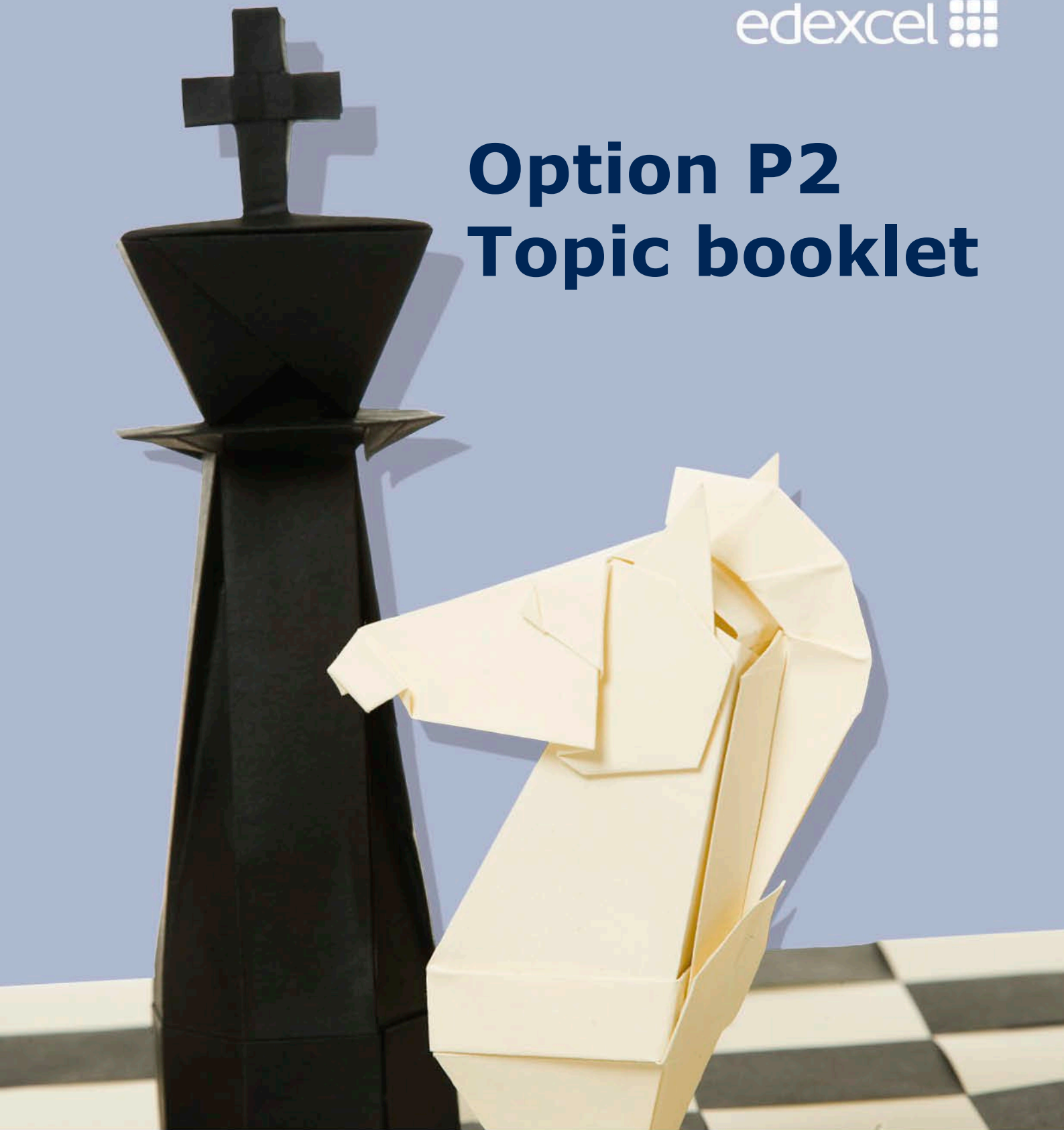


# Option P2

## Topic booklet



**British America, 1713–83: empire and revolution**

**GCSE (9–1) History**

**Pearson Edexcel Level 1/Level 2 GCSE (9–1) in History (1HI0)**

# Contents

Version 4 (March 2025)	1
The Period study	1
<b>1. Overview</b>	<b>2</b>
1.1 Assessment	2
<b>2. Content guidance</b>	<b>3</b>
2.1 Summary of content	3
British settlement in North America, 1713–41	3
A disrupted society, 1742–64	3
The loss of an empire, 1765–83	4
The unfolding narrative	5
Key terms	5
2.2 Content exemplification	6
<b>3. Student timeline</b>	<b>12</b>
<b>4. Resources</b>	<b>14</b>
4.1 Free support materials	14
4.2 Endorsed resources*	15
4.3 Resources for students	16
4.4 Resources for teachers	17
Educational Recording Agency	19
Our Migration Story	20

## Version 4 (March 2025)

This topic booklet has been updated to include changes made to new issues of the specification and sample assessment materials.

- Issue 5: language and assessment changes, for first assessment June 2025.
- Issue 6: content changes, for first teaching September 2024 and first assessment June 2026.

Information on new resources has also been added.

Summary guidance on the changes can be found [here](#).

## The Period study

Period studies focus on a substantial and coherent medium time span of at least 50 years and require students to understand the 'unfolding narrative' of substantial developments and issues associated with the period.

A narrative framework forms the basis of the division of the content into three key topics. These key topics clearly run in chronological sequence, but should not be taken in isolation from each other. Students should be encouraged to see the period study as a whole and appreciate the narrative connections across the key topics.

# 1. Overview

---

This is a new option at GCSE and it covers a period of huge significance in the development of the British Empire and the United States of America. The topic is a story of British settlers founding colonies in North America with dreams of a new life and a fresh start, and how these colonies developed. It is the account of the slave trade and slavery in North America. It is the story of a disrupted society, shaken by revolutionary new ideas, costly wars and strained relations with French colonists and Indigenous peoples. And it is the narrative of the birth of a new nation in the furnace of revolutionary war, one which would eventually rise to become a world superpower.

## 1.1 Assessment (from June 2025)

Students answer five questions for the period study.

- Questions 1(a) and (b): focus on consequence. These are compulsory; each question asks students to provide one consequence.
- Question 2: focuses on analytical narrative, in which students write an account that not only describes what happened, but also involves analysis to find connections and make sense of events and their impact to explain why events unfolded in the way that they did. This is likely to involve a mix of second-order concepts (i.e. causation, consequence, change).
- Question 3: students select two from a choice of the three events or developments given. Each focuses on the importance of an event/person/development in terms of what difference they made in relation to specified situations and unfolding developments (i.e. their consequence and significance).

Detailed information and guidance on assessment can be found in the separate [Getting Started Guide](#).

## 2. Content guidance

---

### 2.1 Summary of content

#### **British settlement in North America, 1713–41**

Key topic 1 begins at the time of the Treaty of Utrecht (1713). While students are not expected to know the details of the treaty or of the war it brought to an end, they should be aware of which territories in North America were British and how the colonies were governed. An awareness of the French and Spanish presence in North America and the circumstances of the Indigenous population in the area claimed by the British in 1713 would be useful to provide context for the later key topics. They should understand the pattern of settlement during the period and explore tensions between different groups in the colonies.

Students should understand economic developments in the period: trade with Britain and the West Indies. They should be aware that shipping traffic between Africa, the Caribbean and Europe was a rich target for piracy, and study specifically the activities of Edward Teach ('Blackbeard') and 'Black Sam' Bellamy, popularly known as the 'Robin Hood of pirates'. They should cover the British government's attempts to suppress piracy in the area and Governor Spotswood's contribution to this.

In exploring slavery in North America, students should understand the transatlantic slave trade (the 'Atlantic trade triangle') and appreciate that by the mid-eighteenth century, the slave trade brought hundreds of thousands of enslaved Africans to British America every year. They should be aware of the impact of slavery on the development of rice and tobacco plantations and on colonial society. Students should also explore problems within the colonies, including slave revolts, plots and smuggling. They should have an understanding of the Stono Rebellion and the New York Conspiracy (1741), including how the fear of slave rebellion led to the New York Conspiracy.

#### **A disrupted society, 1742–64**

Key topic 2 begins with the study of the religious revivals, generally known as the Great Awakening. Students should be aware that instead of being tied to one religious authority, there were many choices in the colonies as to how to establish and maintain a connection to God. They should explore key Enlightenment principles such as freedom and reason, and be aware of the impact of these in education and the growth of newspapers and public libraries. The significance of Benjamin Franklin in this period should also be covered.

Students should be aware that Britain and France fought each other in a series of conflicts, and that in King George's War (1744–48) England and France fought over possession of parts of French Canada. They should be aware of disgruntlement at the peace treaty and tensions that were reignited in 1754 when the last of the 'proxy' wars began (French and Indian War as part of the Seven Years' War). They should also study the role of General Wolfe, who captured the French colonial capital, Quebec, in 1759 and the Treaty of Paris in 1763 in which the French ceded Canada to Britain.

Students should be aware of the tensions between the colonists' aims and the actions of the British authorities in the aftermath of the war. They should understand the significance of the Proclamation of King George III forbidding colonial settlement from spreading westwards. Students should be aware that when the British government decided to leave an army to defend the frontier, the colonists were expected to pay one-third of the costs, through taxes – seen as another measure to make Britain rich at the colonist's expense. Students should be aware of colonial opposition to the Sugar Act (1764). They should also cover

relations with Indigenous peoples, including the serious uprising known as Pontiac's Rebellion in 1763, which threatened the new western frontier of British America. They should study the actions of the Paxton Boys, who murdered unarmed Indigenous converts to Christianity, and the impact of these actions.

### **The loss of an empire, 1765–83**

Key topic 3 deals with colonial rebellion and its consequences. Students should be aware that colonists, already angered by the enforcement of a duty on molasses, grew even angrier with the passage of the 1765 Stamp Act. They should understand that this led to opposition such as from the Sons of Liberty, and that tensions over customs duties increased 1767–70, leading to the 'Boston Massacre'. They should be aware that the British government's grant of a monopoly on the tea trade to the British East India Company led to the so-called Boston Tea Party, and be aware of the British parliament's response – measures known as 'The Intolerable Acts'. Students should be aware that the colonies were united in opposition and in 1774 sent delegates to the First Continental Congress in Philadelphia, which banned all trade with Britain. They should appreciate attitudes in the colonies, for example that at this stage few Americans foresaw breaking away from Britain and that the Second Continental Congress of 1775 continued to show loyalty to King George III, but not to the British Parliament; that many Americans, the Loyalists, remained loyal to Britain throughout; and that the colonies themselves were also divided by custom, religion and law.

In exploring the War of Independence, students should be aware of the influence of Thomas Paine's pamphlet 'Common Sense', written in order to prevent the colonies plunging into a state of chaos and soothing those who feared for the future, and students should understand the significance of the Declaration of Independence itself (1776), mainly drafted by Thomas Jefferson, including how this helped lead to the outbreak of war. The key American victories at Saratoga (1777) and Yorktown (1781) should be covered. Students do not need to a detailed knowledge of the war but should have sufficient knowledge and understanding of developments to be able to explain and exemplify the significance of Washington's role, British mistakes and the involvement of France and Spain. Students should be aware that after Yorktown, the British Parliament voted to end the war, though its formal end was not until the Peace of Paris (1783), principally due to the work of Franklin.

In considering the consequences of the war, students should understand that American independence had little impact on slavery with regard to federal governance, as the rights in the Declaration of Independence only applied to citizens and slavery was not abolished. Some individual states in the north began the process of abolition but in other states slavery was maintained. They should also consider the consequences for Indigenous peoples, who profited neither from the war itself nor from the peace settlement. Students should know that many Loyalists fled the ex-colonies, resettling in a wide variety of places across the world, including Nova Scotia and Niagara in Canada. The movement of people away from the newly-constituted United States in fear of retribution and/or in search of a new start included thousands of Black people, most of whom had been enslaved.

## 2. Content guidance

### The unfolding narrative

Period studies focus on an analytical narrative of events and therefore students should appreciate the chronology of key events, while understanding that some developments overlap several events. For example, the deterioration in relations with Britain occurred simultaneously in different colonies in slightly different ways, while the themes of slavery and relations with Indigenous peoples are important at several points in the narrative.

Within that analytical narrative, students will need to see that events do not occur in isolation but unfold as a consequence of what has gone before. For example, the colonists' response to taxation from 1764 onwards was directly related to the British relationship with the colonies ('salutary neglect') before the war of 1754–63.

When discussing the significance of an event, students should be able to explain its impact and the way it changed the situation or attitudes.

### Key terms

It may be useful at the start of the course to provide students with a list of key terms and concepts that they will need to be familiar with for this option. Students should be familiar with the terminology found in the specification content.

The list of terms below is not intended to be a comprehensive checklist, rather simply a useful starting point for teachers to produce their own list of terms that their students may not fully understand or have difficulty spelling.

Students should also be familiar with broad terms, such as authorities, economic, government, political, religious and social.

- |                               |                                |
|-------------------------------|--------------------------------|
| • colony                      | • parliamentary representation |
| • Continental Congress        | • Patriots Treaty              |
| • customs and revenue         | • penal servitude              |
| • Declaration of Independence | • philanthropist               |
| • Enlightenment               | • piracy                       |
| • enslaved people             | • plantation                   |
| • fugitive                    | • proclamation                 |
| • Great Awakening             | • revivalist preacher          |
| • Indigenous peoples          | • salutary neglect             |
| • Intolerable Acts            | • smuggling                    |
| • Loyalists                   | • suppression                  |
| • militia                     | • transportation               |
| • monopoly                    |                                |

## 2.2 Content exemplification

This section provides additional guidance on the specification content. It should be remembered that the official specification is the only authoritative source of information and should always be referred to for definitive guidance. Any examples provided here do not constitute additional specification content and other relevant material illustrating aspects of the specification can be used.

Key topic 1: British settlement in North America, 1713–41		Exemplification
1 <b>Developments in colonial society</b>	<ul style="list-style-type: none"> <li>The impact of expansion and immigration on society: the pattern of settlement and tensions among social groups.</li> <li>Economic developments: trade with Britain and with the West Indies, the importance of tobacco, the impact of piracy, including the activities of 'Black Sam' Bellamy and Edward Teach ('Blackbeard').</li> <li>The suppression of piracy in American waters: King George I's Proclamation and the Piracy Act (1717), the work of Governor Spotswood.</li> </ul>	<ul style="list-style-type: none"> <li>Outline of the geographical distribution of settlement in the continent, with an indication of European claims and distribution of Indigenous peoples. Tensions, for example between religious groups; between races – banning of inter-racial marriage, rights of free Black people; between landowner, common planter and labourer/servant; between merchant and planter elites. Brief overview of how the colonies were governed.</li> <li>Trading relations with Britain and with the West Indies, for example British government policy on trade, benefiting the British economy at the colonists' expense (mercantilism), favouring of English ships and merchants. Tobacco-and its impact on rich and poor planters; the increase in the use of enslaved labour. The effect of piracy on trade during the 'Golden Age' of piracy. Edward Teach ('Blackbeard'), active from 1716 to 1718 as the most notorious pirate among English-speaking areas. 'Black Sam' Bellamy and his ideological justifications for piracy.</li> <li>Impact of pardons offered by King George's Proclamation. British government and the death penalty. The Piracy Act of 1717, providing transportation to North America under penal servitude for lesser offenders. Governor Spotswood's attempt to end piracy in 1718.</li> </ul>

## 2. Content guidance

Key topic 1: British settlement in North America, 1713–41	Exemplification
<p>2 <b>Slavery in North America</b></p> <ul style="list-style-type: none"> <li>• The transatlantic slave trade and 'Atlantic trade triangle'.</li> <li>• The impact of slavery on the development of tobacco and rice plantations.</li> <li>• The impact of slavery on colonial society; the position of enslaved people within society and the treatment of fugitives within the colonies.</li> </ul>	<ul style="list-style-type: none"> <li>• Growth of shipping traffic between Africa, the Caribbean, and Europe: the transatlantic slave trade (the 'Atlantic trade triangle'). Shipping of New England rum to Africa to be traded for enslaved people, who were brought to the West Indies and traded for sugar and molasses, which went back to New England. Shipping of other raw goods from the colonies to England, where they were swapped for a cargo of manufactured goods.</li> <li>• Enslaved West Africans' knowledge of cultivating rice and the impact of this on successful production. The labour-intensive nature of tobacco production and the importing of enslaved people to provide that labour. The profits made by plantation owners.</li> <li>• The position of enslaved people within society and approaches to dealing with fugitives. The impact of slavery on poor white labourers.</li> </ul>
<p>3 <b>Problems within the colonies</b></p> <ul style="list-style-type: none"> <li>• Slave revolts in the Carolinas: the Stono Rebellion (1739); the significance of Spain's decision to protect runaways in Florida.</li> <li>• The New York Conspiracy (1741).</li> <li>• Smuggling, attempts to collect customs revenue and to control the fur trade.</li> </ul>	<ul style="list-style-type: none"> <li>• Absentee farm owners and the increased control over enslaved people on rice plantations in the Carolinas. The key developments, and consequences of, the Stono Rebellion. The Spanish governor of Florida's offer of freedom to South Carolina's enslaved people if they rebelled. South Carolina's response – a new slave code restricting their movement.</li> <li>• The key developments in the 'conspiracy' in New York City (1741), for example its hatching in a tavern frequented by enslaved and free Black people; plans to burn down the city; the trial including the testimony of Mary Burton; the resulting executions, transportations, burnings and sinister climate of discrimination against Catholics and ethnic minorities.</li> <li>• The problem of smuggling, for example tea, for the British authorities; the widespread evasion of duties. Problems in the fur trade, for example competition and conflict for increasingly scarce resources as a result of over-harvesting of beaver pelts.</li> </ul>



Key topic 2: A disrupted society, 1742–64	Exemplification
<p>1 <b>The impact of cultural developments</b></p> <ul style="list-style-type: none"> <li>• Religious revivals, including the Great Awakening and revivalist preachers.</li> <li>• The Enlightenment: the emphasis on education; the growth of newspapers and public libraries.</li> <li>• The significance of Benjamin Franklin as a writer, philanthropist and intellectual.</li> </ul>	<ul style="list-style-type: none"> <li>• Impact of the Great Awakening (c1730–50), e.g. on the status of women and the power in the hands of church congregations, and multiple religious authorities, including key individuals such as Jonathan Edwards and George Whitefield.</li> <li>• The significance of the Enlightenment, for example Enlightenment emphasis on education in schools as well as self-directed learning with libraries established to enable greater access to books, importance of the Enlightenment as the philosophical basis of the American Revolution. The dissemination of ideas in the printing of inexpensive pamphlets and newspapers. Contextual awareness of Enlightenment ideas such as the questioning of the role of the king, the churches and even God, the growth of religious tolerance.</li> <li>• Benjamin Franklin's life and work personifying the links between scientific advance and the Enlightenment.</li> </ul>
<p>2 <b>War in the colonies</b></p> <ul style="list-style-type: none"> <li>• Relations with the French and with Indigenous peoples during and after King George's War 1744–48.</li> <li>• The French and Indian War (1754–63) in North America and the role of Wolfe in Canada.</li> <li>• The significance of the Treaty of Paris 1763 and the Proclamation Act 1763.</li> </ul>	<ul style="list-style-type: none"> <li>• King George's War (1744–48) – conflict between England and France over possession of parts of French Canada – contribution of colonists to the war, for example capture of Louisbourg by colonists and dismay at its reversal in the peace treaty between Britain and France. The role of Indigenous peoples as allies of both the French and the colonists. Impact on relations with the French and with Indigenous peoples.</li> <li>• The French and Indian War (1754–63) and its outcome, for example leaving the British Empire triumphant over other European powers and Britain in control of North America. General Wolfe's capture of the French colonial capital, Quebec, in 1759.</li> <li>• Significance of the Treaty of Paris (1763), for example the magnitude of the British success being also the measure of its weakness. French ceding of Canada to Britain, Spain's handing over of Florida, colonist disappointment as the vision of wide-open spaces for settlement in newly captured lands was frustrated.</li> <li>• Proclamation Act 1763 by King George III forbidding colonists from spreading settlement westwards.</li> </ul>

## 2. Content guidance

Key topic 2: A disrupted society, 1742–64		Exemplification
3 <b>The aftermath of the French and Indian War</b>	<ul style="list-style-type: none"><li>• The impact of the war on American colonists' relations with Britain.</li><li>• Opposition to the Sugar Act (1764).</li><li>• Relations with Indigenous peoples, including Pontiac's Rebellion (1763–64). The Paxton Boys: their actions and impact.</li></ul>	<ul style="list-style-type: none"><li>• Relations with Britain, for example the colonists' response to the Proclamation, the government's decision to leave an army of regular soldiers to defend the frontier while expecting the colonists to pay one third of the costs, ending of 'salutary neglect'.</li><li>• Colonists' response to the Sugar Act (designed to cut down on smuggling to gain revenue), for example colonists' response to the enforcement of a duty that had previously been ignored, the introduction of full-time customs officers and imposition of new Admiralty courts.</li><li>• Colonists' relations with Indigenous peoples, including Pontiac's Rebellion as a threat to the new western frontier of British America. Key developments such as besiegement of forts, and battles, such as Bloody Run and Devil's Hole Massacre. Significance of smallpox.</li><li>• The actions of the Paxton Boys, for example their attack on a village of Indigenous converts to Christianity, their march on Philadelphia and confrontation with Benjamin Franklin.</li></ul>

Key topic 3: The loss of an empire, 1765–83	Exemplification
<p>1 <b>American colonist relations with Britain: growing opposition, 1765–75</b></p>	<ul style="list-style-type: none"> <li>• Opposition to British policies: the Stamp Act, the Sons of Liberty and the Boston Massacre (1770).</li> <li>• British and American relations: the Boston Tea Party (1773) and the Intolerable Acts (1774).</li> <li>• The significance of the First and Second Continental Congresses, 1774–75.</li> </ul> <ul style="list-style-type: none"> <li>• Stirrings as the Stamp Act reawakened debates over the British parliament's power to tax colonies. Its effect on all, not just sugar merchants, for example tax on all printed documents, including newspapers, seen as a tax on free speech, Stamp Act. Congress unifying nine colonies in opposition. Repeal of Stamp Act but Declaratory Act reasserting parliament's rights to govern and tax colonies.</li> <li>• Growing tensions. Sons of Liberty and their significance, for example the Liberty Pole – the rallying point of the citizens for several years, the visible sign of the principle of no taxation without representation. The Boston Massacre in 1770 and how it galvanised patriotic support.</li> <li>• Further deterioration in British-American relations. Colonial reaction to the British government's grant of a monopoly on the tea trade to the British East India Company – the Boston Tea Party, 1773. The British response – the Intolerable Acts, suspending the Massachusetts government, sending troops to Boston and closing its harbour – and its impact.</li> <li>• The united opposition of the colonies – Continental Congress in Philadelphia (1774), the Declaration of Colonial Rights and Grievances and the banning of all trade with Britain; the Second Continental Congress (1775) and its significance, for example showing loyalty to King George III, but not to the British parliament, divisions in the colonies by custom, religion and law. British rejection of the Olive Branch Petition.</li> </ul>
<p>2 <b>The War of Independence, 1775–83</b></p>	<ul style="list-style-type: none"> <li>• The influence of Thomas Paine's 'Common Sense'. The significance of the Declaration of Independence. The role of Thomas Jefferson.</li> <li>• Key American victories: Saratoga (1777) and Yorktown (1781). The</li> </ul> <ul style="list-style-type: none"> <li>• Key tenets of Thomas Paine and 'Common Sense' (1776). Its impact on calls for independence and on the Declaration of Independence.</li> <li>• The Declaration of Independence (1776), mainly drafted by Thomas Jefferson, stating that all men are created equal and have unalienable rights not given by government but because they are people. Its influence, for example in inspiring mass fervour for the American cause, self-government.</li> </ul> <p><i>Note: the specification clearly indicates that the only battles requiring student knowledge of key features and developments are</i></p>

## 2. Content guidance

Key topic 3: The loss of an empire, 1765–83	Exemplification
<p>significance of Washington's role, British mistakes and French and Spanish involvement in the war.</p> <ul style="list-style-type: none"> <li>• The Peace of Paris (1783), including the role of Franklin.</li> </ul>	<p><i>Saratoga (1777) and Yorktown (1781). Other battles could be used to exemplify the significant features of the conflict in relation to Washington, British mistakes and French and Spanish involvement but do not need to be studied in detail.</i></p> <ul style="list-style-type: none"> <li>• Battle of Saratoga (1777) as the greatest American victory and the turning point in the war. Battle of Yorktown (1781), for example the role of the French navy, which ferried troops to isolate Cornwallis at Yorktown (1781). British defeat at Yorktown and the British parliament's vote to end the war.</li> <li>• Key features of conflict, significance of the role of Washington in war, his leadership, his organising of retreats more than fighting battles, victory at Trenton; significance of British mistakes, such as General Howe's misjudgements, key mistakes by Burgoyne and Cornwallis; significance of French and Spanish involvement, such as French decision to support the Americans, a concert of powers weakening Britain's efforts, fighting France and Spain by 1778–80, Royal Navy fatally overstretched, inability to help Cornwallis.</li> <li>• The Peace of Paris (1783), principally the work of Franklin, ending the revolutionary war, acknowledging the independence of the United States and establishing boundaries.</li> </ul>
<p>3 <b>Consequences of the war in America</b></p>	<ul style="list-style-type: none"> <li>• The significance of American independence for slavery.</li> <li>• The consequences of the war for Indigenous peoples.</li> <li>• The impact of the war on Loyalists, including their resettlement in Nova Scotia and Niagara.</li> </ul> <ul style="list-style-type: none"> <li>• American independence had little impact in the South on enslaved people, to whom the concept of freedom and equality did not extend. Abolition of slavery in northern colonies in 1780, but enslaved people still elsewhere.</li> <li>• The lack of protection in the peace settlement for Indigenous peoples who had fought for the Crown, for example the experience of the Iroquois who were abandoned by the British and denied their New York lands by the Americans; the flight of many to Canada; the beginning of reservations in America.</li> <li>• Suffering of Loyalists facing the fury of victorious American Patriots, escape of up to 100,000 to Canada, mainly in Nova Scotia and Niagara, including thousands of freed and enslaved Black people.</li> </ul>

### 3. Student timeline

---

The timeline below could be given to students, and could be further edited and added to by them. Inclusion of dates and events in this timeline should not be taken as an indication that these are prescribed: the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance.

1713	Treaty of Utrecht
1717	Piracy Act – transportation for offenders 'Black Sam' Bellamy dies King George's Proclamation – pardoning pirates
1718	Edward Teach (Blackbeard) blockades Charles Town, South Carolina
1738	Spanish offer freedom to enslaved people of South Carolina who desert British colony
1739	Stono Rebellion in South Carolina
1741	New York Conspiracy
1744	King George's War between Britain and France over possessions in Canada begins Colonists capture Louisbourg
1748	Peace between Britain and France (Treaty of Aix-la-Chapelle); Louisbourg is returned to the French
1754	French and Indian War begins (regional conflict of Seven Year's War)
1756	Britain declares war on France
1758	British troops re-take Louisbourg
1759	British under General Wolfe capture Quebec
1763	Treaty of Paris Proclamation Act Pontiac's Rebellion begins Paxton Boys massacre unarmed Indigenous people (Conestoga) in Lancaster County
1764	Paxton Boys march to Philadelphia Sugar Act aims to end smuggling and tax colonies for their defence
1765	Stamp Tax riots; Stamp Act Congress in New York Sons of Liberty formed

### 3. Student timeline

1766	Parliament repeals Stamp Act but passes Declaratory Act to confirm power over colonies End of Pontiac's Rebellion
1770	British troops cut down Liberty Pole in New York; Boston Massacre leaves 5 dead
1773	Tea Act Boston Tea Party
1774	Intolerable Acts First Continental Congress in Philadelphia
1775	War of Independence begins: Second Continental Congress asks George III to respond to grievances; king declares colonies to be in rebellion Battles of Lexington and Concord
1776	Thomas Paine's 'Common Sense' Congress adopts Declaration of Independence
1777	Battle of Saratoga marks a turning point in the campaign – Burgoyne suffers worst British defeat
1778	France signs a treaty with the Americans promising assistance
1779	Spanish involvement in war
1781	Cornwallis surrenders at Yorktown British government seeks peace
1783	Peace of Paris Resettlement of Loyalists

## 4. Resources

The sections below list a range of resources that could be used by students and teachers for this topic.

The first section lists information on free support materials available on the Edexcel website. On the [GCSE History \(9–1\) from 2016](#) page:

- select the [Teaching support](#) tab, where resources are separated out by Plan, Teach, and Track and Assess;
- or select the [Course materials](#) tab, and then select the appropriate tab for [Specification and sample assessments](#), [Exam materials](#), or [Teaching and learning materials](#).

The table below provides a selection of the free support materials available on the Edexcel website. Details and links for all the free support available can be found in [this document](#). It is updated regularly, so worth bookmarking.

The second section lists publishers who have been endorsed for GCSE (9–1) History. Endorsement means that a resource has been through our quality assurance process to confirm that it meets the teaching and learning requirements a specification is aimed at. Endorsement of a resource doesn't mean it's the only suitable material available, or that it is required to achieve the qualification.

The remaining sections list both endorsed resources and those that have not been endorsed. While these resources – and others – may be used to support teaching and learning, the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance.

There has been a rapid growth in podcasts in recent years, and we have added below links to a few well-known ones. Some may not be suitable for younger listeners, so please check carefully before sharing with students. Similarly, there are plenty of useful videos for History students on online sharing platforms, and any links below have been checked, but please exercise care before sharing social media links with students.

### 4.1 Free support materials

Resource	Details
<a href="#">Specification</a> and <a href="#">sample assessment materials</a>	The starting point for information on content and assessment in GCSE (9–1) History.
<a href="#">Past papers, mark schemes and examiner reports</a>	An <a href="#">Edexcel Online</a> login is required to access files with a silver padlock – check with your exams officer if you can't open them.
<a href="#">Getting Started Guide</a>	An overview of the specification, to help you get to grips with the content and assessment requirements of the specification. Updated for Issues 5 and 6.
<a href="#">Summary guidance on changes for 2025 and 2026</a>	Summary guidance with links on the changes being made for Issue 5 (first assessment 2025) and Issue 6 (2026).
Content changes for 2026: <ul style="list-style-type: none"> <li>• <a href="#">Topic guidance</a></li> <li>• <a href="#">FAQs</a></li> </ul>	Guidance for each option on the changes being made to the content for Issue 6 of the specification (first assessment June 2026), and FAQs.

Resource	Details
Assessment changes for 2025: <ul style="list-style-type: none"> <li><a href="#">Guide</a></li> <li><a href="#">FAQs</a></li> </ul>	Guidance on the changes being made to the assessment model for Issue 5 of the specification (first assessment June 2025), and FAQs.
Specification language changes: <ul style="list-style-type: none"> <li><a href="#">Track changes on</a></li> <li><a href="#">Rationale</a></li> <li><a href="#">FAQs</a></li> </ul>	Guidance on the language changes made for Issue 4 of the specification (first teaching September 2023, first assessment June 2025).
<a href="#">Paper 2 Guide</a>	Teaching approaches and ideas for the period study and British depth study, with case studies from practising teachers.
<a href="#">Schemes of work</a>	Sample outline schemes of work for each topic in the specification, in editable Word files. A digital <a href="#">interactive scheme of work</a> is also available for both KS3 and GCSE.
<a href="#">Mapping documents</a>	Mapping documents to help support teachers in moving to Edexcel GCSE History.
<a href="#">Exemplar student answers</a>	Exemplar student answers, including from the summer 2018, 2019 and 2022 series, with examiner commentaries and mark schemes.
<a href="#">Student walkthroughs</a> <ul style="list-style-type: none"> <li><a href="#">Paper 2P playlist</a></li> </ul>	A series of pre-recorded student walkthroughs, created in collaboration with Harris Federation. <i>Updated for Summer 2025.</i>
<a href="#">Revision tips</a>	Some useful revision tips for students. <i>Updated for Summer 2025.</i>
<a href="#">Command words</a>	A series of student-friendly files exploring each command word in turn, plus a summary document paper-by-paper. <i>Updated for 2025.</i>

## 4.2 Endorsed resources\*

**[Pearson](#)** – Designed to help develop confident, articulate and successful historians.

**[Hodder Education](#)** – The Hodder GCSE History for Edexcel students' book helps students achieve their full potential while ensuring pace, enjoyment and motivation.

**[Oxford University Press](#)** – Oxford's Edexcel GCSE History student books help to develop young historians who have the confidence to succeed, with the most up-to-date exam practice and a tried-and-trusted, accessible approach.

**[Zigzag Education](#)** – Photocopiable resources for learning, revision and exam practice.

**[Anglia Tours](#)** – A range of fully-guided History tours which enhance both teaching and learning for the related Pearson qualification.

**[NST Tours](#)** – Guided History tours to support teachers and students with GCSE History.

\* You don't have to purchase any resources, including those from Pearson, to deliver our qualifications.



## 4.3 Resources for students

Resource	Details
<i>British America, 1713–83: empire and revolution</i> (Pearson, 2016)	Student book written for this option in the specification.
<i>Revise Edexcel GCSE (9–1) History: British America, 1713–83 Revision Guide and Workbook</i> (Pearson, 2017)	A combined revision guide and workbook written for this option in the specification.
<a href="http://nationalhumanitiescenter.org/tserve/eigheten/ekeyinfo/grawaken.htm">http://nationalhumanitiescenter.org/tserve/eigheten/ekeyinfo/grawaken.htm</a>	Useful website for the Great Awakening.
<a href="http://learn.fi.edu/franklin/">http://learn.fi.edu/franklin/</a>	Useful site for learning about Benjamin Franklin.
<a href="http://www.sparknotes.com/history/american/frenchindian/summary.html">http://www.sparknotes.com/history/american/frenchindian/summary.html</a> <a href="http://www.sparknotes.com/history/american/prerevolution/">http://www.sparknotes.com/history/american/prerevolution/</a> <a href="http://www.sparknotes.com/history/american/revolution/">http://www.sparknotes.com/history/american/revolution/</a> <a href="http://www.sparknotes.com/history/american/declaration/">http://www.sparknotes.com/history/american/declaration/</a>	Four excellent sets of notes for the period 1763–81 from Sparknotes.
History Channel and Discovery Channel documentaries, 'The New World' and 'Colonial America Documentary'	Available on YouTube. Superb overviews.
History Channel DVD box set, 'America: the Story of the US'	First two episodes of this epic 12-parter, 'Rebels' and 'Revolution', set the scene.
Horrible histories <a href="https://www.bbc.co.uk/cbbc/shows/horrible-histories">https://www.bbc.co.uk/cbbc/shows/horrible-histories</a>	The iconic CBBC series that brings history alive. Not all episodes are available but between iPlayer and YouTube many can be found.
<a href="https://www.bbc.co.uk/bitesize/topics/z2qj6sg/resources/1">https://www.bbc.co.uk/bitesize/topics/z2qj6sg/resources/1</a>	KS3 BBC Bitesize clips on slavery and its abolition.
<a href="https://www.youtube.com/watch?v=u2xwoFhkVTo">https://www.youtube.com/watch?v=u2xwoFhkVTo</a>	American Revolution in 9 minutes Super-quick overview of the American Revolution.
<a href="https://www.youtube.com/watch?v=1cT_Z0KGhP8">https://www.youtube.com/watch?v=1cT_Z0KGhP8</a>	The story behind the Boston Tea Party Short animation explaining causes and consequences of the Boston Tea Party.
<a href="https://www.youtube.com/watch?v=VV9zMtjPuI0">https://www.youtube.com/watch?v=VV9zMtjPuI0</a>	French and Indian War A short animation looking at the French and Indian War.

## 4.4 Resources for teachers

Resource	Details
Steven Sarson, <i>British America 1500–1800</i> (Bloomsbury, 2010)	Best academic starting point for teachers – combines America and Caribbean.
H. Brogan, <i>The Penguin History of the USA</i> , 2nd edition (Penguin, 2001)	A detailed coverage of the history of the USA which teachers may find useful as background reading.
Alan Taylor, <i>American Colonies</i> (Penguin, 2001)	Two excellent standard works on the period on North America. Both still in print.
Richard Middleton, <i>Colonial America</i> (Blackwell, 2002)	
Alan Farmer, <i>Britain and the American Colonies, 1740–89</i> (Hodder, 2008)	Superb contribution to the A level Access series.
James Walvin, <i>A Short History of Slavery</i> (Penguin, 2007)	Excellent survey of this topic.
James Walvin, <i>The Slave Trade (History Files)</i> (Thames and Hudson, 2011)	Beautifully written, with facsimile documents and great illustrations.
David Marley, <i>Pirates and Privateers of the Americas</i> (Santa Barbara, 1994)	Most comprehensive encyclopaedia of this topic, still quite easy to find.
Robert J. Allison, <i>The American Revolution: A Very Short Introduction</i> (OUP, 2015)	Oxford University Press, A Very Short Introduction Series An interesting and well-written series covering a wide variety of topics that serve as an excellent overview.
Alan Taylor, <i>Colonial America: A Very Short Introduction</i> (OUP, 2012)	
Heather Andrea Williams, <i>American Slavery: A Very Short Introduction</i> (OUP, 2014)	
Ned Blackhawk, <i>The Rediscovery of America: Native Peoples and the Unmaking of US History</i> (Yale University Press, 2023)	A sweeping and overdue retelling of US history that recognises that Native Americans are essential to understanding the evolution of modern America. Chapters 4–6 are of most relevance for this option.
Maya Jasanoff, <i>Liberty's Exiles: The Loss of America and the Remaking of the British Empire</i> (Harper, 2012)	A history on the forgotten loyalists of the American war of independence.
Robert J. Allison, <i>Before 1776: Life in the American Colonies</i> The Great Courses lectures <a href="http://www.thegreatcourses.co.uk">www.thegreatcourses.co.uk</a>	A great way to learn about the whole course in a stimulating way; comes with transcript books.
National Portrait Gallery <a href="http://www.npg.org.uk">Pocahontas</a>	A National Portrait Gallery resource, introducing this key figure and guiding students step-by-step through analysing her portrait as a historical source.

Resource	Details
National Portrait Gallery <a href="#">Indigenous peoples: early English colonisation of America</a> <a href="#">Indigenous peoples: the American Declaration of Independence</a>	Discover what portraits can reveal about the Early English colonists in America, the American Declaration of Independence and the impact on Indigenous people, with this student-focused resource from the National Portrait Gallery.
<a href="https://www.apstudynotes.org/us-history/topics/">https://www.apstudynotes.org/us-history/topics/</a>	Menu of topics, many of which are relevant to this option – useful for more able students too.
<a href="http://www.teachervision.com/american-colonies/teacher-resources/6606.html">www.teachervision.com/american-colonies/teacher-resources/6606.html</a>	A US hub for resources – look for Grade 10 upwards.
School History Website <a href="http://www.schoolhistory.co.uk">http://www.schoolhistory.co.uk</a>	A very comprehensive website with resources for teaching history. GCSE resources are arranged by exam board and cover most modules. Some resources are free but to get the full range available there is a subscription payment.
<a href="http://www.earlyamerica.com/">www.earlyamerica.com/</a>	Very helpful collection of milestone events, documents, biogs, videos.
PBS learning resources <a href="https://www.pbslearningmedia.org/subjects/social-studies/us-history/?rank_by=recency">https://www.pbslearningmedia.org/subjects/social-studies/us-history/?rank_by=recency</a>	Resources from the PBS archive supporting the colonial era (1585–1763) and the revolution and the new nation (1754–1820).
<a href="https://www.pbs.org/search/?q=slavery">https://www.pbs.org/search/?q=slavery</a>	Slavery portrayed in a user-friendly archive by PBS.
<a href="http://www.tes.co.uk/teaching-resource/slave-triangle-6064093">www.tes.co.uk/teaching-resource/slave-triangle-6064093</a> <a href="https://www.tes.com/teaching-resource/american-history-war-of-independence-6119956">https://www.tes.com/teaching-resource/american-history-war-of-independence-6119956</a> <a href="http://www.tes.co.uk/teaching-resource/french-indian-war-1756-1763-6355693">www.tes.co.uk/teaching-resource/french-indian-war-1756-1763-6355693</a> <a href="http://www.tes.co.uk/teaching-resource/colonialism-in-america-6407682">www.tes.co.uk/teaching-resource/colonialism-in-america-6407682</a>	Some useful TES resources – three examples here – one on slavery includes a starter ppt, another is on the causes of the War of Independence and a super ppt on the French and Indian War. A 15-minute video on reasons for American independence from Britain. For other resources search 'Colonial America', where there are a number of short podcasts.
<a href="http://www.bbc.co.uk/programmes/b00dhv05/episodes/guide?page=3">www.bbc.co.uk/programmes/b00dhv05/episodes/guide?page=3</a>	BBC Radio 4 series, 'America, Empire of Liberty' – 20 minute programmes.
Slavery and the Making of America DVD box set by PBS (Morgan Freeman) NTSC only	This roughly four-hour documentary, 'Slavery and the Making of America', is a concise look at the nearly two-and-a-half centuries of slavery from the first arrival of black indentured servants at the Jamestown Colony in 1619 through to the end of the Civil War in 1865. Select the appropriate disc. Highly recommended.

Resource	Details
PBS, The American Revolution (2025) <a href="https://www.pbs.org/kenburns/the-american-revolution">https://www.pbs.org/kenburns/the-american-revolution</a>	New Ken Burns series on the American Revolution, due for release November 2025.
Podcast series <a href="#">Historical Association</a> , free to members <a href="#">The Rest Is History</a> <a href="#">Dan Snow's History Hit</a> <a href="#">History Extra</a> <a href="#">You're Dead to Me</a>	There are lots of History podcast series available these days through various platforms. We have listed here a few well-known ones, and you can search for relevant episodes. There are also revision podcasts available. Please check they are suitable before sharing with students.

## Educational Recording Agency

### Transform History Teaching with Multimedia Resources from the Educational Recording Agency (ERA)

[The ERA Licence](#) provides seamless access to television and radio recordings, offering a single point of clearance for the rights needed to create and use authentic media resources in your classroom. With [ERA's free video streaming platform](#), licensed institutions can explore a rich library of curriculum-mapped TV and radio clips tailored to GCSE, AS, and A-level teaching.

Engage your learners with curated clips, full-length documentaries, and programmes that bring historical contexts to life. The platform also includes exclusive access to the **BBC Shakespeare** and **Literary Archives**, offering unique cross-curricular opportunities to enrich your lessons with impactful media—perfect for both homework and classroom activities.

To access this free resource [registration is required](#) - but is quick and simple. State schools in England are licensed under a central agreement with the DfE and the vast majority of independent schools also hold a current ERA Licence.

## Our Migration Story

*Our Migration Story* (<https://www.ourmigrationstory.org.uk/>) has been designed with teachers in mind to support opportunities for teaching students to understand and appreciate the range of peoples, from all places, who have journeyed to and helped to shape the British Isles. It is a free, online resource, created and curated by academics to share source evidence of real individuals and their experiences of migration.

This range of stories and supporting sources will be of most value to teachers delivering our new *Migrants in Britain* thematic study; in addition we have identified *Our Migration Story* resources that could be used whilst teaching other topics on the GCSE (9–1) History specification, some of direct value, some more tangential. They are an interesting way to open up discussion, or to offer different perspectives on the history that you are teaching. More information on the resources and how to deliver them can be found at: <https://www.ourmigrationstory.org.uk/information-for-teachers/>.

For this topic, you might wish to consider:

- An American Princess in London

<https://www.ourmigrationstory.org.uk/oms/an-american-princess-in-london>.

Not directly relevant, as it focuses on the early interactions with Native Americans who were transported to the UK in the early C17th, but could be used in scene setting for the British ideas of the New World in the period.

- From Slavery to Freedom

<https://www.ourmigrationstory.org.uk/oms/from-slavery-to-freedom-the-narrative-of-james-albert-ukawsaw-gronniosaw>.

This resource looks at the experience of J. Gronniosaw, who was freed to fight for the British Army in the US War of Independence, and later migrated to Britain.