



Pearson

# **INTERNATIONAL ADVANCED LEVEL HISTORY**

## **TOPIC GUIDE**

**UNIT 1 WHI01**

**DEPTH STUDY WITH INTERPRETATIONS**

**OPTION 1D: BRITAIN, 1964-90**

## Unit 1 – Depth Study with Interpretations

This topic booklet has been written to support teachers delivering **Unit 1 Option 1D: Britain, 1964-90** of the 2015 International Advanced Level History specification. We're providing it in Word so that it's easy for you to take extracts or sections from it and adapt them or give them to students.

The Guide includes some content guidance, a scheme of work and a list of suggested resources for students and for teachers.

The Options in Unit 1 focus on the history of one country over a few decades. They cover periods of momentous change and significant development in the history of each of the chosen countries. As a depth study the assessment may include the consideration of the role of individuals and single events, a single year or a number of years across the Option time period in coming to a judgement about a historical interpretation presented as view or statement.

We've provided some content guidance; a scheme of work and a list of resources for students and for teachers.

Assessment details such as assessment rationale, Assessment Objectives, question styles and examples and mark schemes are to be found in the **Getting Started** guide available on-line to be downloaded. Unit 1 details are to be found on pp 8-9.

**Question papers and mark schemes** with indicative content are also available on-line and are published following each examination session. This will allow centres to build up a bank of assessment materials.

**Principal Examiner Reports** for each Paper Option are written for each examination session. These Reports give feedback on overall candidate performance and usually include example response with commentaries reflecting the Level of Response achieved. Principal Examiner reports with Exemplification are presently available for the June 2016 examination series.

# Option 1D: Britain, 1964 - 90

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## Option 1D: Britain, 1964-90

The option is divided into the following four key topics, though students need to appreciate the linkages between topics, as questions may target content across more than one key topic.

Key Topic 1. Labour in power 1964-70: 'white hot heat'?

Key Topic 2. States of emergency, 1970-79

Key Topic 3. 'There is no alternative': the Thatcher response, 1979-90

Key Topic 4. A changing society, 1964-90

## Content guidance

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.

### Overview

The focus of this unit is on the key developments in Britain from the victory of the Labour government in the general election of 1964, through the Swinging Sixties and the crises of the 1970s, the Conservative governments of Margaret Thatcher in the 1980s and ending with Thatcher's fall from power in 1990.

Students will need to gain in-depth understanding of events and developments in the years 1964-90. They should be aware of the key events, developments, groups and individuals as outlined in the specification. Students will need to be able to analyse and evaluate differing interpretations of these events and developments with regard to the historical concepts of cause, consequence, change, continuity, similarity, difference and significance. Students do not need to know the viewpoints of named historians or the historiography of the study of Britain in the 1960s, 70s and 80s. However, they do need to understand that the same historical evidence can lead historians to different explanations, viewpoints and judgements. For example, there are different explanations as to why the Labour Government was defeated in the general election of 1970.

Although the unit topics are clarified separately below, students need to appreciate the linkages between them since questions may be set which target the content of more than one topic. For example, students might draw on elements from Topics 1, 2 and 3 to show an understanding of the development of Britain's role in the wider world, or they might draw on content from Topics 1 and 4 to consider the impact of social legislation in the 1960s on society.

### Key Topic 1: Labour in power 1964-70: 'white hot heat'?

The topic covers the period of government under Labour Party control from 1964-70 in which Britain, although finding its international status challenged, was often at the centre of social change and hopeful of taking advantage of the economic development promised by technological advances. It highlights the political success and failure of the Labour governments under Harold Wilson, the economic and social policies of his governments and international developments during the 1960s. Students should have knowledge and understanding of the political

leadership of Harold Wilson, including the reasons for his electoral successes in 1964 and 1966 and his defeat in 1970; Labour's management of the economy and role of key individual ministers; the significant social changes that came with the birth of the permissive society; and the changing relationship between Britain and the wider world.

Students will not be assessed on events before 1964 but they should be aware of the domestic and international context in which the Labour government was able to achieve victory in 1964. They should understand the extent to which the political, economic and social environment was subject to forces of change that had the potential to be transformational. Students should be aware of the extent to which the policies of the Labour government could be interpreted in both a positive and negative way and the influence of this on the 1970 electoral defeat.

Students do not require a detailed knowledge of all aspects of British foreign policy but should focus on the areas of international relations outlined in the specification. They should be aware of the extent to which the boundaries of the British Empire had shrunk by 1964, and the relevance of the Commonwealth in the new international environment in which Britain found itself. Students should have knowledge of the further retreat during the period 1964-70, the problems and challenges that were encountered in southern Africa and east of Suez and understand the significance of the loss of imperial power for Britain's international status and domestic politics. They should also understand the implications of defence cuts and the challenges posed by the bid join Europe.

### **Key Topic 2: States of emergency, 1970-79**

The topic covers the period from the Labour defeat in the 1970 general election, through turbulent years of political and economic upheaval, crisis in Northern Ireland and international realignment to the watershed year of 1979. It highlights the problems of political instability and economic difficulties, the emergence of a political crisis in Northern Ireland and the changing nature of Britain's international relationships. Students should have knowledge and understanding of the political situation in the 1970s including political leadership, the 1974 election and the Lib-Lab Pact; the effect of inflation and industrial relations on the British economy; the growing crisis in Northern Ireland and its impact on the British mainland; and Britain's changing relationship with the wider world.

Students should be aware of the political chronology of the years 1970-79 and understand the contribution of the major party leaders to political events and development. They should also be aware of the inter-relationship between the political chronology and the economic challenges posed by the problems of inflation and poor industrial relations.

Students will not be assessed on the events in Northern Ireland before 1970 but they should be aware of the nature of the government of Northern Ireland, the political context of Northern Ireland within the United Kingdom, and the religious and social divisions that existed. Students should be aware that growing tensions emerged in the late 1960s and that escalating violence saw British troops sent to Northern Ireland in 1969. Students should have knowledge of how, and why, the situation between nationalists and loyalists became worse 1970-71, the chronology of key political events in Northern Ireland in the years 1970-79 including

internment, Bloody Sunday, the introduction of Direct Rule and the Sunningdale Agreement, and the reasons why it was so difficult to find a solution to the crisis. Students should understand that the crisis in Northern Ireland had a direct effect on the mainland, including acts of violence by paramilitary organisations. Students do not require a detailed knowledge of all aspects of British foreign policy but should focus on the areas of international relations outlined in the specification.

### **Key Topic 3: 'There is no alternative': the Thatcher response, 1979-90**

The topic covers the period of Conservative government under Margaret Thatcher from her initial election in 1979 to her resignation in 1990. It highlights Thatcher's political leadership and electoral success, her policies in relation to the economy, finance and industrial relations and Britain's international relations during her premiership. Students should have knowledge and understanding of the significance of Margaret Thatcher as both party leader and Prime Minister, including the reasons for her electoral success and eventual downfall; the impact and significance of Thatcher's economic and financial policies; industrial relations under Thatcher with particular reference to trade union law and the miners; and Thatcher's impact on international relations.

Students should be aware of the positive and negative aspects of Margaret Thatcher's political leadership and policies in understanding the reasons for her electoral success. They should understand that Thatcher's downfall came as a result of a political challenge from within the Conservative Party rather than as the result of a defeat in a general election.

Students do not require a detailed knowledge of all aspects of Thatcher's foreign policy but should focus on the areas of international relations outlined in the specification.

### **Key Topic 4: A changing society, 1964-90**

The topic covers the changing nature of society in Britain in the 1960s, 70s and 80s. It highlights the changes in the experiences of women, changes in education, changes in attitudes towards crime and punishment and changes in culture and entertainment. Students should have knowledge and understanding of the major influences, legislation and developments affecting women; the extent to which Conservative and Labour administrations transformed education; the nature, and extent of crime, and the changing influences and developments with regard to punishment; and developments within culture and entertainment.

Students should focus on the specific areas outlined in the bullet points of the specification. Students are not required to have knowledge of additional material connected to the four themes of women, education, crime and punishment and culture and entertainment or other areas of society. Students should be aware that the changes experienced during this period were often controversial. They should understand that government policies in these areas were not always popular. They should also be able to gauge the extent of continuity as well as change.

Students should focus on the fields of popular music, television, satire and sport in the considering culture and entertainment. They should understand the concept of the 'swinging sixties' and the extent of its impact. Students should understand that the culture of 'permissiveness' was not universal and was not embraced by all.

## Example Scheme of Work

The Scheme of Work included in this section is an EXAMPLE only. They may be useful to use when working through the specification for the first time.

### Option 1D: Britain, 1964-90

[Note: This option has a topic 4 defined thematically. Opportunities have been indicated to incorporate aspects of social and cultural change within coverage of topics 1-3. If this is done, centres may wish to adjust the timings for topics 1-3 and topic 4 accordingly]

Content		
<b>Week 1</b>	<b>Labour in power 1964-70</b>	Introduction to Britain 1964-90; The leadership of Harold Wilson
<p><b>Aim:</b> To gain an overview of events in Britain 1964-90; to consider the political situation in Britain in 1964; to chart the main political and economic events in Britain 1964-70; to understand and explain the reasons for Harold Wilson's electoral victories; to investigate Wilson's leadership style;</p> <p><b>Topics covered:</b> Overview of Britain 1964-90; reasons for Harold Wilson's electoral victories in 1964 and 1966; his skills in managing his cabinet colleagues; relations with the media.</p> <p><b>Suggested activities/resources:</b> Begin to create an annotated/illustrated timeline (either individual or for the classroom) of events across the unit time period 1964-90 and/or an annotated/illustrated map of Britain – each can be added to as coverage of the content progresses; use contemporary political cartoons and pictures of Britain to help explain the political, social and economic situation in Britain – students can create their own cartoon to show understanding; investigate Harold Wilson – produce an in-depth magazine article profiling the new Prime Minister of Britain and his leadership style; causation exercise – students evaluate the reasons for victory in the 1964 and 66 elections using a sorting exercise – giving each problem a weight or putting into rank order – find connection between the problems to establish inter-relationships.</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010) Lynch M, <i>Access to History: Britain 1951-2007</i> (Hodder, 2015) Ch.3 ; Murphy D &amp; Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008)</p> <p><b>Teaching points to note:</b> Establishing an overview of events through an introductory timeline allows students to begin to determine patterns of change and continuity and gain a view of the whole time period being studied. It will also be important to provide students with or for students to have access to a map of Britain to establish the political geography of events. It is important for students to gain an understanding that the situation in 1964 was shaped by the post-war experiences in Britain particularly the impact of austerity policies, the creation of the welfare state and 'cradle-to-grave' policies, and decline as a world power. However, they should also be aware of the growing optimism at the onset of the 1960s and the enthusiasm for the first set of political leaders born in the 20<sup>th</sup> century. Unit 1 questions will target second order concepts such as cause, consequence, change, continuity, similarity and difference, and significance. It would be good practice to discuss different ways of approaching these concepts and analyzing events using these concepts throughout the period of the course of study.</p>		

Week 2	Labour in power 1964-70	The economy under Labour
<p><b>Aim:</b> To consider the economic situation in Britain in 1964; to understand and explain the economic policies of Labour in power 1964-70; to establish the role of key individuals including George Brown, Barbara Castle, Roy Jenkins; to evaluate the success of Labour economic policies by 1970.</p> <p><b>Topics covered:</b> The roles and significance of George Brown and the DEA; the problems of sterling and devaluation; the significance of Barbara Castle and 'In Place of Strife'; the significance of Roy Jenkins at the Exchequer.</p> <p><b>Suggested activities/resources:</b> Create a diagram/visual chart to explain the economic situation in Britain 1964-70; group activity – divide students into three groups – each to investigate the role and significance of George Brown, Barbara Castles and Roy Jenkins – share findings with other members of the groups; create a table of key aspects of the economy in the 1970s – in one column record the situation in 1964 and in another that in 1970 – write a commentary on the continuity and change across the time period; investigate the document 'In Place of Strife' – write an explanation of the main ideas for a section in a text book.</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Lynch M, <i>Access to History: Britain 1951-2007</i> (Hodder, 2015) Ch.3 ; Murphy D &amp; Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008)</p> <p><b>Teaching points to note:</b> Although, examination questions will not be set on the period before 1964 students should be aware of the historic context of the Labour Party and its relationship with the trade unions.</p> <p>It is important for students to be able to define, understand and deploy vocabulary specific to the topic being studied. It would be useful to provide an initial list of terms and encourage students to add to this and share with other students when they come upon further unfamiliar terms/phrases.</p> <p>Exam questions may focus specifically on events named in the specification, so it is important to ensure that students are aware of their importance/significance. Creating a card index file, A4 factsheet or on-line notes about all of the named events (and selected others) would be useful for revision.</p>		

<b>Week 3</b>	<b>Labour in power 1964-70</b>	The birth of the permissive society
<p><b>Aim:</b> To consider the nature of British society in 1964; to understand and explain the social policies of Labour in power 1964-70; to establish the significance of Roy Jenkins as Home Secretary; to evaluate the extent to which Britain had become a more permissive society by 1979</p> <p><b>Topics covered:</b> Pressures for change; Roy Jenkins as Home Secretary and the significance of changes to the law on censorship, homosexuality, divorce and abortion.</p> <p><b>Suggested activities/resources:</b> Discussion – research and discuss the pressures for change in society in 1960s Britain and in the wider world; write a factfile or profile of Roy Jenkins as Home Secretary; <b>source carousel</b> - create a carousel of sources placed around the classroom for students to collect information about the changes in the law – place the sources on large pieces of paper – each student can then write a comment on each piece of paper as they move around the room – collect in paper and discuss comments with the class – individual students then fill in a chart or write a commentary on the changes with regard to censorship, homosexuality, divorce and abortion; case study 1968 – research events in 1968 in Britain and the wider world connected to political change and counter-culture – produce a presentation.</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Clayton S, <i>Mass Media, Popular Culture and Social Change in Britain Since 1945</i> (Pearson, 2010) Ch.4; Lynch M, <i>Access to History: Britain 1951-2007</i> (Hodder, 2015) Ch.3 ; Murphy D &amp; Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008)</p> <p>Practice essay (causation): set a question that focuses on the reasons for electoral victory in 1966 – use the generic mark scheme to level student work – feedback using a student friendly version of the mark scheme to help them understand the level awarded.</p> <p><b>Teaching points to note:</b> Students should be aware of both the conservative nature of much of society throughout the 1960s and the reputation of Britain (particularly London) as the centre of the 'Swinging Sixties'.</p> <p>Exam questions may focus specifically on individuals or groups named in the specification, so it is important to ensure that students are aware of their importance/significance. Creating a card index file, A4 factsheet or on-line notes about all of the named individuals in the specification (and selected others) would be useful for revision.</p> <p>This week provides a good opportunity to introduce students to the concept of significance and some of the methods used by historians to establish the extent of significance.</p> <p>Practice essay – Unit 1 includes an element of Historical Interpretations (AO3) – this does not involve the use of documentary extracts but requires students to consider the essay questions as a contribution to wider debates and discussions about the nature of historical explanation. Students are not addressing the historiography but discussing /debating the question asked from their own point of view in relation to the content studied and discussed during the teaching of the course (see assessment guidance above).</p>		

<b>Week 4</b>	<b>Labour in power 1964-70</b>	Britain and the world; evaluation of the 1960s including cultural change
<p><b>Aim:</b> To understand and explain the position of Britain in international relations in the 1960s and the significance of key foreign policy aims and objectives under Labour; to understand and explain the reasons for the 1970 electoral defeat.</p> <p>To evaluate the extent of change and continuity in Britain in the 1960s; to gain an overview of cultural trends in the 1960s; to establish the extent to which Britain in the 1960s could be describe as 'Swinging.'?</p> <p><b>Topics covered:</b> The significance of the retreat from East of Suez and defence cuts and the bid to join Europe; ; reasons for electoral defeat in 1970; evaluation of the 1960s – to what extent did Britain live up to the reputation of the 'Swinging Sixties'?</p> <p><b>Suggested activities/resources:</b> Produce an annotated map of the world indicating areas/spheres of influence and the extent of decolonisation before 1964 and 1964-70; causation exercise – students evaluate the reasons for the Labour defeat in the 1970 election using a sorting exercise – giving each problem a weight or putting into rank order – find connection between the problems to establish inter-relationships.</p> <p>Research cultural trends in the 1960s through music, fashion, film and TV, literature and drama, art, interior design – watch clips from the time -create wall posters/photo montage – verbally explain selection of images; debate: This House believes that the image of the 'Swinging Sixties' in Britain was more myth than reality.</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Clayton S, <i>Mass Media, Popular Culture and Social Change in Britain Since 1945</i> (Pearson, 2010) Ch. 3; Lynch M, <i>Access to History: Britain 1951-2007</i> (Hodder, 2015) Ch.3; Murphy D &amp; Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008); Sandbrook, D, <i>White Heat: A History of Britain in the Swinging Sixties 1964-70</i> (Abacus, 2009).</p> <p><b>Teaching points to note:</b> The unit specifies particular aspects of social change for in-depth study but students should be aware of broader social trends of the time including attitudes to class, race and religion. This week would be a good opportunity to consider the effect of decolonisation on Britain and the impact of New Commonwealth immigration.</p> <p>It is recommended that a brief overview of cultural trends for the relevant decade is addressed in Weeks 4, 8 and 12 in order that students fully appreciate the nature of change being addressed in Section 4 (Weeks 13-16). Although this unit does not assess the use of primary sources this would be a good opportunity to introduce students to the variety of contemporary material available to the historian studying this period. Various examples of different styles of debate for the classroom use can be researched on-line.</p>		

<b>Week 5</b>	<b>States of emergency, 1970-79</b>	Political parties, their leaders and elections
<p><b>Aim:</b></p> <p>To gain an overview of key political events, and to understand and explain the pattern of events in politics 1970-79 ; to establish the role and significance of the key party leaders of the 1970s; to understand and explain the results of the 1974 election; to understand the reasons for, and significance of the Lib-Lab Pact.</p> <p><b>Topics covered:</b></p> <p>The roles and significance of the party leaders, Heath, Wilson and Callaghan; the reasons for the election results of 1974; the significance of the Lib-Lab Pact.</p> <p><b>Suggested activities/resources:</b></p> <p>Create a diagram to show the political fortunes of the Conservative and Labour governments 1970-79; create a graph to show the popularity of the main political parties 1970-79 – write a commentary analysing the patterns of change; write profiles/factfiles of Heath and Callaghan as Prime Minister and add to the previous information on Wilson; investigate the reasons for, and nature of the Lib-Lab Pact – write a magazine article or short piece for a news programme explaining and analysing the Pact.</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Lynch M, <i>Access to History: Britain 1951-2007</i> (Hodder, 2015) Ch.3 ; Murphy D &amp; Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008)</p> <p><b>Teaching points to note:</b></p> <p>Students should be aware of the nature of support for the different political parties – social/economic groups etc.</p> <p>Students should ensure that they are aware of the specific vocabulary required to analyse events e.g. consensus, referendum, pact, militant, devaluation, sterling, 'White Heat'.</p>		

<b>Week 6</b>	<b>States of emergency, 1970-79</b>	The British economy: the problems of inflation and industrial relations
<p><b>Aim:</b></p> <p>To gain an overview of the key economic events, and to understand and explain the link to political events 1970-79; to chart and explain the deterioration in industrial relations 1970-79; to understand and explain the significance of the miners within the industrial workforce; to understand the impact of strikes; to explain the reasons for, and impact of, the Winter of Discontent 1979.</p> <p><b>Topics covered:</b></p> <p>The origins and impact of the Industrial Relations Act 1971; the significance of the miners; strikes of 1972 and 1974; the role of the Social Contract; the origin and impact of the Winter of Discontent 1979.</p> <p><b>Suggested activities/resources:</b></p> <p>Create a diagram charting the economic and industrial problems in the 1970s; source exercise – find and annotate political cartoons from the period -students can design their own cartoon reflecting a particular event; source carousel - create a carousel of sources placed around the classroom for students to collect information about the Winter of Discontent – place the sources on large pieces of paper – each student can then write a comment on each piece of paper as they move around the room – collect in paper and discuss comments with the class – individual students then fill in a chart or write a commentary on the Winter of Discontent; show news clips and film/TV clips portraying trade union activity.</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Lynch M, <i>Access to History: Britain 1951-2007</i> (Hodder, 2015) Ch.3; Murphy D &amp; Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008)</p> <p><b>Teaching points to note:</b></p> <p>This week provides a good opportunity to introduce students to concepts relating to turning-points or decisive events.</p>		

<b>Week 7</b>	<b>States of emergency, 1970-79</b>	Britain and the world in the 1970s
<p><b>Aim:</b></p> <p>To chart developments in British foreign policy 1970-79 and to understand and explain Britain's relationship with the wider world; to establish the significance of Britain's entry into Europe; to understand the impact of Britain's domestic problems on its image and position as a world power.</p> <p><b>Topics covered:</b></p> <p>The significance of Heath's successful bid to join the European Economic Community (EEC); the origins and outcome of the 1975 referendum; the impact of the sterling crisis of 1976 and resort to the IMF; the extent of the belief in Britain as a country in terminal decline.</p> <p><b>Suggested activities/resources:</b></p> <p>Produce an annotated map of the world indicating areas/spheres of influence 1970-79; research activity – investigate the European Economic Community and produce an information booklet for British voters in the referendum explaining its background and workings, include a pros and cons section; photographic exhibition (this can be done for any of the periods of time/themes in the unit) – each student chooses 5-10 images from the 1970s to be presented and explained – whole class discussion about the choice made and then create a photo gallery of the top 10 images.</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Lynch M, <i>Access to History: Britain 1951-2007</i> (Hodder, 2015) Ch.3 ; Murphy D &amp; Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008)</p> <p>Practice essay (significance): set a practice essay that focuses on an individual event e.g. Winter of Discontent – use the generic mark scheme to level/mark the students work but do not annotate it – ask students to re-read with just the level given and to annotate/explain why the level was awarded – get them to give a mark within the level and compare with mark actually awarded.</p> <p><b>Teaching points to note:</b></p> <p>Students should have an awareness of the background to the creation of the EEC and why Britain did not join until 1973.</p> <p>This week provides a good opportunity to build on the concept of significance established earlier and to consider concepts of consequence through analysing the impact of a specific event – such as the sterling crisis of 1976 or entry into Europe.</p>		

<b>Week 8</b>	<b>States of emergency, 1970-79</b>	The crisis in Northern Ireland; evaluation of the 1970s including cultural changes.
<p><b>Aim:</b></p> <p>To provide a brief background the history of the crisis in Northern Ireland; to explain and understand the origins and nature of the crisis in Northern Ireland in the 1970s; to investigate attempts to find a solution and the impact on mainland Britain. To evaluate the extent of change and continuity in Britain in the 1970s; to gain an overview of cultural trends in the 1970s; to investigate the negative interpretations of life in Britain in the 1970s.</p> <p><b>Topics covered:</b></p> <p>The origins of the crisis in Northern Ireland and the difficulties in finding a solution; the impact on mainland Britain; evaluation of the 1970s – ‘were the 1970s really that bad?’</p> <p><b>Suggested activities/resources:</b></p> <p>Create an annotated map of Northern Ireland with explanations of events; show news clips from the time of the Republican terror campaign on the mainland leading to a discussion of terrorism as a political weapon (more recent acts of terrorism/definitions and attitudes towards terrorism could also be included); show the docu-drama <i>Bloody Sunday</i> (2002). Research cultural trends in the 1970s through music, fashion, film and TV, literature and drama, art, interior design – watch clips from the time - create wall posters/photo montage – verbally explain selection of images; debate: This House believes that the image of ‘Crisis Britain’ in the 1970s has been exaggerated.’</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Lynch M, <i>Access to History: Britain 1951-2007</i> (Hodder, 2015) Ch.3; Murphy D &amp; Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008); McKittrick D and McVea D, <i>Making Sense of the Troubles: A History of the Northern Ireland Conflict</i> (Penguin, 2012); Beckett A, <i>When the Lights Went Out: Britain in the Seventies</i> (Faber &amp; Faber, 2010)</p> <p><b>Teaching points to note:</b></p> <p>Northern Ireland is a controversial topic in the history of Britain and it is important that students are given a brief overview of the history of the relationship between Ireland and Britain, religious divisions and concepts of nationalism and loyalism.</p> <p>Students should be aware that the use of terrorism as a political weapon is an emotive topic and teacher will need to consider the approach to this topic in the classroom.</p>		

<b>Week 9</b>	<b>'There is no alternative': the Thatcher response, 1979-90</b>	The significance of Margaret Thatcher (1)
<p><b>Aim:</b></p> <p>To understand and explain the rise of Margaret Thatcher within the Conservative Party; to investigate Thatcher's political ideas and appeal in 1979; to understand and explain the reasons for Conservative electoral success in 1979; to create a snapshot of Britain at the beginning of the 1980s.</p> <p><b>Topics covered:</b></p> <p>Introduction to the 1980s; Thatcher's significance as Conservative Party leader; her political ideas and their appeal; the reasons for her electoral success in 1979.</p> <p><b>Suggested activities/resources:</b></p> <p>Students write a five minute summary of the state of Britain in 1979; show clips from <i>The Long Walk to Finchley</i> (BBC, 2008) – discuss the role of Thatcher's background in influencing her political ideology; role play – recreate the election night of 1979 with reactions to exit polls, significant constituency gains and losses etc, pundits to explain the Conservative victory (this could be done for any of the elections covered in this unit); close read and annotate a Thatcher speech.</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Lynch M, <i>Access to History: Britain 1951-2007</i> (Hodder, 2015) Ch.4; Murphy D &amp; Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008)</p> <p><b>Teaching points to note:</b></p> <p>This week would be a good opportunity to focus on the concept of similarity/difference – students could consider the similarities and difference between consensus politics and Thatcher's political ideas.</p>		

<b>Week 10</b>	<b>'There is no alternative': the Thatcher response, 1979-90</b>	The economic and financial policies and relations with the unions
<p><b>Aim:</b></p> <p>To chart, understand and explain economic and financial policies 1979-90; the impact of economic policies on the British economy and different groups in British society; to investigate policies affecting trade unions and reasons for, and impact of, the miners' strike 1984-85; to understand the policy of privatisation and its impact; to evaluate the extent to which Thatcher's economic policies were successful by 1990.</p> <p><b>Topics covered:</b></p> <p>The economic and financial policies of 1979-90: the impact of cuts in government spending and changes in taxation, including riots, unemployment and economic growth 1984- 88; the significance of privatisation. the significance of changes in trade union law; the origins and impact of the conflict with Arthur Scargill and the miners 1984-85.</p> <p><b>Suggested activities/resources:</b></p> <p>Chart the economic policies of the Thatcher governments 1979-90; write a beginner's guide to Thatcherism outlining and summarising the key economic ideas 1979-90; case study – investigate the miners' strike 1984-5 – write an article for a magazine or script for a documentary explaining and analysing the events; show clips from the documentary <i>The Miners' Strike and Me</i> (ITV, 2014).</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010);; Lynch M, <i>Access to History: Britain 1951-2007</i> (Hodder, 2015) Ch.4; Murphy D &amp; Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008)</p> <p>Practice essay (consequence): set a practice question to focus on the impact of the miner's strike on the political, economic and social stability of Britain – concentrate on planning and improving on previous essay - use the generic mark scheme to level/mark.</p> <p><b>Teaching points to note:</b></p> <p>This week provides a good opportunity to consider examination questions that focus on events taking place over a short space of time or in one particular year. There is also an opportunity to build on the concepts of significance with regard to the role of an individual.</p>		

<b>Week 11</b>	<b>'There is no alternative': the Thatcher response, 1979-90</b>	Thatcher and the wider world
<p><b>Aim:</b></p> <p>To understand and explain British foreign policy under Thatcher and the nature of Britain's relationship with the wider world; to investigate the Falklands conflict 1982; to understand and explain the role of Thatcher in the last stage of the Cold War; to understand the impact of Britain's relations with Europe on Thatcher as Prime Minister.</p> <p><b>Topics covered:</b></p> <p>The significance of the Falklands conflict 1982; Thatcher's relations with Reagan and her role in the last stages of the Cold War; relations with Europe.</p> <p><b>Suggested activities/resources:</b></p> <p>Create a guide to the Falklands conflict – outline origins, causes and course of the conflict; show news clips from the Falklands conflict – discuss the significance of the conflict for perceptions of British international strength and prestige; use newspaper articles and headlines from the time to investigate Thatcher's political relationship with Ronald Reagan and her role in Cold War politics; case study – research the role of the Thatcher government in the end of Empire bringing majority rule to Rhodesia/Zimbabwe and negotiations over the return of Hong Kong to China.</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Lynch M, <i>Access to History: Britain 1951-2007</i> (Hodder, 2015) Ch.4; Murphy D &amp; Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008)</p> <p><b>Teaching points to note:</b></p> <p>Students should be aware that the territorial issues regarding the Falklands are still a matter of international controversy. An understanding of the fear of nuclear engagement can be seen in the civilian defence material produced by the government in the early 1980s.</p>		

<b>Week 12</b>	<b>'There is no alternative': the Thatcher response, 1979-90</b>	The significance of Thatcher (2); evaluation of the 1980s including cultural change
<p><b>Aim:</b></p> <p>To understand and explain the reasons for Thatcher's electoral successes in 1983 and 1987, and for her fall from power in 1990; to evaluate the extent to which Thatcher achieved her aims and objectives.</p> <p><b>Topics covered:</b></p> <p>The reasons for her electoral successes in 1983 and 1987; the reasons why she fell from power in 1990; evaluation of the Thatcher years – Thatcher as Prime Minister; cultural overview of the 1980s.</p> <p><b>Suggested activities/resources:</b></p> <p>Create a table to enable a comparison of the elections of 1983 and 1987; create a timeline to chart the events leading to Thatcher's resignation; show clips from the docu-drama <i>Margaret</i> (BBC 2009) which charts Thatcher's downfall; historical interpretations exercise – use obituaries/columns/news clips from the time of Margaret Thatcher's death in 2013 to evaluate Thatcher's successes/failures/legacy.</p> <p>Research cultural trends in the 1980s through music, fashion, film and TV, literature and drama, art, interior design – watch clips from the time - create wall posters/photo montage – verbally explain selection of images; debate: This House believes that Margaret Thatcher's policies revolutionised the economy and society of Britain.'</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Clayton S, <i>Mass Media, Popular Culture and Social Change in Britain Since 1945</i> (Pearson, 2010) Ch. 6; Lynch M, <i>Access to History: Britain 1951-2007</i> (Hodder, 2015) Ch.4 &amp; 5; Murphy D &amp; Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008); Turner A, <i>Rejoice! Rejoice!: Britain in the 1980s</i> (Aurum, 2013)</p> <p><b>Teaching points to note:</b></p> <p>It is important for students to understand that the British Prime Minister is the leader of the majority political party/coalition and can change without a general election taking place. Students should be aware of the continued debate in Britain over the success of Thatcher's government and legacy of 'Thatcherism' in the modern political environment.</p>		

<b>Week 13</b>	<b>A changing society, 1964-90</b>	The feminist revolution (nature and extent)
<p><b>Aim:</b></p> <p>To understand, explain and evaluate the nature and extent of change in the lives of women in Britain 1964-90.</p> <p><b>Topics covered:</b></p> <p>The impact of the pill and the origins and consequences of the sexual revolution; the impact of changes in the law relating to equal pay (1975) and divorce and expanding educational and employment opportunities in the 1970s and 1980s.</p> <p><b>Suggested activities/resources:</b></p> <p>Produce an annotated/illustrated timeline of events charting the lives of women in Britain 1964-90; debate/discussion on the extent to which women's lives changed and improved 1964-90; produce a table showing the extent of change for women from different social/racial/economic backgrounds; write an evaluation of Margaret Thatcher's contribution to women's rights/feminism; compare the economic/social/political situation for women in 1964; 1970; 1979; 1990 and the present in Britain.</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Clayton S, <i>Mass Media, Popular Culture and Social Change in Britain Since 1945</i> (Pearson, 2010); Murphy D &amp; Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008)</p> <p><b>Teaching points to note:</b></p> <p>Students should be encouraged to consider the significance and impact of the wider international feminist movement during these decades.</p>		

<b>Week 14</b>	<b>A changing society, 1964-90</b>	The transformation of education
<p><b>Aim:</b></p> <p>To understand, explain and evaluate the nature and extent of changes in the provision of education in Britain 1964-90.</p> <p><b>Topics covered:</b></p> <p>Reasons for and significance of the growth in comprehensive education, including the importance of Anthony Crosland as Education Secretary 1965–67; the significance of the expansion of higher education in the 1960s, including the Open University and participation rates, and changes in higher education during the 1970s and 1980s.</p> <p><b>Suggested activities/resources:</b></p> <p>Produce an annotated/illustrated timeline of events charting the changes in education in Britain 1964-90; statistical exercise – find statistics relating to education 1964-90 and convert them in to graphs and tables – write an evaluation of change based on trends and pattern seen; produce a profile/factfile of Antony Crosland; watch film/TV clips portraying British education in the 60s, 70s and 80s and discuss the viewpoints being suggested.</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Clayton S, <i>Mass Media, Popular Culture and Social Change in Britain Since 1945</i> (Pearson, 2010); Murphy D &amp; Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008)</p> <p><b>Teaching points to note:</b></p> <p>Students should be given a brief overview of the education system in Britain (including the differences in the constituent parts of the UK) and the key vocabulary e.g. public, private, state etc. Although the class system is not a theme within the Unit, the British attitude towards class was a major underlying influence of the period – this would be a good a week to consider the nature of class in British society and would be good preparation for the study of British satire in Week 16.</p>		

<b>Week 15</b>	<b>A changing society, 1964-90</b>	Crime and punishment
<p><b>Aim:</b></p> <p>To understand, explain and evaluate the nature and extent of change in the nature of crime and punishment in Britain 1964-90.</p> <p><b>Topics covered:</b></p> <p>Causes and significance of the rising rates of crime; explanations and impacts of the changing Patterns of punishment in the 1960s, including the impact of Roy Jenkins as Home Secretary 1965-67; the continuing debate over crime and punishment in the 1970s and 1980s.</p> <p><b>Suggested activities/resources:</b></p> <p>Produce an annotated/illustrated timeline of events charting the changes and trends in crime and punishment in Britain 1964-90; statistical exercise – find statistics relating to crime and prisons 1964-90 and convert them in to graphs and tables – write an evaluation of change based on trends and pattern seen; produce a profile/factfile of Roy Jenkins; watch film/TV clips portraying the British legal system/policing/crime in the 60s, 70s and 80s and discuss the viewpoints being suggested.  Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Clayton S, <i>Mass Media, Popular Culture and Social Change in Britain Since 1945</i> (Pearson, 2010); Murphy D &amp; Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008)</p> <p><b>Teaching points to note:</b></p> <p>As some of this material is covered in Week 3, Week 15 might provide an opportunity to look more closely at essay writing.</p>		

<b>Week 16</b>	<b>A changing society, 1964-90</b>	Culture and entertainment in the 1960s, 70s and 80s – an overview; evaluation of a changing society 1964-1990
<p><b>Aim:</b></p> <p>To understand, explain and evaluate the nature and extent of change in culture and entertainment in Britain 1964-90; overview of a changing society in Britain 1964-90</p> <p><b>Topics covered:</b></p> <p>The significance of the British popular music scene, including the Beatles and punk; the role of the BBC as entertainment provider and as a liberal influence; the role of satire; the grip of sport; the growing 'permissiveness' in theatre, film and literature and the significance of the backlash against it, including the role of Mary Whitehouse to 1990.</p> <p><b>Suggested activities/resources:</b></p> <p>Compare a selection of Top Ten records lists from across the period to evaluate trends and changes in music; find TV listings from across the time and compare and contrast viewing on different channels and the number of channels available; watch/listen to clips of popular entertainment from the time; case study – 1966 World Cup (football) – investigate the impact of holding the World Cup in England and the effects on the perceptions of English people; sport in the UK – use the different ways in which the constituent nations of the UK are represented within different sports to understand the complexities of the political geography of Britain; create a profile/factfile of Mary Whitehouse; group activity – divide students into groups reviewing Britain in the 1960s, 70s and 80s-produce presentations reflecting continuity and change from 1964 – discuss and have a class vote on which was the best decade to live in the Britain.</p> <p>Stewart G, <i>British Political History 1945-90</i> (Pearson, 2010); Clayton S, <i>Mass Media, Popular Culture and Social Change in Britain Since 1945</i> (Pearson, 2010); Murphy D &amp; Walsh-Atkins P, <i>Britain 1945-2007</i> (Flagship History, Collins 2008)</p> <p>Practice essay (change over time; similarity/difference) – set a question to focus on change or similarity/difference over a longer period of time – this will allow reflection on the unit in the build up to the period of revision – level/mark using the generic mark scheme.</p> <p><b>Teaching points to note:</b></p> <p>Students should have an overview of many of the music trends of this period. They should also be aware of the developments in commercial television during this period and the effect of deregulation on television broadcasting. Students should be able to provide examples of plays, films, books, songs etc.</p>		

<b>Weeks 17 &amp;18</b>	<b>Revision</b>	
<p>The programme of revision will depend on the perceived gaps in the student’s knowledge and skills.</p> <p><b>Topics covered:</b></p> <p><b>Week 17</b> - either weeks 1-7 content or focus on questions relating to shorter time periods</p> <p><b>Week 18</b> - either Weeks 8-16 content or focus on question relation to longer time periods</p> <p><b>Suggested activities/resources:</b></p> <p>Short answer quizzes; timed essays; interrogation of model answers; visual charts and graphs illustrating change over time etc.</p> <p><b>Teaching points to note:</b></p> <p>Teachers/tutors should encourage students to check content knowledge during these weeks (use of a RAG chart might be useful) and teacher/tutors should ensure that students are developing the required skills for the assessment tasks (see assessment guidance above).</p>		

## Resources and references

Unit 1 topics cover popular periods of historical study and there have been many books written and resources produced that deal with all aspects of the specification. The books suggested here are only a small number of those available.

Teachers are recommended to utilise the following resources:

- the 2015 specification for the IAL in History
- a detailed scheme of work as outlined in the planning and delivery section of this document
- an appropriate text book for students
- appropriate supplementary graded exercises resourced by the teacher
- Sample assessment materials for 2015 Specification for IAL History
- relevant material to be found in the Pearson AS/A Level History Specifications (2008 and 2015)/teacher support material (Pearson Edexcel website) and Pearson/Pearson accredited publications for these qualification – IAL Unit 1.A covers aspects of Unit 1 D.1 (2008)
- an historical atlas covering the time period
- on-line podcasts, articles, websites, timeline software – availability on-line is always subject to change and may include subscription charges e.g. BBC radio podcasts/series downloads, History Today, Historical Association, Biography Channel, National Archives, The Map as History, Alpha, Open University, Yale University
- TV documentaries – an increasing variety of made for television documentaries are available in DVD format or as downloads, e.g. BBC, Discovery Channel, History Channel, PBS
- regional resources – where units cover geographic areas regional to a centre utilise relevant resources
- many of the events covered in units 1A-1D have had or will be having significant historical anniversaries and new material has been/will be produced to coincide with these commemorations.

**Additional resource: Pearson Edexcel A Level (2015)** website teaching materials for Paper 2 Option C.2 provides a topic booklet and also a scheme of work – these include useful resources, activities and timelines; see also material produced for Route E Paper 1 and Paper 3 Option 38.1.

## **Suggested resources: textbooks:**

Unit 1 topics are well served by a variety of history text series that cater for A Level and undergraduate historians such as *Access to History* (Hodder), *Seminar Studies* (Routledge), *Historical Association Studies*, *Cambridge Perspectives in History* (Cambridge University Press) etc. - once identified it is always worth searching for other texts in the series.

Murphy D & Clayton S, *Democracies in Change: Britain and the US in the 20<sup>th</sup> Century* (Pearson, 2015)

Laffin D, *British Society Since 1945* (Hodder, 2013)

Marr, *A History of Modern Britain* (Pan, 2009)

Green J, *All Dressed Up: The Sixties and the Counter-Culture* (Pimlico, 1999)

Donnell M, *Sixties Britain: Culture, Society and Politics* (Routledge, 2005)

Cohen S, *1960s Britain* (Shire Living Histories, Shire, 2014)

Shepherd J & Shepherd J, *1970s Britain* (Shire Living Histories, Shire, 2012)

Sandbrook D, *State of Emergency: The Way We Were: Britain 1970-74* (Penguin, 2011) & others.

Turner A, *Crisis? What Crisis?: Britain in the 1970s* (Aurum, 2013) & others.

Stewart G, *Bang! A History of Britain in the 1980s* (Atlantic Books, 2014)

Vinen R, *Thatcher's Britain: The Politics and Social Upheaval of the 1980s* (Pocket Books, 2010)

McSmith A, *No Such Thing as Society: A History of Britain in the 1980s* (Constable, 2011)

Campllell J, *The Iron Lady: Margaret Thatcher* (Vintage, 2012)

Simonelli D, *Working Class Heroes: Rock Music And British Society in the 1960s and 70s* (Lexington, 2012)

Pugh M, *Women and the Women's Movement in Britain, 1914-1999* (Plagrave MacMillan, 2000)

Jones K, *Education in Britain: 1944 to the Present* (Polity Press, 2015)

Carpenter H, *A Great Silly Grin: The British Satire Boom of the 1960s* (De Capo Press, 2003)

Mulholland M, *Northern Ireland: A Very Short Introduction* (OUP, 2003)

Edwards A, *The Northern Ireland Conflict: A Beginner's Guide* (Oneworld, 2010)

### **Also:**

BBC documentary – Andrew Marr - *The Making of Modern Britain* (BBC 2009)

*Pathe News* – archives are available on-line – coverage of news events across the period.

Magazine and newspaper websites often have archive material available to view.

Feature films/TV programmes reflecting contemporary life in the 60s, 70s and 80s.

### **Also**

## **IAL topics resource mapping**