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AS and A LEVEL

Delivery Guide

H105/H505

HISTORY A

Theme: Britain 1951–1997

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Introduction

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

- Content: a clear outline of the content covered by the delivery guide;
- Thinking Conceptually: expert guidance on the key concepts involved, common difficulties students may have, approaches to teaching that can help students understand these concepts and how this topic links conceptually to other areas of the subject;
- Thinking Contextually: a range of suggested teaching activities using a variety of themes so that different activities can be selected that best suit particular classes, learning styles or teaching approaches.

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KEY



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AS Level content only



Curriculum Content

Key Topics	Content Learners should have studied the following:
Conservative domination 1951–1964	Reasons for the Conservative victory 1951; social changes, immigration, unrest, social mobility and tensions, education; living standards, housing, prosperity and unemployment; Conservative economic policies, Butskellism, industrial growth and stagflation; Conservative leadership of Churchill, Eden, Macmillan and Home; scandals including the Vassall affair, Philby, Argyll and Profumo; reasons for Conservative decline; Labour leadership, divisions and electoral failures of the Labour Party.
Labour and Conservative governments 1964–1979	Labour victory 1964, Wilson as leader 1964–1970; economic problems and policies; relations with the Trade Unions; Labour party divisions; 1970 election, Heath as party leader and Prime Minister; aims and policies of Heath's government; industrial relations, miners' strike; Wilson and Callaghan 1974–1979, problems and policies 1974–1979.
Thatcher and the end of consensus 1979–1997	Election victories; Thatcher and her ministers; reasons for support and opposition; economic policies including monetarism, free-market, supply-side economics and privatisation; social policies and unrest; unemployment and the Trade Unions, the Miners' Strike; fall of Thatcher and replacement with Major; Conservative divisions under Major and electoral defeat 1997.
Britain's position in the world 1951–1997	Relations with and policies towards the USA, and the USSR; Britain's influence at the UN; role in Europe; nuclear policy; response to crises: Korean War, Suez, the Falklands War, First Gulf War; decolonisation and changing attitudes to the Commonwealth.



Thinking Conceptually

Approaches to teaching the content

Britain 1951–1997 is a module that explores both the domestic and the international developments in post-war Britain. This course is of great relevance to students, helping them to understand how Britain has evolved into its current national and international position. Students need to have a sound grasp of the development of consensus politics in the immediate aftermath of the Second World War to enable them to evaluate the changing nature of the political landscape. Teaching should begin with an analysis of life in Britain before and during the Second World War to enable students to grasp the reason for the development of consensus in the post-war period. Lessons should always encourage students to investigate the interrelationship between key themes, events and developments 1951–1997. As the course progresses, students must be aware of the decline of consensus and the reasons for this alongside the reasons for the changing nature of Britain's relations internationally.

Common misconceptions or difficulties students may have

Students sometimes struggle to understand the economic terms and processes that arise throughout the study of Britain 1951–1997. This can lead to them misusing terminology, for example 'stop-go' economic policies. It is therefore always useful to dedicate time to ensuring understanding of key terms and specifically the impact of economic developments

on the quality of life/view of the electorate. It can be helpful to explain concepts in terms that the students are more familiar with; for instance, explaining the problems of rising inflation through using the example of fixed student loans in a time of rapid increase of the cost of living. It is also vital that students have a good recall of the narrative of events so that they can analyse change and continuity throughout the period. This potential pitfall can easily be remedied through questioning and class discussions where students are encouraged to explain why change is controversial with regard to what has happened in the 'past'.

Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course

This course is excellent for developing essay writing and analytical skills which will also be useful for units 2, 3 and 4. It is imperative the students are taught to structure their writing correctly; this can be done through an investigation of different themes or factors behind an event taking place, or through an exploration of the consequences of a specific event. Finally, it is crucial that students are consistently encouraged to form and substantiate judgements, exploring the interrelationship between factors and the relative importance of leaders and events in the development of Britain 1951–1997.



Thinking Conceptually

Extended specification – content: Britain 1951–1997

Conservative domination 1951–1964	The establishment of the post-war consensus	<ul style="list-style-type: none"> • Life in Britain before the Second World War (experience of the Great Depression) • How did pre-war experiences impact on expectations post-war? • Experience during the Second World War and impact on expectations of life after the war • Key elements of the post-war consensus and how these relate to war-time experience • The Atlee government, policies, problems and legacy
	Reasons for the Conservative victory 1951	<ul style="list-style-type: none"> • Labour problems (economic, party divisions, image, fatigue of ministers, Korean War) • Conservative advantages (dynamic new ministers, popular policies, party reform)
	The Churchill and Eden governments 1951–1957	<ul style="list-style-type: none"> • Key developments under Churchill (denationalisation, end of rationing, end of the Korean War) • Butskellism • Eden and the Suez Crisis • British withdrawal from Suez
	Harold Macmillan's government 1957–1963	<ul style="list-style-type: none"> • Macmillan and Suez • Macmillan's image as leader 'Supermac' • Conservative economic policy (budget politics, stop-go stagflation, unemployment) • Living standards (wages, credit availability, housing, property ownership) • Social change (education, class, social tensions and the riots of 1958–1959) • Macmillan and the end of Empire • Relations with the rest of Europe (European developments 1945–1947, Britain's attitude toward the rest of Europe, veto of application to join the EEC in 1963) • The Labour Party 1951–1964 (reasons for division and performance in the 1959 election) • Scandal and the Conservatives, last years in government (Vassall, Philby, Argyll and Profumo) • Douglas-Home succeeds Macmillan



Thinking Conceptually

Labour and Conservative governments 1964–1979	1964 general election	<ul style="list-style-type: none"> • Wilson as party leader • Image of Douglas-Home • 1964 election campaign and results
	Labour's difficulties in government	<ul style="list-style-type: none"> • National Plan 1964 • Tensions with the unions • Devaluation 1967 • Britain's second application to join the EEC 1967 • 'In Place of Strife' 1969 • Social reforms and the role of Roy Jenkins • Criticism of Wilson's first government (Vietnam and East Suez)
	1970 general election	<ul style="list-style-type: none"> • Heath as leader of the Conservative Party • Reasons for Labour's defeat in 1970
	The Heath government 1970–1974	<ul style="list-style-type: none"> • Heath's aims and 'New Conservatism' • Industrial Relations Act 1971 • Local government reforms • Britain's entry into the EEC 1973 • Oil price rise 1973 • Heath's U-turn • Three-day week 1973 • February 1974 election 'Who governs Britain?'
	Labour in office 1974–1979	<ul style="list-style-type: none"> • Reasons for Labour's electoral victory 1974 • Labour's narrow majority and the Lib-Lab pact • Economic problems (inflation, the International Monetary Fund crisis 1976, worsening relations with the unions) • 1975 referendum on joining the EEC • Wilson's retirement 1976 • Callaghan as leader • The Winter of Discontent 1978–1979 (causes, events, consequences) • Labour handicaps in the 1979 election (economic crises, unemployment, belligerent trade unionism, lapse of the Lib-Lab pact)



Thinking Conceptually

Thatcher and the end of consensus 1979–1997	Thatcher and the 1979 election	<ul style="list-style-type: none"> • Thatcher's response to the Winter of Discontent • Electoral pledges • Results • Reasons for Conservative victory (Conservative advantages or Labour weaknesses)
	The Thatcher revolution: the first stage 1979–1986	<ul style="list-style-type: none"> • Thatcher and the post-war consensus • Ideological position and the 'New Right' • Economic revolution (monetarism and social unrest) • The Falklands War 1982 (causes, events, consequences) • The miners' strike 1984–1985
	The Thatcher revolution: the second stage	<ul style="list-style-type: none"> • Supply-side economics • Deregulation and privatisation • North Sea oil • Taxation • Relations with the USA • Relations with ministers (the Westland Affair, cabinet divisions) • Reasons for electoral victory in 1987 • Social Policy (local government reform, education, welfare, NHS) • Thatcher and Europe • The Labour Party during the Thatcher years
	The fall of Margaret Thatcher 1990	<ul style="list-style-type: none"> • Poll Tax 1989-1990 • Opposition within the Conservative Party (Howe and the Exchange Rate Mechanism, Poll Tax, leadership contest) • Thatcher's legacy
	John Major's government 1990–1997	<ul style="list-style-type: none"> • Major succeeds Thatcher • Gulf War 1991 • Maastricht Treaty 1992–1993 • Major and the electoral victory of 1992 • Crises over Europe • Foreign affairs (Bosnia) • 'Sleaze' and the Major government • Tony Blair as New Labour leader • 1997 election

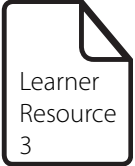


Thinking Conceptually

Britain's position in the world 1951–1997	Relations with and policies towards the USA and USSR	<ul style="list-style-type: none"> • Cold War • Korean War • Vietnam • Relationship with Reagan and Gorbachev
	Britain's influence at the United Nations (UN)	<ul style="list-style-type: none"> • Founding of the UN • Britain's role as permanent member • Role during crises (Suez, Malaya, Cyprus, Africa)
	Britain's role in Europe	<ul style="list-style-type: none"> • Attitude towards the rest of Europe • Military and economic issues: priority of imperial or European interests? • Attitudes to the Schuman Plan and the Treaty of Rome • Macmillan, Wilson and Heath: relations with the EEC
	Britain's response to crises	<ul style="list-style-type: none"> • nuclear policy • Suez Crisis • Falklands War • First Gulf War • Decolonisation • Changing attitudes to the Commonwealth

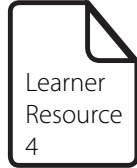


Thinking Contextually

Activities	Resources
<p>Learner Resource 1: The Second World War and its impact on Britain</p> <p>Students are given a list of consequences that the Second World War had on Britain. They then annotate this list with how each event will impact on people's expectations of life/the government in the post-war world. Key themes to draw out are that people are used to more government involvement in their lives as a consequence of the war and so are keen for the government to play a more interventionist role in life post-war. Secondly, that people expect a reward for the hardships suffered during the war and again look to the government to provide this. Students are then given a copy of the key elements of the post-war consensus and, in a different colour, they should explain how each element of the consensus is a result of the nation's experience in the Second World War.</p>	 <p>Learner Resource 1</p>
<p>Learner Resource 2: What can we learn about Britain's status as a world power from investigating its relations with the European Union 1945–1975?</p> <p>Students explore developments in Britain's relations with the rest of Europe at five different stages; 1945–1957, 1957–1963, 1967, 1973 and 1975. The aim is to assess how close British integration was with the rest of Europe at each stage. Students are given five pairs of flags (UK and EU) and must place them either close to one another, or at a distance apart, and then annotate around the flags to explain their thinking. At each stage, students should consider not only why the flags are close, or far apart, but also the impact on Britain as a world power.</p> <p>Resource suggestion: Michael Lynch (2008), <i>Access to History: Britain 1945–2007</i></p>	 <p>Learner Resource 2</p>
<p>Learner Resource 3: The Conservative's downfall 1963–1964: Which sauce best represents your scandal?</p> <p>The series of scandals that besmirched the Conservative Party in 1963–1964 had wide-reaching ramifications both at home and abroad. The scandals should be divided up between members of a class who each research the key details of the event using both primary and secondary evidence. They must then choose a condiment or sauce that they feel encapsulates their scandal. For example, 'Hot Chilli Sauce' to represent the Vassall Affair as the sauce is red, which represents links with the USSR, the sauce is also hot, which represents the scale of the scandal. The class present their research and explain their condiment choice to each other, which tends to result in merriment and a better memory of the cases.</p> <p>Resource suggestion: Michael Lynch (2008), <i>Access to History: Britain 1945–2007</i></p>	 <p>Learner Resource 3</p>



Thinking Contextually

Activities	Resources
<p>Learner Resource 4: WWMD (what would Margaret do)? – an analysis of Thatcher and the post-war consensus</p> <p>For students to develop an understanding of why Thatcher is a controversial Prime Minister, they must grasp how she broke away from the consensus that had defined British politics since 1945. This activity should follow an analysis of Thatcher’s 1979 electoral manifesto, campaign and response to the Winter of Discontent. Students should then use the knowledge they have gained to hypothesise about how they think Thatcher would deal with each element of the post-war consensus. They can then either fill in what she did do through a teacher-led exposition or, they could complete the table as they go through the unit.</p>	 <p>Learner Resource 4</p>

Recommended websites

National Archives: excellent range of primary source documents and lesson ideas.

<http://www.nationalarchives.gov.uk/education/sessions-and-resources/?time-period=postwar&key-stage=ks1%2Cks2%2Cks3%2Cks4%2Cks5&resource-type=workshop%2Cvideo-conferences%2Cvirtual-classroom%2Cactors%2Cshowcase%2Cgames%2Clesson%2Cfocussed-topics%2Cthemed-collection>



Margaret Thatcher Foundation: again, excellent range of documentation on Thatcher including her manifestos etc.

<http://www.margaretthatcher.org/archive/>



Learner Resource 1 The Second World War and its impact on Britain



1. Many men went to fight – women did their work.
2. There was a huge growth in munitions/ aircraft industries – other industries (for example, house building) were put on hold.
3. There was a huge emphasis on food production – Dig for Victory – rationing – notably of petrol.
4. Shortages of workers – Schedule of Reserved Occupations prevented the call-up of key workers to the armed services, and the Essential Work Order (1941) allowed the government to conscript people to certain work.
5. The government had to take control of the economy – for example, who worked where, trade, railways, shipping and banking.
6. **Massive** government debts were accumulated, particularly to America (remember Lend-Lease).
7. Huge losses of merchant shipping to submarines.
8. Destruction of factories/machines – in 1945 Britain **lost** 12 per cent of her productive capacity.
9. Destruction by bombing.
10. Recruitment and training of workers was disrupted.
11. There were many scientific advances, which were to have a **great** effect in the years to come (for example, the computer, mass-produced antibiotics, DDT and jet engines).
12. The government set up the Beveridge Committee, which brought in the welfare state after the war. It also adopted a new way of running the economy (called Keynesian economics), which promised full employment (compare life during the Great Depression before the war).

UK war dead 1914–2011

First World War
1914–1918

886,342

Second World War
1939–1945

382,667

Operations
since 1945
3,739

What impact will each event have on post-war Britain?

Source: http://www.bbc.co.uk/history/british/modern/thatcherism_01.shtml



Learner Resource 1

Elements of the post-war consensus

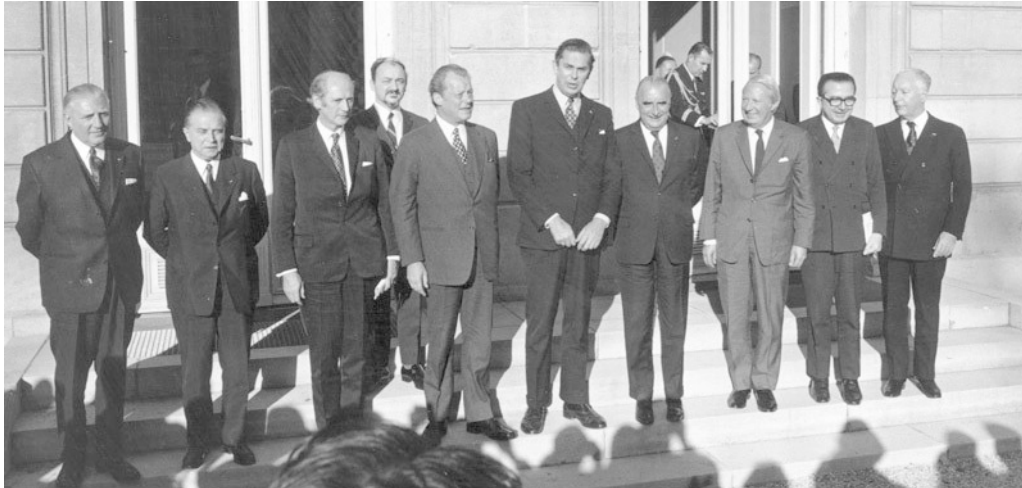
1. Governments accepted a commitment to maintain full employment by Keynesian techniques of economic management. Ministers would use their levers, such as cutting taxes and boosting state spending, to increase the level of economic activity.
2. Acceptance and some encouragement of the role of the trade unions. In contrast to the pre-war years, governments recognised and consulted the trade unions regularly about workplace relations and economic policy. The unions' access to government was increased, partly by full employment and partly by governments turning, post-1961, to income policies as a way of curbing inflation.
3. The mixed economy, with a large role for state ownership of the utilities (such as gas, electricity, coal, rail, etc) and intervention and planning in the economy.
4. The welfare state. The object of the national insurance system and the National Health Service was to provide an adequate income and free healthcare at the point of delivery when a family's income was hit by, for example, sickness, old age, unemployment or death of the main breadwinner. The services were provided out of general taxation, or insurance, and represented social citizenship.
5. There was a belief that government could play a positive role in promoting greater equality through social engineering, for example, by progressive taxation, redistributive welfare spending, comprehensive schooling and regional policies.

In a different colour, write how each element of the post-war consensus was a consequence of wartime experience



Learner Resource 2 What can we learn about Britain's status as a world power from investigating its relations with the European Union 1945–1975?

See page 11



8th November 1972: Left to right; Pierre Werner (1913–2002), Gaston Eyskens, Jack Lynch, Anker Jorgensen, Chancellor Willy Brandt, Barend Biesheuvel, President Georges Pompidou (1911–1974), Prime Minister Edward Heath and Andreotti, take a break from the EEC talks. (Photo by Reg Lancaster/Express/Getty Images)

Using your Lynch's Access to History: Britain 1945–2007, you need to assess how close British integration was with the rest of Europe at the following three stages:

1. 1945–1957
2. 1957–1963
3. 1963

To symbolise this, using the flags below, place your flags either close to one another, or a distance apart, and then annotate around them to explain your thinking. At each stage, consider not only why they are close to, or far apart, but also the impact on Britain as a world power.



Learner Resource 3 The Conservative's downfall 1963–1964: which sauce best represents your scandal?

See page 11



Research the policies of an allocated event using primary and secondary material (a good starting point is Lynch's Access to History: Britain 1945–2007):

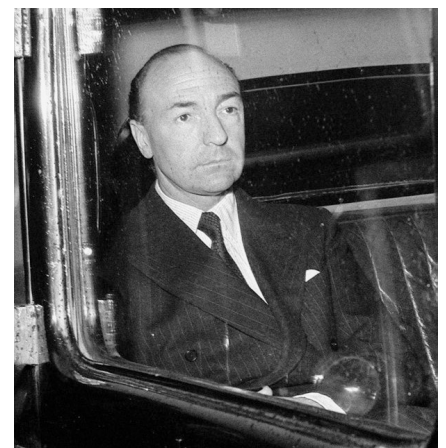
- Vassall affair
- Kim Philby
- Argyll Divorce case
- Profumo affair
- Night of the long knives
- Douglas-Home succeeds Macmillan.

Research and prepare a summary of your chosen scandal.

- What happened?
- Context? What made it a scandal at the time?
- Primary evidence, for example, comment from a contemporary newspaper.
- Impact on the Conservative government and their relationship with the electorate.
- You must then present your research in the style of your chosen condiment, and explain why you think this condiment represents your chosen scandal.



Christine Keeler, the woman at the centre of the 1960's Profumo scandal.



John Profumo resigned as Secretary of State for War after his affair with Christine Keeler.



Learner Resource 4 WWMD (what would Margaret do)? – an analysis of Thatcher and the post-war consensus



Post-war consensus	WWMD?	What did Margaret do?
<p>Governments accepted a commitment to maintain full employment by Keynesian techniques of economic management. Ministers would use their levers, such as cutting taxes and boosting state spending, to increase the level of economic activity.</p>		
<p>Acceptance and some encouragement of the role of the trade unions. In contrast to the pre-war years, governments recognised and consulted the trade unions regularly on workplace relations and economic policy. The unions' access to government was increased, partly by full employment and partly by governments turning, post-1961, to income policies as a way of curbing inflation.</p>		
<p>The mixed economy, with a large role for state ownership of the utilities (such as gas, electricity, coal and rail), and intervention and planning in the economy.</p>		
<p>The welfare state. The objective of the national insurance system and the National Health Service was to provide an adequate income and free healthcare at the point of delivery when a family's income was hit by, for example, sickness, old age, unemployment or death of the main breadwinner. The services were provided out of general taxation, or insurance, and represented social citizenship.</p>		
<p>There was a belief that the government could play a positive role in promoting greater equality through social engineering, for example, by progressive taxation, redistributive welfare spending, comprehensive schooling and regional policies.</p>		



Learner Resource 4

Margaret Thatcher's changes

1. Trade unions operated in a tighter legal framework, including: the requirement for pre-strike ballots; the end of the 'closed shop' (union membership as a precondition of employment in a specific industry); and making unions liable for damages incurred in illegal strikes. The trade unions were hardly consulted by the government, and their influence waned in part because of the abandonment of income policies and rising unemployment.
2. The spread of privatisation of the major utilities altered the balance of the mixed economy. Gas, electricity, telephone communications, British Airways and, later, British Rail were all privatised. There was also a sale to tenants of council housing on a large scale.
3. The government abandoned its commitment to full employment, stating this was the responsibility of employers and employees, and accorded priority instead to keeping inflation low.
4. Welfare state benefits were increasingly subject to means-testing.
5. The government insisted that it could no longer be a universal provider. More should be left to the market, the voluntary sector and self-help.



British prime minister Margaret Thatcher speaking at the Conservative Party Conference in Blackpool. (Photo by Hulton Archive/Getty Images)

Why was Margaret Thatcher controversial?



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