p> <p>Sources to illustrate conflicting opinion on Britain's membership.</p> <p>Referendum results from 1975.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 29		The state of the 'special relationship' with the USA; attitudes towards the USSR and China.	<p>Students might create profiles of key US figures, including:</p> <ul style="list-style-type: none"> • Nixon • Ford • Carter • Kissinger. <p>Look at relations between Heath, Wilson and Callaghan with their US counterparts. Compare and contrast the relationships.</p> <p>Consider the impact of entry into the EEC on the 'special relationship' (see Week 28).</p> <p>Trace the development of the Cold War in the 1970s. Students could draw a timeline to record developments, using different colours to note events/developments relating to China and the USSR.</p> <p>Research attitudes towards and relations with the USSR and China. This might be done in two groups with students then presenting and sharing their findings with the group.</p>	<p>Develop an understanding of key concepts, eg détente.</p> <p>Add any new terms to the glossary.</p> <p>Some students might read a biography of any of the key figures in this period.</p>	<p>Guided reading and worksheets to support research and discussion.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Sources with conflicting opinions on the 'special relationship' and British relations with the USSR and China.</p>

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Week 30	Revision.	Holistic appraisal of content.	<p>Look back at material in Part One 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 Macmillan, Wilson, Heath (could hold balloon debate to determine the most influential).</p> <p>Consider post war consensus: did it exist; when and how was it threatened; did it break down in this period?</p> <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.</p> <p>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>Debate: what were the key turning points in the breakdown of post war consensus?</p> <p>Opportunities for differentiation by task and in students' reflection and selection of information.</p> <p>Evaluation of conflicting primary sources.</p>	<p>Notes and materials from Part One.</p> <p>Further source material which could be assembled by students.</p> <p>Practice exam-style questions.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
PART TWO: MODERN BRITAIN, 1979–2007; Section 1: The Impact of Thatcherism, 1979–1987 (A-level only)					
Week 1	The Thatcher governments.	Thatcher as leader, character and ideology; ministers, support and opposition.	<p>Students might research and compile a profile for Thatcher:</p> <ul style="list-style-type: none"> • background • character • ideas • leadership style. <p>Compare and contrast Thatcher with previous Conservative leaders.</p> <p>Create profiles for leading figures in government, such as:</p> <ul style="list-style-type: none"> • Howe • Lawson • Tebbit • Heseltine. <p>Use contemporary evidence to build up a picture of Thatcher’s first cabinet.</p> <p>Consider the differences between Thatcherism and post war consensus.</p>	<p>Use key terms to develop contextual understanding, eg conviction politics, social authoritarianism, etc.</p> <p>Add new terms to the glossary.</p> <p>Consider the nature of Thatcherism, both in theory and in practice.</p> <p>Some students might read a biography of any of the key figures.</p>	<p>Guided reading and worksheets to support research and discussion.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Contemporary material illustrating conflicting views.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 2		Electoral success.	<p>Examine the progress and the results of the general elections of 1983 and 1987.</p> <p>Students could design election posters or leaflets for the elections.</p> <p>Draw a spider diagram to illustrate the reasons why the Conservatives won the two elections.</p> <p>Students might prioritise the reasons for victory and justify their rank order.</p> <p>Identify similarities and differences between the two elections.</p>	<p>Differentiation evidence by prioritising task.</p> <p>Consider the electoral system and its impact on the results in 1983 and 1987.</p>	<p>The election results.</p> <p>Source material including statistics, pie charts and graphs.</p> <p>Manifestos from 1983 and 1987.</p> <p>Guided reading and worksheets to support research and discussion.</p>
Week 3		Internal Labour divisions and the formation of the SDP.	<p>Research the leadership and deputy leadership elections and consider the results.</p> <p>Identify the causes and consequences of divisions within the Labour party.</p> <p>Profile the Gang of Four:</p> <ul style="list-style-type: none"> • who were they • what was their position in the party • why did they leave the Labour party • what electoral success did they have? <p>Make a list of reasons why the Labour party was weak in this period. Prioritise the reasons and justify their rank order.</p>	<p>Consider similarities and differences between the divisions of the 1980s and the previous three decades.</p> <p>Differentiation evidenced by prioritising task.</p> <p>Wider reading on the divisions between the leadership and the rank and file of the Labour party.</p>	<p>Results of the leadership elections.</p> <p>Guided reading and worksheets to support research and discussion.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Labour and SDP manifestos.</p> <p>Primary sources.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 4		Northern Ireland and the Troubles.	<p>Review material from Part One of the course.</p> <p>Look at developments in Northern Ireland, including:</p> <ul style="list-style-type: none"> • the hunger strikes • ongoing violence • the Brighton hotel bomb • the Anglo-Irish Agreement, 1985. <p>Create a timeline for events from 1979 to 1985.</p> <p>Discuss the terms of the Anglo-Irish Agreement and consider what different groups may have thought of it.</p>	<p>Debate: was a resolution to the Troubles more or less likely in this period?</p> <p>Students might research further into the hunger strikes and the motivation of the prisoners.</p> <p>Students could watch the film; 'Hunger'.</p>	<p>Notes from Weeks 23 and 24 of Part One, in particular the timeline of events.</p> <p>Guided reading and worksheets to support research and discussion.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Terms of the Anglo-Irish Treaty.</p> <p>Contemporary news reports on the Troubles.</p>

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Week 5	Thatcher's economic policies and their impact.	Monetarism; privatisation; deregulation; issues of inflation, unemployment and economic realignment.	<p>Research into Thatcher's economic policies, including:</p> <ul style="list-style-type: none"> • monetarism • privatisation • deregulation • realignment • supply side economics. <p>Consider the consequences of prioritising the control of inflation over controlling unemployment.</p> <p>Research privatised industries: what happened next? This could be done in groups with students reporting back to the class and sharing material.</p> <p>Use statistics, tables and graphs to assess the successes and failures of economic policy.</p> <p>Use a map of Britain to identify the different impact of policy in different parts of the country.</p> <p>Consider the existence of a North-South divide.</p>	<p>Use key terms to develop contextual understanding, eg monetarism, deregulation, etc.</p> <p>Add new terms to the glossary.</p> <p>Wider reading on economic models. Compare Thatcherite economic ideas with those of the post war consensus.</p> <p>Recognition of the different effects of economic policy on different groups in society.</p>	<p>Statistics on the economy.</p> <p>Guided reading and worksheets to support research and discussion.</p> <p>Map of Britain.</p> <p>Contemporary views on Thatcherite economics, particular from conflicting points of view.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 6	The Impact of Thatcherism on society.	Sale of council houses; miners' strike and other industrial disputes.	<p>Students could create a flowchart to illustrate the reasons for the introduction of Right to Buy and its consequences. They might use different colours to indicate positive and negative results.</p> <p>Draw a timeline that shows industrial disputes on one side and trade union legislation on the other.</p> <p>Research the miners' strike, including:</p> <ul style="list-style-type: none"> • background • strike action • picketing • division amongst the union • mobilisation of police. <p>Compare and contrast industrial disputes in this period with those in the 1970s.</p>	<p>Examine the role played by Heseltine.</p> <p>Build conceptual links between Right to Buy and industrial disputes with the economic realignment (see Week 5).</p> <p>Wider reading on the miners' strike.</p>	<p>Extracts from the 1980 Housing Act.</p> <p>Guided reading and worksheets to support research and discussion.</p> <p>Relevant YouTube clips or documentary.</p> <p>Trade union legislation.</p> <p>The miners' strike in culture, e.g. the 2005 BBC Films production, 'Faith'.</p>

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Week 7		The Poll Tax; extra-parliamentary opposition.	<p>Consider the reasons for and reactions to the introduction of the Poll Tax.</p> <p>Students could write letters to a newspaper showing support for and opposition to the introduction of the Poll Tax.</p> <p>Students could work in pairs or groups to research extra-parliamentary opposition, including:</p> <ul style="list-style-type: none"> • pressure groups • the church • the arts • comedians and satirists • media. 	<p>Students could research further into the Poll Tax Riots and look ahead to the long term consequences of the policy, including the fall of Thatcher.</p> <p>Link the growth of extra-parliamentary opposition with Conservative electoral success and Labour weakness in the period.</p>	<p>The Community Charge.</p> <p>Guided reading and worksheets to support research and discussion.</p> <p>Relevant YouTube clips or documentary footage, e.g. the film, 'The Battle of Trafalgar', Channel 4 films.</p>

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Week 8	Foreign affairs.	The Falklands; the 'special relationship' with the USA; moves to end the Cold War; Thatcher as an international figure.	<p>Draw a timeline of events and development in British foreign policy from 1979 to 1987.</p> <p>Research conflict over the Falklands:</p> <ul style="list-style-type: none"> • lead up to the conflict • political context • key events • consequences. <p>Create a profile of Reagan and consider why he and Thatcher worked well together.</p> <p>Refer back to the timeline and add colour or annotations to note points of agreement and disagreement between Britain and the US.</p> <p>Consider developments in the Cold War.</p> <p>Students might create profiles for Gorbachev and Pope John Paul II.</p> <p>Discussion on the moves to end the Cold War: how important were Thatcher, Reagan, Gorbachev and John Paul II?</p> <p>Students could work in groups, each focusing on one of the four and then discussing their relative impact on developments. Consider an order of significance and justify the rank order.</p>	<p>Develop an understanding of the significance of the individual in history.</p> <p>Some students might read more widely on the role of Gorbachev and/or the pope.</p> <p>Differentiation through research and participation in presentations and discussions.</p> <p>Define any new concepts and add to the glossary.</p>	<p>Map to illustrate the Falklands conflict.</p> <p>Television reports on the war.</p> <p>Contemporary accounts of the conflict, both positive and negative.</p> <p>Guided reading and worksheets to support research and discussion.</p> <p>Relevant YouTube clips or documentary.</p> <p>Sources on the roles of the key individuals in ending the Cold War. Look for conflicting evidence to practice evaluation skills.</p> <p>Access to the internet for research task.</p>

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Week 9		Attitudes to Europe, including Thatcher's policies; divisions within the Conservative party over Europe.	<p>Consider policies and attitudes towards Europe, including:</p> <ul style="list-style-type: none"> • rebate • the Channel Tunnel • the Single European Act (SEA) • Euroscepticism. <p>Students could research divisions amongst Conservatives with regard to Europe, using contemporary evidence to inform findings. Some could look at views which were pro-Europe, whilst others could look at the Eurosceptic argument.</p> <p>This might lead to a debate between students representing Eurosceptics and Europhiles.</p> <p>Review foreign policy in this period (look back to Week 8). Write a profile of Thatcher from the perspectives of:</p> <ul style="list-style-type: none"> • the USA • the USSR • France. 	<p>Develop an understanding of concepts such as Eurosceptic, Europhile, qualified majority voting.</p> <p>Add any new terms to the glossary.</p> <p>Wider reading on Thatcher's clashes with Europe.</p> <p>Debate Thatcher's attitude to Europe, with reference to her support for the 'YES' campaign in 1975.</p>	<p>Guided reading and worksheets to support research and discussion.</p> <p>Contemporary evidence including speeches from Eurosceptics and Europhiles.</p> <p>Extracts from SEA.</p> <p>Relevant YouTube clips or documentary.</p> <p>Notes from Week 8.</p>

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Week 10	Overview.	Revision.	<p>Consider the impact of Thatcherism on Britain by 1987.</p> <p>Use source material to examine Britain from differing perspectives. Students might choose their own sources.</p> <p>Create a chart to illustrate the key events and developments from 1979–1987, using the headings:</p> <ul style="list-style-type: none"> • political • economic • social • cultural • foreign policy. 	<p>Examine developments from different perspectives in more detail and look for links.</p> <p>Develop skills relating to the identification of relevant evidence and the evaluation of it.</p>	<p>Notes from this section.</p> <p>Source material from different perspectives and points of view.</p> <p>Guided reading.</p>

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PART TWO: MODERN BRITAIN, 1979–2007; Section 2: Towards a new Consensus, 1987–1997 (A-level only)					
Week 11	The fall of Thatcher as leader and her legacy.	Major as leader.	<p>Students could research the context of:</p> <ul style="list-style-type: none"> the resignation of Lawson the resignation of Howe the challenge by Heseltine. <p>Opportunity for a source based activity on the fall of Thatcher. Students could select sources themselves to illustrate the turning tide within the Conservative party.</p> <p>Students could write an obituary charting the Thatcher’s rise and fall and her legacy.</p> <p>Look at Major’s emergence as leader.</p> <p>Create a profile including for Major to include:</p> <ul style="list-style-type: none"> background record under Thatcher’s leadership ideology leadership style. <p>Consider the results of the 1992 election: identify reasons for a Conservative victory.</p>	<p>Differentiation through research and participation in presentations and discussions.</p> <p>Wider reading of the historiographical debate on the legacy of Thatcherism.</p> <p>Consider the view that Thatcher was the victim of a ‘political assassination’.</p> <p>Compare coverage of Thatcher in 1990 with that at the time of her death.</p> <p>Some students might read a biography of Heseltine or Major.</p>	<p>Guided reading and worksheets to support research and discussion.</p> <p>Contemporary sources, including the resignation speeches or statements of Lawson and Howe.</p> <p>YouTube clips or documentary footage.</p> <p>News reports of Thatcher’s demise.</p> <p>1992 election manifesto.</p> <p>Statistics on the election results.</p>

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Week 12		Economic developments, including Black Wednesday and its impact; political policies; political sleaze, scandals and satire.	<p>Consider early events, developments and policies under Major's leadership, including:</p> <ul style="list-style-type: none"> • Black Wednesday • the Citizen's Charter • BSE • Back to Basics. <p>Draw a flow chart to show the causes and consequences of Black Wednesday.</p> <p>Look at contemporary news reports on Black Wednesday and consider their value to an historian.</p> <p>Research the incidents of political sleaze, including:</p> <ul style="list-style-type: none"> • Mellor, Milligan, Yeo, et al • Arms to Iraq • Cash for Questions • Hamilton and Bell, the Anti-Sleaze candidate. <p>Students might research one issue or individual, leading to a class discussion on the relative importance of these scandals.</p> <p>Create a satirical cartoon and/or write a newspaper article on an event during Major's leadership.</p>	<p>Identify similarities and differences between Major and Thatcher.</p> <p>Compare the use of satire and its impact with that of the 1950s, (see Week 6 of Part One).</p> <p>Differentiation through research and participation in presentations and discussions.</p>	<p>Guided reading and worksheets to support research and discussion.</p> <p>Economic tables, graphs and statistics.</p> <p>Relevant YouTube clips or documentary footage.</p> <p>Satirical cartoons, magazines and television clips, eg Private Eye and Spitting Image.</p> <p>Newspaper reports from the period.</p>

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Week 13		Approach to Northern Ireland; Conservative divisions.	<p>Create a timeline covering events and developments in Northern Ireland between 1987 and 1997.</p> <p>Consider the ongoing Troubles in Northern Ireland and the attempts to resolve them, including the Downing Street Declaration.</p> <p>Discuss the significance of the Downing Street Declaration and why it might be considered controversial, looking at the views of:</p> <ul style="list-style-type: none"> • the British • Irish Republicans • the Unionists. <p>Draw a chart to illustrate issues of division amongst Conservatives, including:</p> <ul style="list-style-type: none"> • Europe • bitterness over Thatcher's demise • the economy • social issues • the leadership election. 	<p>Differentiation through research and participation in presentations and discussions.</p> <p>Develop an understanding of the different strands of conservatism.</p> <p>Wider reading on the Troubles and developments in Northern Ireland.</p>	<p>The timeline from Week 4.</p> <p>Downing Street Declaration.</p> <p>Guided reading and worksheets to support research and discussion.</p> <p>YouTube clips and/or footage on news reports from the period.</p> <p>Contemporary sources to illustrate divisions amongst Conservatives.</p>

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Week 14	Realignment of the Labour Party under Kinnock, Smith and Blair.	Reasons for Labour victory in 1997.	<p>Consider the realignment of the Labour Party, including:</p> <ul style="list-style-type: none"> • internal reforms • policy reviews • the role of the leadership • the role of other individuals. <p>Draw a timeline illustrating developments in the party between 1983 and 1997. Also include examples of continuity in policy; these might be noted in a different colour.</p> <p>Students could work in pairs or groups to create profiles for key figures and then share information as a group:</p> <ul style="list-style-type: none"> • Kinnock • Smith • Blair • Mandelson • Brown • Campbell. <p>Examine the results of the 1997 election and account for the success of Labour.</p>	<p>Develop an understanding of the significance of the individual in history.</p> <p>Some students might read a biography of Kinnock, Smith or Blair. Differentiation through research and participation in presentations and discussions.</p> <p>Debate: who was most influential in reforming the Labour Party?</p>	<p>Guided reading and worksheets to support research and discussion.</p> <p>Sources from key individuals.</p> <p>Notes from Week 3.</p> <p>YouTube clips and/or footage on news reports from the period.</p> <p>Tables and statistics on the 1997 election results.</p>

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Week 15	Social issues.	The extent of social liberalism; anti-establishment culture.	<p>Research changing attitudes to social issues, including:</p> <ul style="list-style-type: none"> • marriage and divorce • homosexuality • the royal family • youth culture • environmental protest • what was acceptable in the media. <p>Students could work in pairs and then share findings as a class.</p> <p>Discuss the meaning of social liberalism and write a definition. Look for examples of social liberalism and social conservatism in the period 1878 to 1997. These might be recorded in the form of a chart or spider diagram. Revise what is meant by the Establishment and research examples of anti-establishment culture from this period.</p> <p>Students could look at one of the anti-road protests and consider: the issues, support and results.</p>	<p>Develop an understanding of concepts such as social liberalism and social conservatism.</p> <p>Update the glossary.</p> <p>Look more closely at examples of anti-establishment culture:</p> <ul style="list-style-type: none"> • rave culture • travellers • republicanism • young British artists. <p>Wider reading on social issues.</p>	<p>Guided reading and worksheets to support research and discussion.</p> <p>YouTube clips and/or footage on news reports from the period.</p> <p>Surveys on social attitudes from the period.</p> <p>Contemporary sources.</p>

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Week 16		The position of women.	<p>Consider the development of third wave feminism.</p> <p>Discuss and write definitions for first, second and third wave feminism.</p> <p>Explain how third wave feminism differed from what went before and how far it compared.</p> <p>Research legislative changes affecting women during the period.</p> <p>Look at examples of women in popular culture.</p> <p>Identify changes in women's lives between 1987 and 1997 and discuss how far their position had improved.</p>	<p>Students could explore texts by third wave feminists, eg Walker and Wolf.</p> <p>Some students might look at the Riot Grrrl movement.</p> <p>Compare the progress made in this period with that of earlier years (see Weeks 6, 18 and 25 of Part One).</p>	<p>Guided reading and worksheets to support research and discussion.</p> <p>Contemporary accounts on the cultural, social and political status of women.</p> <p>YouTube clips and film footage.</p> <p>Extracts from legislation affecting women.</p> <p>Notes from Weeks 6, 18 and 25.</p>

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Week 17		Race relations.	<p>Consider the progress of multi-cultural policies in the period and draw a chart or balance sheet to illustrate progress, change and continuity.</p> <p>Examine the relationship between ethnic minorities and the police.</p> <p>An opportunity to research a case study into the Stephen Lawrence case, including:</p> <ul style="list-style-type: none"> • the racial context of the murder • the police response • contemporary reports • the campaign for Justice for Stephen • the Macpherson Report. <p>Discussion: how far had race relations improved by 1997? (Refer to notes from Weeks 7, 18 and 26).</p>	<p>Develop an understanding of concepts such as multi-culturalism and institutionalised racism.</p> <p>Wider reading on the Stephen Lawrence Inquiry.</p> <p>Differentiation through research and participation in presentations and discussions.</p>	<p>Guided reading and worksheets to support research and discussion.</p> <p>Notes from Weeks 7, 18 and 26.</p> <p>Documentary on the murder of Stephen Lawrence.</p> <p>Extracts from the Macpherson Report and the Scarman Report.</p> <p>Conflicting sources.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 18	Foreign affairs.	Relations with Europe, including the impact of the Single European Act and the Maastricht Treaty.	<p>Consider developments in relations with Europe, including:</p> <ul style="list-style-type: none"> the SEA in practice the Maastricht Treaty Eurosceptic Conservatives Europhile Conservatives the role of Major. <p>Review the terms and consequences of the SEA and draw a flowchart to illustrate.</p> <p>Consider the terms of the Maastricht Treaty and why ratification was so problematic.</p>	<p>Develop an understanding of concepts such as federalism, supranational and subsidiarity.</p> <p>Add new terms to the glossary.</p>	<p>Guided reading and worksheets to support research and discussion.</p> <p>Conflicting sources, especially from those for and against closer relations with Europe.</p> <p>Extracts from the Maastricht Treaty.</p>
Week 19		Interventions in the Balkans; contribution and attitude to the end of the Cold War.	<p>Consider the end of the Cold War.</p> <p>Students could create a timeline to illustrate developments from 1987 to 1997 (refer back to Week 8).</p> <p>Students might identify reasons for the ending of the Cold War and rank these in order of importance. They should differentiate between long term and short term causes. Write a justification for the rank order decided upon.</p> <p>Research the causes of conflict in the Balkans and Britain's involvement.</p>	<p>Differentiation through research and participation in presentations and discussions.</p> <p>Differentiation evidenced by prioritising task.</p> <p>Wider reading on the conflict in the Balkans.</p>	<p>Guided reading and worksheets to support research and discussion.</p> <p>Relevant YouTube clips and documentary footage.</p> <p>Sources on the conflict in the Balkans, both opposing and supporting British intervention.</p>

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Week 20	Overview.	Revision.	<p>Use source material to consider the similarities and differences between the premierships of Thatcher and Major.</p> <p>Use source material to examine Britain from differing perspectives. Students might choose their own sources.</p> <p>Create a chart to illustrate the key events and developments from 1987–1997, using the headings:</p> <ul style="list-style-type: none"> • political • economic • social • cultural • foreign policy. 	<p>Examine developments from different perspectives in more detail and look for links.</p> <p>Develop skills relating to the identification of relevant evidence and the evaluation of it.</p>	<p>Notes from this section.</p> <p>Source material from different perspectives and points of view.</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: MODERN BRITAIN, 1979–2007; Section 3: The Era of New Labour, 1997–2007 (A-level only)					
Week 21	The Labour governments.	Blair as leader, character and ideology; constitutional change.	<p>Refer back to the profile of Blair (Week 14) and consider his ideology and leadership style.</p> <p>Compare and contrast Blair with previous Labour leaders.</p> <p>Use the Labour manifesto to identify key policies. Pick out examples that could best illustrate New Labour and the Third Way.</p> <p>Research policies and ideas on issues including:</p> <ul style="list-style-type: none"> • devolution • freedom of information • human rights • reform of the House of Lords. <p>Draw up a chart of constitutional change and assess its success.</p>	<p>Differentiation through research and participation in presentations and discussions.</p> <p>Develop an understanding of key concepts, eg New Labour, the Third Way, asymmetric devolution.</p> <p>Add new terms to the glossary.</p> <p>Read a biography of Blair.</p>	<p>Notes from Week 14.</p> <p>Labour’s 1997 manifesto.</p> <p>Guided reading and worksheets to support research and discussion.</p> <p>Relevant YouTube clips and documentary footage.</p> <p>Source material from different perspectives and points of view.</p>

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Week 22		Domestic policies; Brown and economic policy.	<p>Students could research Labour domestic policies including:</p> <ul style="list-style-type: none"> • education • law and order • health • rural affairs. <p>Examine the Labour party pledge card and consider when and how these pledges were met.</p> <p>Compare the 1997 pledge card with the manifestos of 2001 and 2005: what similarities and differences were there?</p> <p>Identify Labour economic policy under Brown and assess its success.</p> <p>Discuss how economic performance under Brown compared with that of other countries and previous British governments.</p>	<p>Compare New Labour with 'old' Labour and with Thatcherism.</p> <p>Wider reading.</p> <p>Differentiation through research and participation in presentations and discussions.</p> <p>Read a biography of Brown.</p> <p>Add to the glossary.</p>	<p>Labour manifestos from 1997, 2001 and 2005.</p> <p>Guided reading and worksheets to support research and discussion.</p> <p>Relevant YouTube clips and documentary footage.</p> <p>Detail from the Labour party pledge card.</p> <p>Economic graphs, tables and statistics.</p> <p>Source material from different perspectives and points of view.</p>

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Week 23		Northern Ireland and the Good Friday Agreement.	<p>Consider developments in Northern Ireland from 1997 to 2007 and add to the timeline begun in Week 13.</p> <p>Research the Good Friday Agreement, including:</p> <ul style="list-style-type: none"> • context • events • terms • consequences. <p>Discuss why the Agreement was possible in 1998 and not previously.</p> <p>Identify ongoing and unresolved issues after 1998.</p> <p>Discuss the significance of different people involved in the process, including:</p> <ul style="list-style-type: none"> • Major • Blair • Mowlam • Trimble • Paisley • Adams • McGuinness. 	<p>Differentiation through research and participation in presentations and discussions.</p> <p>Identify long and short term reasons for the Good Friday Agreement.</p> <p>Wider reading on the Troubles and developments in Northern Ireland. Develop an understanding of the significance of the individual in history.</p> <p>Read a biography of Mo Mowlam.</p>	<p>Students' timeline from Week 13.</p> <p>Guided reading and worksheets to support research and discussion.</p> <p>YouTube clips and/or footage on news reports from the period.</p> <p>The Good Friday Agreement. Sources with conflicting opinion on developments in Northern Ireland.</p>

Time	Specification Topic	Content detail	Content coverage with some suggested activities	Differentiation and stretch and challenge opportunities	Resources
Week 24	The Conservative Party.	Leaders and reasons for divisions; reason for electoral failures in 2001 and 2005.	<p>Students could create profiles for Conservative leaders between 1997 and 2007:</p> <ul style="list-style-type: none"> • background • ideology • reasons for election • leadership style. <p>Look at divisions within the Conservative party:</p> <ul style="list-style-type: none"> • Europe • Thatcherism • social issues • the economy. <p>Compare these divisions with those identified in Week 13: what similarities and differences are evident?</p> <p>Students might create some election literature for either the 2001 or 2005 elections.</p> <p>Draw spider diagrams to illustrate the reasons for defeat in 2001 and 2005. Identify similarities and differences.</p>	<p>Differentiation through research and participation in presentations and discussions.</p> <p>Debate: why the Conservatives lose the elections?</p> <p>Develop an understanding of concepts, eg social conservatism; compassionate conservatism, etc.</p> <p>Some students might read a biography of one of the party leaders.</p>	<p>Guided reading and worksheets to support research and discussion.</p> <p>Notes from Week 13.</p> <p>Conservatives manifestos from 2001 and 2005.</p> <p>Results and statistics for the 2001 and 2005 elections.</p> <p>YouTube clips and/or footage on news reports from the period.</p>

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Week 25	Social issues.	Workers.	<p>Consider policies in relation to workers, including:</p> <ul style="list-style-type: none"> • attitudes towards trade unions • the Social Contract • minimum wage • the New Deal. <p>Review the relationship between the Labour party and trade unions.</p> <p>Write a speech that a trade union leader might make about the Labour government between 1997. Students might work in pairs; one writing a speech in 1997, the other in 2007.</p> <p>Speeches could be given to the class and change and continuity identified.</p>	<p>Differentiation through research and participation in presentations and discussions.</p> <p>Develop an understanding of concepts, e.g. minimum wage; Social Contract; New Deal, etc.</p> <p>Wider reading.</p>	<p>Guided reading and worksheets to support research and discussion.</p> <p>YouTube clips and/or footage on news reports from the period.</p> <p>Sources with conflicting opinion on developments in Labour policy.</p>

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Week 26		Women and youth.	<p>Identify Labour policies and changes affecting women and young people.</p> <p>Students might draw charts to illustrate changes affecting both groups.</p> <p>This could be compared with the changes affecting workers (see Week 25).</p> <p>Hold a class debate and vote on which group experienced the most change.</p>	<p>Differentiation through research and participation in presentations and discussions.</p> <p>Understanding changes from different perspectives.</p> <p>Compare the progress made in this period with that of earlier years (see Weeks 15 and 16).</p>	<p>Guided reading and worksheets to support research and discussion.</p> <p>YouTube clips and/or footage on news reports from the period.</p> <p>Sources with conflicting opinion on developments in Labour policy.</p>

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Week 27		The extent to which Britain had become a multi-cultural society.	<p>Consider the issue of immigration, including:</p> <ul style="list-style-type: none"> • positive impact • negative impact • changing patterns • changing attitudes. <p>Students might research the extent to which Britain was a multi-cultural society by 2007. They could look at their own local community and find contemporary evidence on the issue.</p> <p>This could lead to a class debate with students arguing the extent of and the success of multi-culturalism in the period from 1997 to 2007.</p>	<p>Differentiation through research and participation in presentations and discussions.</p> <p>Revise previous learning on immigration and discuss the extent of progress made in terms of race relations.</p> <p>Develop an understanding of concepts, e.g. multi-culturalism, etc.</p> <p>Recognition of the links between immigration and globalisation.</p>	<p>Notes from Part One and from Week 17.</p> <p>Guided reading and worksheets to support research and discussion.</p> <p>YouTube clips and/or footage on news reports from the period.</p> <p>Sources with conflicting opinion on developments in race relations.</p> <p>Maps, tables and statistics on immigration.</p>

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Week 28	Foreign affairs.	Attitudes to Europe.	<p>Students could label and annotate a map showing the members of the EU by 2007.</p> <p>Look at developments in Europe, including:</p> <ul style="list-style-type: none"> • the expansion of the EU • the introduction of the Euro • the Treaty of Lisbon. <p>Consider the consequences of expansion. Students might work in pairs or small groups to find contemporary evidence illustrating conflicting British attitudes towards Europe in this period.</p> <p>They could evaluate the material found to practice their skills in identifying valuable evidence.</p>	<p>Differentiation through research and participation in presentations and discussions.</p> <p>Discuss the extent to which Britain was at the 'heart of Europe' from 1997 to 2007.</p> <p>Group task provides an opportunity for differentiation in both the identification of valuable evidence and its evaluation.</p>	<p>Map of the EU.</p> <p>Guided reading and worksheets to support research and discussion.</p> <p>Sources with conflicting opinion on developments in relations with Europe.</p> <p>Official documents, speeches and news reports on Europe.</p>

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Week 29		The 'special relationship' with the USA; military interventions and the 'war on terror'; Britain's position in the world by 2007.	<p>Consider the development of the 'special relationship' in reference to relations between Blair and Clinton.</p> <p>Identify and write a definition of Blair's doctrine of liberal interventionism.</p> <p>Draw a table or timeline illustrating examples of liberal intervention from 1997 to 2007. Annotate the chart to illustrate the positive and negative consequences of each intervention. These might be noted in different colours.</p> <p>Class discussion on the impact of the events on 11th September 2006 and the subsequent 'war on terror'.</p> <p>Write letters to newspapers either advocating intervention in Iraq or in support of the Stop the War campaign.</p> <p>Consider Britain's position in the world by 2007.</p>	<p>Develop an understanding of concepts, eg liberal interventionism; war on terror, etc.</p> <p>Wider reading on the division over intervention in Iraq; both within the Labour party and amongst the British public.</p> <p>Look at the resignations of Cook and Short.</p>	<p>Guided reading and worksheets to support research and discussion.</p> <p>YouTube clips and/or footage on news reports from the period.</p> <p>Sources with conflicting opinion on developments in relations with the USA.</p> <p>Resignation speeches from Short and Cook.</p> <p>Extracts from publications by the Stop the War campaign.</p>

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Week 30	Revision.	Holistic appraisal of content.	<p>Look back at material in Part Two 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 Thatcher, Major, Blair (could hold balloon debate to determine the most influential).</p> <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.</p> <p>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>Look back at material from Part One (see Week 30 of Part One) and review the whole course.</p> <p>As a class, reflect, 'What have we learnt?'</p>	<p>Debate: was 1979 a turning point in British history?</p> <p>Consider the impact of Thatcher on the Conservatives, Labour and the country.</p> <p>Opportunities for differentiation by task and in students' reflection and selection of information.</p> <p>Evaluation of conflicting primary sources.</p>	<p>Notes and materials from Parts One and Two.</p> <p>Further source material which could be assembled by students.</p> <p>Practice exam-style questions.</p>

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