

Curriculum Overview History– Holly Lodge Girls’ College

Year 12/13		
Title <u>2M Wars and Welfare: Britain in Transition 1906-1957</u>	Curriculum content	Assessment- Various essays are addressed
<p><u>YR12 Part one: Society in Crisis, 1906–1929</u></p> <p>The Liberal Crisis, 1906-1914</p>	<ul style="list-style-type: none"> • The Liberal governments: the 1906 election; New Liberalism; the influence of Campbell-Bannerman, Asquith, Lloyd George and Churchill; the position of Labour and the Conservatives. • The state of the economy: staples; 'new' industries; agriculture; trade and invisible earnings; economic concerns and external competition. • Social issues: class division; poverty; changes in taxation; the 'People's Budget'; Liberal social and welfare reforms; reasons for legislation and its effect. • Challenges and crises: the constitutional crisis; the issue of female emancipation; Irish Home Rule; industrial unrest. 	<p><u>‘The Liberal Party won the 1906 election due to the lack of leadership from Conservative Prime Minister Arthur Balfour’</u>. Assess the validity of this view. <u>Assess the validity of this view (25marks).</u> <u>Target: AO1</u></p> <p><u>‘The Liberal governments of 1906-14 radically improved the lives of children and the elderly’</u>. <u>Assess the validity of this view.</u> <u>(25 marks)</u> <u>Target: AO1</u></p> <p><u>With reference to sources 2,3 and 4 and your understanding of the historical context, assess the value of these three sources to an Historian studying the Suffragette movement before 1914.</u> <u>(30 Marks) Target AO2</u></p>

<p>The impact of war, 1914–1922</p>	<ul style="list-style-type: none"> • Politics in wartime: the 1915 coalition; Lloyd George and Bonar Law; Liberal division; the influence of the Labour Party and the 1918 constitution; the 1918 election and the Lloyd George coalition; policies, problems and Lloyd George's fall • Economic issues: Britain's wartime economy; housing and austerity; trade unions; post-war industrial problems; the position of the staple industries and trade • Social and cultural impact of war: role of women; reform of the franchise; unions and Labour; cultural change; issues of patriotism; conscientious objection; effect of trenches on soldiers; the war poets • Ireland: the Easter Rising; the war of independence and the Anglo-Irish Treaty. 	<p><u>With reference to sources 2,3 and 4 and your understanding of the historical context, assess the value of these three sources to an historian studying the impact of Lloyd George on British politics between 1918 and 1922. (30 Marks)</u> <u>Target AO2</u></p> <p><u>The First World War changed the fabric of British society dramatically'. Assess the validity of this view. (25 Marks) Target AO1</u></p> <p><u>With reference to sources 1,2 and 3 and your understanding of the historical context, assess the value of these three sources to an historian studying the rise in Irish nationalism (as represented by Sinn Fein) 1916-1918. (30 marks)</u> <u>Target AO2</u></p>
<p>The search for stability, 1922–1929</p>	<ul style="list-style-type: none"> • Political developments: the decline of the Liberals; the 1923 election; the first Labour government: aims, reforms, international relations and collapse; the Conservative resurgence and government; the roles of Baldwin, Churchill and Chamberlain. 	<p><u>The Labour Government of 1924 achieved much. Assess the validity of this view. (25 marks) Target AO1</u></p>

	<ul style="list-style-type: none"> • Economic issues: post-war re-adjustment and return to Gold Standard; the problems of the coal mines; industrial disputes and the General Strike. • Social and cultural change: unemployment and regional division; the post-war role of women; the growth of the media including newspapers and cinema; the cultural reaction to war. • The 1929 election: the franchise extension and 'flapper vote'; the new Labour government; MacDonald and Snowden and their aims; the state of Britain by 1929. 	<p><u>With reference to Sources 1,2 and 3 and your understanding of the historical context, assess the value of these three sources to an historian studying the General Strike of 1926. (30 Marks) Target AO2</u></p> <p><u>The new leisure opportunities of the 1920's had a major impact on society.'</u> Assess the validity of this view. (25 Marks) Target AO1</p> <p><u>'British people had much to be optimistic about at the start of 1929'.</u> Assess the validity of this view. (25 Marks) Target AO1</p>
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Component 3: Historical investigation (non-exam assessment) 4,500 words.

'The Atlantic Slave Trade Was the Most Important Factor in the Development of Liverpool as a Major Industrial Centre 1750-1850.' Assess the Validity of this View.

Research and completion of the Historical Investigation will begin at the end of YR12 and run alongside the delivery of the YR13 course.

Part 2 YR13 the emergence of the Affluent Society, 1929–1957

The 'Hungry Thirties', 1929–1939

- Political developments: The Labour government; domestic policies and response to economic problems; the reasons for and policies of the National Government; the leadership of MacDonald, Baldwin and Chamberlain.
- Economic issues: The Depression and financial crisis; changes to economic policy, including moving from the Gold

'The Second Labour Government of Ramsay MacDonald achieved limited success in its Domestic and International approach.'
Assess the validity of this view.
(25 marks)
Target: AO1

	<p>Standard; tariff reform and imperial preference; effect on industry, agriculture and trade.</p> <ul style="list-style-type: none"> • Social and cultural impact of the Depression: changes in working opportunities and living standards; National Government policies; social and regional division; literary responses; radio and cinema; social and cultural responses to international crises. • Challenges to stability: the abdication crisis; radical political groups: the BUF; Communism. 	<p><u>Under the leadership of the National Government, we have emerged from the depths of depression to a condition of steadily returning prosperity'. Assess the validity of this view. (25 marks) Target AO1</u></p> <p><u>With reference to Sources 1, 2 and 3, and your understanding of the historical context, assess the value of these three sources to an historian studying political threats to British stability in the 1930s. (30 marks) Target AO2</u></p>
<p>The People's War and Peace, 1939–1951</p>	<ul style="list-style-type: none"> • Political developments: the fall of Chamberlain; Churchill as wartime leader, character and style; coalition government; the reasons for Labour victory in 1945; Attlee as Prime Minister; Labour ideology and aims. • Economic issues: mobilisation of resources in wartime; the post-war economic readjustment; Labour's post-war balance of payments problems and policies, including nationalisation. • The social and cultural impact of 'total' war: conscription; women and children; civil liberties and restrictions; propaganda; the Blitz; plans for reconstruction including Beveridge and the Butler Act; policies of post-war 	<p><u>With reference to sources 4,5 and 6 and your understanding of the historical context, assess the value of these three sources to an historian studying the reasons for Labour victory in 1945. (30 marks) Target AO2</u></p> <p><u>The Labour Government of 1945-51 had much success in creating a Welfare State? Assess the validity of this view. (25 marks) Target AO1</u></p>

	<p>Labour government, including the creation of the NHS and medical advances.</p> <ul style="list-style-type: none"> • Britain by 1951: The Festival of Britain; continuing austerity; Labour divisions; Conservative reorganisation and the elections of 1950 and 1951. 	
<p>'Never had it so good'? 1951–1957</p>	<ul style="list-style-type: none"> • Conservative governments and reasons for political dominance: Churchill, Eden and Macmillan as political leaders; domestic policies; internal Labour divisions; consensus politics. • Economic developments: post-war boom; balance of payments issues and 'stop-go' policies. • Social and cultural developments: rising living standards; the impact of affluence and consumerism; changing social attitudes and behaviour; class and 'the Establishment', the position of women. • Britain by 1957: issues relating to New Commonwealth migrants and race-relations; nuclear concerns and the formation of CND. 	<p><u>With reference to Sources 2,3 and 4 and your understanding of the historical context, assess the value of these three sources to an historian studying the state of British politics in 1951. (30 marks) Target AO2</u></p> <p><u>The most significant social change in Britain in the years 1951 to 1957 was the breakdown of the class system. Assess the validity of this view (25 marks) AO1</u></p>