

A LEVEL HISTORY: Britain 1851-1964

1G

BRIDGING THE GAP



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Britain 1851-1964
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Any questions? Please email Debra.James@pws.emat.uk or Alex.Pearson@pws.emat.uk about 'Challenge and Transformation, Britain 1851-1964' and Joanne.Bennett@pws.emat.uk or Charlotte.Allen@pws.emat.uk about 'Germany 1918-1945'.

Section 1: Introduction to History A-level- Unit 1.

L.P. Hartley said:

"The past is a foreign country; they do things differently there."

You are going back over 150 years and working forward to 1964. Which is just into my lifetime, so I can rattle on to you about what I can remember! We will be looking at Victorian Britain at the beginning and that is what I want you to think about. Your transition work for me will be 'setting the scene' for us to then start our course properly in September.

We are considering the following topics in our course:

- How did democracy and political organisations develop in Britain?
- How important were ideas and ideologies?
- How and with what effects did the economy develop?
- How and with what effects did society and social policy develop?
- How and why did Britain's relationship with Ireland change?
- How important was the role of key individuals and groups and how were they affected by developments?

This is our course and will make up 40% of your final grade. You will be completing one exam taking two and a half hours with two essays and an interpretation question.

Part one: Victorian and Edwardian Britain, c1851-1914

Reform and challenge, c1851-c1886

- The political system: parliament and the workings of mid-19th century democracy; ruling elites; prime ministers; parties and party realignment to 1867
- Political developments under Gladstone and Disraeli; liberalism, conservatism and the bases of their support; the extension of the franchise
- Economic developments: agriculture, trade and industry; economic ideologies; boom and 'the workshop of the world'; the onset of Depression
- Society and social changes: class and regional division; prosperity and poverty
- Social movements and policies; self-help; trade unions; education and social reform legislation
- The condition of Ireland and Anglo-Irish relations: land agitation and the political response; Home Rule

Challenges to the status quo, c1886–1914

- Political developments: the reasons for Conservative dominance to 1905; the problems of the Liberal Party; socialism, Fabianism and the emergence of the Labour Party
- Politics 1906–1914: the ideology of New Liberalism; political crises and constitutional change; development of the Labour Party
- Economic developments: the Great Depression and its aftermath; problems of British industry and agriculture; staples and new industries, foreign competition; invisible exports; debates over protectionism, tariff reform and free trade
- Social change; trade unions and new unionism; syndicalism; the issue of female emancipation; the growth of the urban population; the expansion of service industries; standards of living
- Social policies: government legislation and local initiatives; taxation and welfare reform by 1914
- The condition of Ireland and Anglo-Irish relations: the Home Rule movement, opposition and the Home Rule Bills

Part two: The World Wars and their legacies: Britain, 1914–1964

The Great War and its impact, 1914–1939

- The impact of war on British parties and politics: coalition government; the decline of the Liberals; position of Conservatives and influence of Labour
- Political developments in the interwar years: electoral reform; Conservative and Labour governments; National governments; the abdication crisis and emergence of radical political movements, including the BUF and Communism
- Economic developments: increased state role in wartime; problems of the staple industries and mines; the General Strike; government finances and the Gold Standard; the Depression; economic realignment

- Social developments: changes in the role of women during and after war; the condition of the working classes; regional divisions; changing attitudes in the twenties and 'the hungry thirties'; the growth of the media
- Social policies: legislation and reforms in housing; education and welfare
- The condition of Ireland and Anglo-Irish relations: the Easter Rising; the Anglo-Irish War; Government of Ireland Act and Anglo-Irish Treaty; divided Ireland before the Second World War

Transformation and change, 1939-1964

- The impact of the Second World War on British politics: Churchill as wartime leader; 'the Labour landslide' of 1945; Labour ideology and policies
- Political developments: Conservative dominance from 1951 and political consensus; division within the Labour Party; Conservatism and the Establishment; Labour victory in 1964
- Economic developments: mobilisation of resources in wartime; post-war boom; balance of payments issues and 'stop-go' policies; changes to British industry and trade; new technology
- Social changes and divisions: austerity and the impact of war; post-war boom and growth of affluence; consumerism and changes in position of women and youth; immigration and racial tensions
- Developments in social policy: the Beveridge Report; the Butler Act; the growth of the Welfare State, including the NHS; the growth of education
- The condition of Ireland and Anglo-Irish relations: continuing north/south friction including riots of September 1964; beginnings of civil rights campaign

SECTION 2 - ACTIVITIES TO ENHANCE YOUR UNDERSTANDING OF BRITAIN IN 1851

Write up anything you find out as a $\frac{1}{2}$ A4 page summary. Choose how you would like to represent your findings - diagram, graphic organiser or bullet point notes.

Which method will summarise the information best? Page 7 gives you ideas about how to make notes.

An interesting and short overview:

<https://www.youtube.com/watch?v=x9BdVHCuNPs>

The Victorians. A 55 minute programme. Please make notes

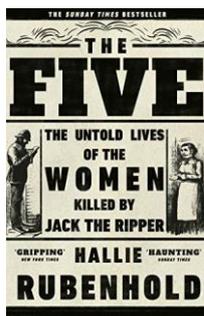
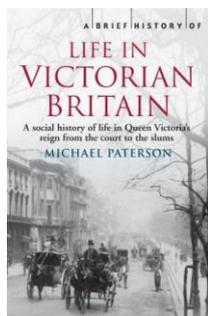
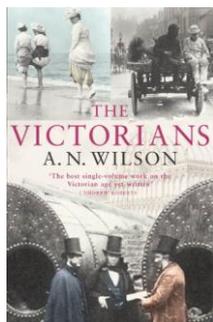
https://www.youtube.com/watch?v=F_UvfTHi8EE

Also the series by Jeremy Paxman called Empire is interesting. This is optional:

<https://www.youtube.com/watch?v=vu5jPlsGYfo&list=PLdFlwwiQWslWwvtSKKIJqA30gqs6sisQh>

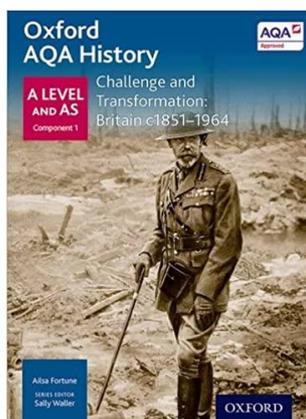
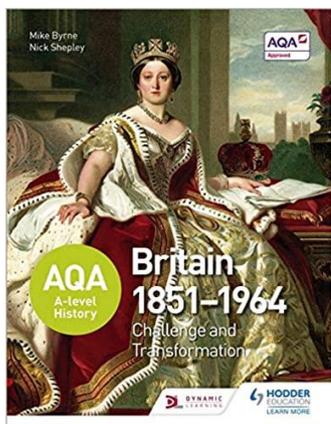
Also the two series, Victoria and The Crown are both very useful.

Reading around the subject:



Miss Allen and I have just read 'Five'. It is really good and of course there are all the classics from Dickens to Austen as well as more modern such as Sarah Waters 'Fingersmith' and the 'Suspicions of Mr Witcher' by Kate Summerscale

Our textbooks



We have copies of these in school for you

Section 3 - Taking notes at A-level

During classes and for home learning you will be expected to take notes on a broad range of topics and case studies, therefore it is important that you arrange and structure these notes in a way that is both informative and easy to revise from when required. The more organised you are with your note taking the easier your revision will be.

To help you with note taking at A-level below are some different note taking and revision strategies that you should be familiarising yourselves with. Not every format will work for you but it is important that you establish good practice. Notes are not about writing down everything they are about recording the key information As you go through the resources above try some of the different note taking strategies below:

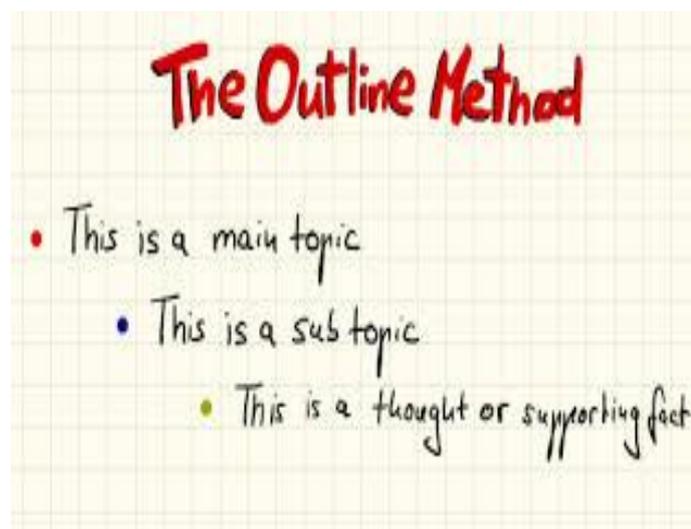
1. The outline method:

One of the best and most popular methods, it lets you organise notes in a structured form and break up different topics and their subtopics. Main topics on the far left and add subtopics below using indents.

Pros:

- Highlights points in a logical way
- Reduces reviewing and editing
- Gives a clear structure.

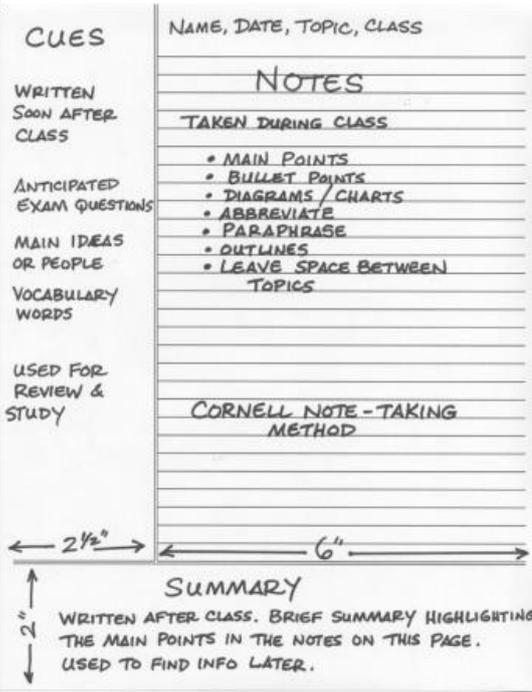
Cons:



go

time

- Doesn't work well if the lesson or resource jumps between topics.



2. The Cornell Note:

<http://lsc.cornell.edu/study-skills/cornell-note-taking-system/>

One you may be familiar with from GCSE. A very structured form of note taking with a clear page layout, all the main notes from class go in the main note taking section, the small left hand column is for main topics or questions, and the section at the bottom allows you to summarise your learning.

Pros:

- A quick way to organise and review notes
- Very systematic
- Cuts down reviewing time

Cons:

- Requires preparation beforehand
- Needs time for reviewing and summarising after the lesson.

3. The Boxing Method:

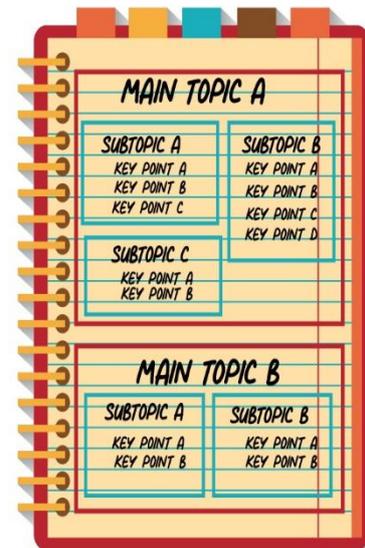
A less common method but becoming more popular. A dedicated box is assigned for each section of notes, with smaller boxes used for each sub section. Best used when doing digital notes but can still be used for hand written work or when reviewing notes from a lesson.

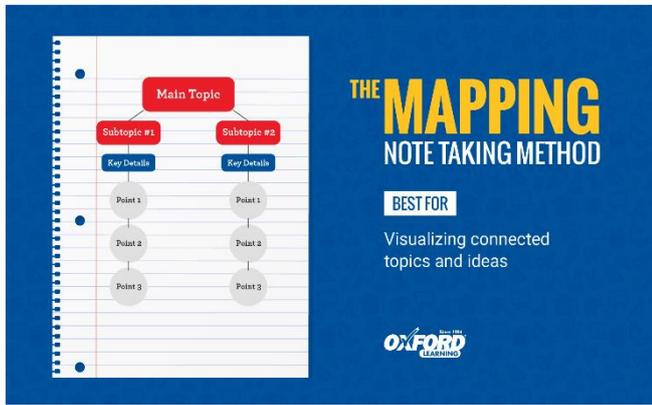
Pros:

- Segregates and organises information
- Allows you to focus on one box at a time when revising

Cons:

- Not east to do during a live lesson
- Doesn't work well if no overall topics can be assigned to groups.





4. The Mapping Method:

Mind mapping is one of the most common forms of note taking, and is best used when there is a large amount of content around a topic, for instance tectonics has a large number of volcanic and seismic case studies. Mind mapping is also useful to show the relationships and links between different sub topics.

There are two types of mind mapping you use, a traditional **mind map** (spider diagram) or a **flow line map**.

A traditional mind map is excellent for breaking down large case studies or key whilst a flow line map is an excellent way of outlining geographic processes.

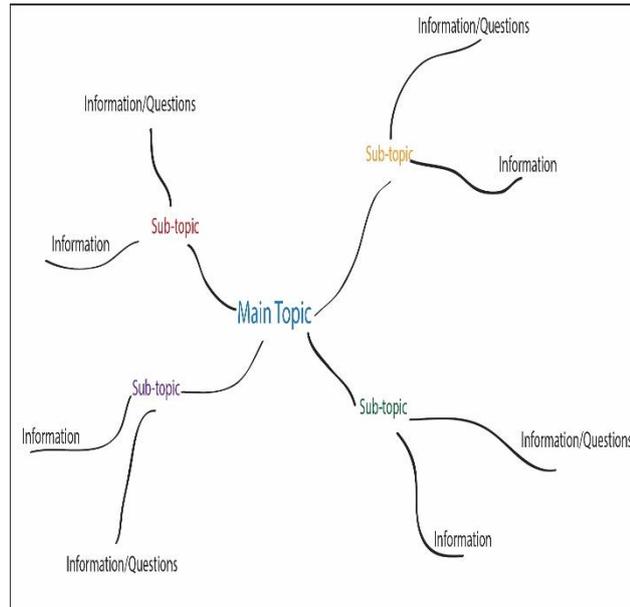
Pros:

- Visually appealing
- Detailed information in a concise
- Easy editing of notes

Cons:

- Can run out of space if notes are too detailed
- Can be time consuming to create.

There is no definitive way to take notes and you will naturally fall into a structure that is natural for you during lessons.



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ideas,
visual

form