Technology, War and Identities
A World Study After 1900

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Teacher’s Guide
About Key Stage 3 History
by Aaron Wilkes

Introduction
The first Folens History series by Aaron Wilkes – published in 2003, and now published by Oxford University Press – has become one of the best-selling Key Stage 3 series in recent years. The series stuck rigidly to the idea that any books used in a History classroom should be as entertaining and as relevant as possible. To put it simply, children learn best when they are interested! And any half-decent teacher knows that if a class of students is hooked early on in a lesson by a disgusting picture, a curious title or a thought-provoking objective, a highly productive learning environment is created. The series successfully revamped traditionally ‘boring’ topics and surrounded the more interesting ones with academic rigour. There was a deliberate attempt to present the work in a way that makes students go ‘Ugh!’ when they read the story of Thomas Becket’s murder, or ‘Yuk!’ when they examine medieval living conditions, or count their blessings when they study child labour during the nineteenth century. The books were dotted with weird facts (‘Fact’ boxes), extension opportunities (‘Hungry for More’), correct historical vocabulary (‘Wise-up Words’) and formal assessments (‘Have you been learning?’).

New opportunities
In 2008, a revised programme of study – and developments in classroom technology that are now becoming the norm – gave us the chance to refresh and renew the series. The second edition of the Folens History series, now published by Oxford University Press as Key Stage 3 History by Aaron Wilkes, attempts to take on board the key themes that underpin the revisions and incorporate them in a series of that will inspire and engage a new generation of learners.

A flexible approach
The 2008 programme is made up of a broad framework of historical periods and strands. Students are still required to study aspects of British, European, and world history from medieval to modern times but the encouragement of an enquiry-based approach means teachers can focus on key aspects of the
past within (and across) periods. *Key Stage 3 History by Aaron Wilkes* allows teachers to do this by implementing six themed enquiries in each of the four books. These enquiries focus on:

- Tolerance
- Political power
- England’s relationship with Scotland, Wales, and Ireland
- Britain in a worldwide context
- Crime and punishment
- Religion

For example, the development of political power is the focus of a historical enquiry (*Who rules?*) across all four books. In this enquiry, students will assess the changing relationship between the Crown and the Church and later, the Crown and Parliament. This includes examining topics such as Thomas Becket, Magna Carta, the Glorious Revolution, and the nature and motives of protest movements such as the Luddites, Chartists, and suffragettes.

**A diverse approach**

Teachers have been asked to pay particular attention to diversity – highlighted as a key concept of history and as a curriculum dimension. In the series, black and Asian history and women’s history are covered in detail. Particular attention is paid to the work of Olaudah Equiano and William Cuffay (Book 3, *Industry, Reform and Empire: 1750–1900*), the contribution of black and Asian soldiers in the Great War (Book 4, *Technology, War and Identities: A World Study After 1900*), the impact of immigration to Britain in the twentieth century (Book 4, *Technology, War and Identities: A World Study After 1900*) and civil rights in the USA (Book 4, *Technology, War and Identities: A World Study After 1900*). Strong female figures studied include Elizabeth I, Joan of Arc, Florence Nightingale, Mary Seacole, the suffragettes, and other important cultural icons of the twentieth century.

**A chance to develop students’ chronological understanding**

Greater emphasis has been placed on developing students’ chronological understanding. By the end of Key Stage 3, students are expected to have developed a secure chronological framework of the past, so that they can identify and understand some of the major periods, events and developments in British, European, and world history. *Key Stage 3 History by Aaron Wilkes* provides an effective chronological base for teachers to do this throughout the
whole of Key Stage 3. The books are written in chronological order – starting in the medieval period and going through to the twenty-first century. Within each book and CD-ROM students are encouraged to develop their understanding of the relevant historical conventions by using precise dates, correct vocabulary, and chronological terms.

A student's sense of chronology, sequence, and duration is developed through repeated overviews, summative tasks, Historical Enquiries, and concept-specific work sections. For example, in Book 2, Renaissance, Revolution and Reformation: Britain 1485–1750, the development of man’s scientific understanding is presented within a chronological framework as students study the change from the ‘Age of Faith’ to the ‘Scientific Revolution’.

A way of encouraging the development of skills

The Second Edition provides a stimulating backdrop for promoting students’ knowledge, encouraging their communication skills and understanding historical evidence. Some topics, such as The Princes in the Tower (Book 1, Invasion, Plague and Murder: Britain 1066–1485), Shakespeare or Fakespeare? (Book 2, Renaissance, Revolution and Reformation: Britain 1485–1750) or The Emily Davison mystery (Book 4, Technology, War and Identities: A World Study After 1900), encourage students to evaluate a wide variety of historical evidence. They will be required to use a number of strategies and enquiry techniques to arrive at effective and reasoned conclusions. In each book, there are specific spreads which are designed to help students develop insights into values, beliefs and motives and encourage key processes, such as the ability to communicate ideas clearly and persuasively. Other topics, such as Choose your weapons! (Book 1, Invasion, Plague and Murder: Britain 1066–1485) and How religious were the Tudor monarchs? (Book 2, Renaissance, Revolution and Reformation: Britain 1485–1750), focus on the ideas of change and continuity. The key concept of cause and consequence forms the central focus of topics such as Why was there an English Civil War? (Book 2, Renaissance, Revolution and Reformation: Britain 1485–1750) and Why did the population explode? (Book 3, Industry, Reform and Empire: Britain 1750–1900).

Key concepts: Significance and interpretation

The two concepts of significance and interpretation are vital for a student’s understanding of the past. In Book 1, Invasion, Plague and Murder: Britain
students are encouraged to identify and assess the significance of the Norman invasion of Britain. In Book 2, *Renaissance, Revolution and Reformation: Britain 1485–1750*, they are asked to judge the significance of the Reformation. In Book 3, *Industry, Reform and Empire: Britain 1750–1900*, students get the chance to analyse and explain different types of historical interpretation when they study the success or otherwise of the British Empire. In Book 4, *Technology, War and Identities: A World Study After 1900*, they are asked to interpret the importance of the peace deals at the end of World War One.

### A Citizenship resource

*Key Stage 3 History by Aaron Wilkes* provides a stimulating history-based approach to teaching Citizenship by addressing many of the issues, knowledge, skills, and understanding required by the Citizenship curriculum. For example, the value of democratic constitutions and the dangers of nationalisation and totalitarianism are covered in Book 4, when students address the rise of fascism and communism and their impact on the 20th century.

- Britain’s long history of cultural diversity is covered in depth throughout the series in the Historical Enquiries.
- The importance of resolving conflict fairly is covered in Book 4, *Technology, War and Identities: A World Study After 1900*, when the Paris Peace Treaties and their impact on Central Europe, the Balkans and the Middle East is discussed.
- The impact of world events on British history (and vice versa) is covered throughout the series from the Crusades, to Columbus, to Britain’s Empire and modern terrorism.
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Into the twentieth century

Rationale

The final book in this series, as can be gleaned from its subtitle, is not limited to examining aspects of British history. The first section of the book attempts to place Britain in its global context at the start of the twentieth century and sketches out some of the momentous social and technological changes that took place at that time. *Britain and the world in 1900* outlines the geopolitical situation and the economic extremes of Britain’s divided society. It then brings to the students’ attention the post-Industrial Revolution technological advances that set the world on its course for globalisation.

The themes of increased links between nations, technological advancement and societies riven by class distinctions are all perfectly encapsulated by the story of the Titanic. The reasons for its notoriety are examined in *Why is the Titanic so famous?*. In addition to this, the casualty and survival figures for each class of passenger are used to illustrate – with links to numeracy – just how rigid and inflexible attitudes towards class were, even in the face of death.

*Who was to blame for the Titanic disaster?* builds on knowledge gained in *Why is the Titanic so famous?* and requires students to come to substantiated conclusions over who, if anyone, was to blame for the massive loss of life. In our experience, this is a topic and task that instantly grasps students’ imaginations and leads to a variety of conclusions being reached and debated.

Possible starters

- Ask the students to write down three ways in which we learn about what life is like and what events are happening in other countries. Ask for or choose volunteers until you have elicited the following answers:
  - Travel
  - Telephone or the Internet
  - TV shows or films

Point out to the students that the technology that enables us to travel easily, communicate over very long distances, and capture and watch moving images was all in place at the start of the twentieth century. It was this
technology that allowed us to share each other’s cultures, fashions, trends and ways of life that has led to today’s ‘global village’.

**Hungry for More?**

- The whole topic of ‘Titanic’ lends itself to a research topic for a homework task or group presentation. Perhaps divide the class into four or five groups and ask each group to research an aspect of the Titanic. For example, one group could research and present on the topic of ‘Making Titanic’, another on ‘The passengers’, another on ‘The disaster’ or ‘Titanic’s legacy’, and so on.
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Britain at war (1) Historical Enquiry

Rationale

The Great War was such an horrific event on such a monumental scale that, even though it took place in only the second decade of the century, it casts a shadow that darkens European and world history to this day. So much of what happened in the twentieth century can be traced back to the Great War, and its short-lived moniker of the ‘war to end all wars’ could scarcely have been less apt. For this reason, we have devoted a considerable proportion of this book to this epoch-defining conflict.

Even though none of the fighting of the Great War took place in the British Isles, Why did the Great War start? begins by drawing attention to the evidence and legacy of the conflict that exists in every village, town and city in the land. This gives the students an insight into the trauma, heartbreak and upheaval that the war caused and instantly enables you to make the subject relevant to ‘your’ area and ‘your’ students’ lives.

Wars on the scale of the Great War don't happen overnight and plotting the ‘how’s, ‘where’s and ‘why’s in terms that the students can easily get a handle on is not always straightforward. In our experience, the best way to proceed is to separate the causes into long-term and short-term factors. The long-term causes (outlined in Why did the Great War start?) created a situation where countries were looking for an excuse to have a war. This is grasped by the students when they move on to The short-term reason and examine the murder in Sarajevo. Initially, the long-term reasons can appear a little theoretical and wishy-washy to the students, but the way in which the shooting of an obscure European royal by a previously anonymous terrorist group drove the entire continent to war reinforces just how badly relations had deteriorated.

The Great War has become synonymous with attrition and stalemate, but this was not the war that was anticipated at its outset. This point is made – and the geography and scale of the war is illustrated – in Over by Christmas?.

Up to this point in the Historical Enquiry, matters are examined on a national or international scale. Joining up brings things down to a personal level and examines the variety of motives individuals had for entering the armed forces.
This involves looking at the government-sponsored attempts to coerce people through the use of propaganda posters, as well as the social pressures and matters of conscience that dragged others into the conflict. It then goes on to examine the fate of those who refused to bow to the sustained assault of all these pressures: the conscientious objectors.

Once we have covered the ‘how’ and the ‘why’ a man might join the army, the natural next step is to convey an idea of what awaits him at the front. *Trench warfare* initially allows the students to examine an image to identify its main features and see how the war was fought on the Western Front. An insight into how this felt to the men who were actually there is then gleaned from a selection of genuine Great War diary entries and letters. The empathy task at the end of this section requires the students to pull together all they have learnt about life in the trenches while allowing them to use their imagination. We have found that the students approach this task with relish, and giving them blank ‘diary pages’ to complete it on increases their enthusiasm even further.

The stalemate and slaughter of the front was shaped and made possible by the weapons that were developed and used by both sides. *Weapons of WW1* is designed to allow the pupils to evaluate and compare the main weapons of the conflict at a glance. Using the ‘game card’ format that runs throughout the series, the pupils are given the resources to reach their own conclusions over which weapons would have been the most effective.

One of the most popular elements from the first edition of this title was the case study of Private Harry Farr’s trial and execution. The tragic tale of this young soldier’s death at the hands of his own side allows the issues of shell shock, military discipline and posthumous pardons to be discussed and debated. While the language and themes featured in this sorry story require quite a high degree of maturity from the students, we have found its hard-hitting message can have a profound effect on them.

One of the new additions to the second edition is *Home front*. This looks at the considerable implications of the war economy for the civilian populations, ranging from loss of civil liberties, increased emancipation of women and the realisation that there was no longer such a thing as a non-combatant.

The Great War is a unique area of the History curriculum in that it features in students’ lives every year through Remembrance Day assemblies and observing the two minutes’ silence. In our experience, while students are
invariably aware that poppies are worn to commemorate a war, they are unclear of its origins and significance. *How did ‘Poppy Day’ start?* attempts to explain how and why the guns finally fell silent in 1918 and puts the wearing of poppies in its correct historical context.

The Historical Enquiry is brought to an end by looking at the ‘Big Three’s’ attempts to reorganise the post-war world in *How did countries try to avoid more wars?*. In essence this is an examination of the results of summit diplomacy, with the students being required to reach conclusions over which leader came closest to achieving their stated aims. While hinting at the problems that the Treaty of Versailles stored up for future generations, it also evaluates the successes and weaknesses of the League of Nations: an important milestone in international cooperation.

**Possible starters**

- As a general and inclusive starter that allows the students to recall any existing knowledge they might have, pose the following question: ‘Why is the First World War sometimes called the Great War?’ You can then elicit the answer that the ‘Great’ refers to the scale of death and destruction, establishing the historical significance of this conflict.

- Once the long-term reasons for the war have been covered, display a picture of some mountaineers all tied together and a picture of a barrel of gunpowder. Explain that some historians have compared Europe in 1914 to both or either of these things and ask the students to attempt to explain why. Once that has been done, explain that today you will be looking at that first mountaineer slipping or the spark being struck near the keg.

- Display some popular, well-known current advertisements on the whiteboard. Ask the students to define what the purpose of the advertisement is. When you have reached the conclusion that it is to influence people’s behaviour, explain that it is not just companies that do this in order to get people to buy their goods; governments do it too and it is known as propaganda. You are then ready for *Joining up*.

- Students often have some existing knowledge or misconceptions of what warfare is like. Ask them to write down three adjectives that they think describe the conditions and experiences soldiers went through.

- Give out some copies of, or display on a whiteboard, Wilfred Owen’s poem, “Dulce et Decorum Est”. This is a great way to stimulate discussion on life for soldiers during World War One. Contrasting the poem with Rupert Brooke’s “The Soldier” is a great starter too. Ask the students to think about how and why they are different.
● Source some footage of shell shock victims from the Internet or a Great War TV documentary (BBC’s series, 1914–18, for example). Tell the pupils that all these men were soldiers and they had been diagnosed with the same condition. Ask them to guess what that condition might be. Then look at Harry Farr’s case.

Hungry for More?

● As hinted at in the beginning of this Historical Enquiry, a local war memorial is a rich source of material, and an examination of and research project into one is a wonderful way of bringing tales of ‘a corner of a foreign field’ to your locality. Something as simple as a child seeing their surname on a memorial can engage them in a way that it is not possible in the classroom.

● As a final end project, draw all of the students’ knowledge together by setting them the task of creating a war timeline. Ask them to create a character (male or female) and invent a life story for them for the years 1914–1918. By doing this, they chart the enormous changes that everybody experienced, whether on the western or the home front. The timeline can be enhanced with pictures sourced from books or the Internet and fictional diary pages. This is an ideal opportunity to utilize the school library or computer suites.
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America’s century

Rationale

The twentieth century undoubtedly belonged to the USA. It was the century when the New World came of age and, as the years passed, old Europe increasingly danced to the USA’s tune. American culture, customs and products are all pervasive in the lives of children today – as they are in ours – to such a degree that they are rarely questioned or even identified as belonging to a separate culture. The rise of the USA attempts to explain how the USA started out on the road to dominance and how many of the things that form the basis of today’s popular culture (consumerism, fashion and celebrity) were born in the USA at the beginning of the twentieth century.

Possible starters

- Display a variety of images of current American celebrities from a variety of fields (politicians, sports stars, musicians, movie stars, and so on) on the whiteboard. As you scroll through them, ask the students which country they come from. Finally, ask if the students can think of another country that provides us with so many celebrities. Once you have illustrated the USA’s cultural dominance, explain that you are going to see how all of this began with help from the textbook.

Hungry for More?

- Why not get students to work in groups on a presentation about one of the following early twentieth-century ‘celebrities’:
  - Henry Ford
  - Charlie Chaplin
  - Louis Armstrong
  - Walt Disney
  - Rudolf Valentino
  - Laurel and Hardy
  - Clara Bow
  - Babe Ruth
  - Bessie Smith
  - Duke Ellington
  - Bobby Jones etc.
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Who rules? Historical Enquiry

Rationale

This Historical Enquiry forms the final instalment of the gradual shift in power from absolute monarchy to a genuinely representative democracy. Whether explicitly aware of this or not, the students have been charting this change since their first History lessons in Year 7. *When did Britain become a democracy?* sets out exactly what a democracy is and sets the students the task of deciding for themselves when Britain became worthy of the name.

Something that frequently startles the students is that it took until 1928 for women to gain equal voting privileges. They are often amused that a country could deny over 50 per cent of the population the vote yet could still call itself a democracy. *How did women win the vote?* looks at the possible motives for the government finally granting universal suffrage (albeit to women over 30) and requires the pupils to decide whether the suffragettes were effective political campaigners or dangerous radicals whose tactics were counterproductive.

The campaign and tactics of the suffragettes are continually fascinating to the students and the tragic, if spectacular, demise of Emily Davison is the perfect event to build a source analysis task around. The seemingly contradictory evidence always generates heated debate, and as the two sides become more and more entrenched in their positions, it allows you to perfectly illustrate that history is not an exact science.

Possible starters

- Ask the students to define what they think the word democracy means. If they don’t know, ask them to write down where they have heard the word or what they think it might have something to do with.

Hungry for More?

- As we are all aware, Britain’s democratic system is far from perfect today, and the calls for more reform have never gone away. An extension task could take the form of looking at alternative forms of democracy, and the strengths and weaknesses of proportional representation and the ‘first past the post’ system.
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Democracy and dictatorship

Rationale

Growing up in post-Cold War Britain, we have found that students today can barely comprehend a country being organised in any way other than as a capitalist democracy. With this being the case, it makes the political distinctions, rivalries and power struggles of the twentieth century extremely difficult to address. For this reason, we set out the distinctions between democracies and dictatorships in Different ways to run a country.

As the middle decades of the twentieth century were marked by the ideological struggle to the death between fascism and Marxism, we felt it was important to make the distinction between the two systems in Two types of dictatorship. Although we use the Soviet Union and Mussolini’s Italy as dictatorship case studies, there is no doubting that Adolf Hitler is the most infamous dictator of the twentieth century.

Adolf Hitler: choirboy, artist, tramp, soldier, politician attempts to set out Hitler’s life story before he came to power. By looking at his incredibly humble roots, it not only puts his remarkable rise into context, it allows the students to see the man behind what they often believe to be an almost fantastical and fictional monster.

What was life like in Hitler’s Germany? sketches out Hitler’s racial prejudice, plans for the young and attitudes to women. The students not only find this fascinating in its own right but it also gives them an idea of the values that Britain was fighting against in the war that shortly followed. In our experience, if this is not covered, the students have no idea what was at stake in World War Two and merely think we were saved from having to speak German!

Possible starters

- Display or hand out an image of the current prime minister. Ask the students to explain, if people aren’t happy with the job that the prime minister is doing, what they are able to do to change the situation. You may want to mind-map their answers, which should be, for example, complain, campaign for alternative politicians, and vote for a rival political party. Then ask if people do all these things in every country. You can
then explain that many of these things are peculiar to democracies – like Britain – but not every country is a democracy.

- Ask the students to write down one word that explains who was in control of Britain during the Middle Ages (king, monarch, and so on). Then ask them to do the same to explain who controls Britain today (politicians, ministers, and so on). Explain that some people believe that the way countries are run is changing or evolving, and that Marx believed power would move from the middle classes to the working classes in the same way that it had moved from the aristocracy to the middle classes.

- Display or hand out an image of Adolf Hitler. Ask the students to write down either his name or one thing they know about him. Explain that Hitler is probably one of the most infamous or iconic people of the twentieth century, but he was born in obscurity and had an ‘ordinary’ childhood as the son of a post office official.

**Hungry for More?**

- The way different countries are run or controlled is as valid today as ever. Examining which countries are democracies, dictatorships and nominally communist – and what this means in terms of international relationships – is an ideal topic to be studied in conjunction with Citizenship.
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Britain at war (2) Historical Enquiry

Rationale

It is impossible to give even the most cursory glance to the twentieth century without addressing the cataclysmic event that was World War Two. Why was there another world war? examines how the seeds of this conflict were sown in the aftermath of the Great War. Students can see the grounds for Germany’s many grievances and gain an insight into how Hitler was able to sell his message to a defeated and humiliated people.

Appeasement and the countdown to conflict not only gives the students a chronological framework to the beginning of the war, it also requires them to make a judgement on the ever controversial issue of appeasement. Chamberlain’s handling of Hitler is repeatedly referred to whenever there is a global flashpoint and military intervention is debated in the media.

The reasons for and circumstances of Britain’s ability to withstand the assault of Hitler’s might are looked at in Who were the ‘Few’? We included this not only because it is a true moment of national significance, but also because it allows us to chart the evolution of the weapons and tactics from the Great War. It is also perennially popular with the students, especially when studied in conjunction with the 1960s star-studded film, The Battle of Britain.

At this point, it would be easy for the students to assume that the Battle of Britain, and the war in the air in general, just affected the ‘few’ pilots that were in the air. We address this in ‘Mr and Mrs Jones would like a nice little boy’, which looks at the reasons for, and the social implications of, the policy of evacuation. Students love to learn about the experiences of people of their age and it makes empathy all the easier to achieve. In addition, it is an emotive way of underlining the full implications of total war.

We felt it was important to convey that Hitler’s Germany did not have a monopoly of the bombing of civilian areas from the air so we decided to include the debate over Sir Arthur ‘Bomber’ Harris. Having already learned of the experiences of British civilians, the students are in a position to make a more balanced judgement on the policy of area bombing – with some dramatically different conclusions usually being reached.
This Historical Enquiry is rounded off with *The end of World War II: why were nuclear bombs used?*. This examines the reasons for Japan’s entry into the war and how the war in the Pacific theatre developed, before setting the students the task of deciding whether the dropping of the atomic bombs was justified. This not only builds on the students' knowledge of the targeting of civilian areas, it provides them with an insight into the nuclear age and the implications this had for the way in which future conflicts might be fought.

When discussing what subjects to include in this Historical Enquiry, we were adamant that the final solution had to be covered in some depth. What was not so clear to us was where to fit it in within the context of World War Two. As the attempted extermination of the Jewish race was a by-product of the conflict, we decided to tackle it at the point when most people became aware of the horror of the gas chambers: at the end. The sheer horror of the images included in this section can prove upsetting or disturbing, but they convey the scale and the intensity of the evil committed.

**Possible starters**

- Ask the students to write down the name of a victorious country of the Great War. Then ask them to write down the name of a country that was defeated. Finally ask them to decide which country would have more reasons to fight another war and explain their answers. This paves the way for establishing that it was the humiliation and the Germans’ desire to restore national pride that led to Hitler’s election and the Second World War.

- Ask the students to imagine a school bully approaching a Year 7 student on a Monday morning and demanding he hand over all of his dinner money. Pose the students the question: if the Year 7 student gives the bully all of his money, does that mean he will be left alone on Tuesday, or Wednesday or Thursday? Explain that many people have compared Hitler’s actions in the 1930s to that of a school bully and that the failure to stand up to him at the beginning led to war.

- Explain that the British Isles have avoided invasion by a foreign power since 1066 and that this is in large part due to being surrounded by water. In World War Two, the English Channel no longer afforded Britain the protection it once had and the people of Britain were open to attack. Ask the students to explain why, or what technological innovation made this possible. You have then established the circumstances for the war in the air.
Display or provide an image of a young child wearing a gas mask. Ask the students to describe what they can see and explain why the child is dressed or adorned in such a way. You can then explain that all children had to carry gas masks by law and this conveys the degree of danger and vulnerability that was felt on the home front.

The photograph on page 80 (Source B) is a fantastic image. Display this photograph and pose several questions: How do you think the boy feels? Who do you think the woman is? What do you think is in the suitcase and on the label? Why is the boy out of line? And so on. A great way to start any ‘evacuation’ topic.

The first ten minutes of the film Goodnight Mr Tom and TV series Carrie’s War show contrasting ways of finding evacuee housing out in the countryside. You could use one or both of these examples as a way into the topic.

Explain that, unlike the Great War, much of the fighting in World War Two took place outside of Europe. Much of this was because Britain and its allies were not just fighting against Germany, but another empire. Ask the students to write down the name of Britain’s other major enemy in the Second World War. The scene is then established to introduce the reasons for the war in the Pacific theatre.

Hungry for More?

The topic of evacuation and the home front is particularly evocative to students. It provides an excellent opportunity to work collaboratively with the English department through the book Goodnight Mister Tom (by Michelle Magorian), and the survival of many domestic air-raid shelters can form the basis of a wonderful local history project.

Divide the class into seven groups and give each group a year – 1939, 1940, 1941, 1942, 1943, 1944 and 1945. Their task is to prepare a class presentation, booklet or similar about their year. Whilst watching the presentations, the others can take notes about significant turning points, key battles etc.
Cold war

Rationale

Unlike the First and Second World Wars, the conflict that characterised the second half of the twentieth century is not a war that the students have much background knowledge or preconceptions about. To many students, the fact that the world stood on the precipice and faced nuclear annihilation for nearly half a century comes as a genuine shock! We decided to start this section by looking at the United Nations, a global institution that grew out of the spirit of increased cooperation that emerged from the ashes of World War Two.

*Why was there a cold war?* examines why that spirit of cooperation turned into contempt and mistrust all too quickly. The ideological differences between the two sides are revisited and then the past and future sources of friction are explored. Once the reason for the conflict is understood, we move on to the reasons why the bullets didn’t start flying and examine the idea, and implications of, nuclear deterrence.

One of the most startling, and historically significant, side effects of Mutually Assured Destruction was how the conflict manifested itself in the race to explore outer space. The race was only made possible by the development of intercontinental ballistic missiles and the various extraterrestrial milestones are charted in the book. Finally, the students are set the task of explaining who they believe the ultimate victors of the space race were.

Arguably, humankind’s most significant achievement ever was born out of the Cold War: putting a man on the moon. The arrival of the Internet has heralded a new era in conspiracy theories and, in our experience, given a choice, a student would rather believe that man hasn’t been to the moon than has. *Did man really land on the moon?* attempts to put this conspiracy theory within the framework of a source enquiry. While this doesn’t always placate the most dedicated sceptics, by making them explain why they don’t believe the landings took place it certainly makes them explore their beliefs or prejudices more deeply.

Possible starters

- As a class, mind-map the countries that fought on the respective sides during World War Two. Then focus on the Allies. Ask the students what
made Britain, the USA and the USSR become allies. Ask what they had in common. Invite answers until all have been eliminated except the common cause of defeating Hitler. This makes the idea of the alliance collapsing once Nazism had been destroyed much easier for the students to grasp. You might want to sum it up with the old maxim, ‘My enemy’s enemy is my friend’, and ask the students to explain what this means.

- Ask the students to write down one motive that they believe humankind had for going into space. Aside from scientific reasons, they will struggle to come up with anything. You can then explain that the rush to explore space needs to be viewed in the context of the Cold War and how it came out of the technology necessary to build intercontinental ballistic missiles, along with the battle for international prestige.

**Hungry for More?**

- A visit to the National Cold War exhibition at the RAF Museum Cosford is a wonderful resource to build a scheme of work around. If a visit is not possible, www.nationalcoldwarexhibition.org.uk is an excellent website and provides everything needed for a research project.
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Britain abroad Historical Enquiry

Rationale

The new National Curriculum guidelines for KS3 History require that greater emphasis is placed on Britain’s relationship with its empire. With this in mind, we have dedicated a Historical Enquiry to its development in the previous books in the series and, in this final book, we have dedicated an Historical Enquiry to its decline and fall.

*The ‘jewel in the crown’* charts India’s struggle to break free from British rule: a struggle both punctuated and strengthened by the two world wars. The considerable contribution India made to Britain’s survival and eventual victory in those conflicts is covered in greater depth, as is the role played by Mohandas Gandhi in gaining India’s independence. The trauma that immediately followed independence and the bloodshed that marked the partition of the sub-continent into Pakistan, India and Bangladesh is also covered.

Africa’s struggle to free itself from colonialism is then addressed in *Independence in Africa*. After sketching out exactly who controlled what once the scramble for Africa had finished, we then move on to the long road to freedom. The experience and the varying degrees of success that the African nations went through after World War Two are then compared and contrasted. Students can then decide if Tony Blair was right when he described Africa as a scar on the conscience of the world.

Possible starters

- Ask the students to write down the names of three countries that Britain used to control as part of its empire. Then ask them to write down the name of a country that Britain controls today. The second task will obviously be more difficult and allows the question, ‘How and when did this change?’ to arise in the students’ minds.

Hungry for More?

- The UK retains control or sovereignty of 14 areas outside the British Isles, known as the British Overseas Territories. What and where these are, and
conflicts such as the Falklands War, make an excellent ‘End of Empire’ research project.
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How tolerant is modern Britain? Historical Enquiry

Rationale

We decided to chart the varying degrees of tolerance in British society throughout the series, and it is arguably never more relevant than today. *The Empire comes home* attempts to display where the majority of Britain’s migrant population has come from. This not only links to *Britain abroad* in terms of the wider and more far-reaching effects and legacy of the British Empire, but also *Britain at war (2)* – highlighting the social effects of World War Two, and other conflicts, that are so often overlooked.

*What was so special about the Windrush?* examines the attitudes that many people in Britain had towards immigration, and indeed still do. We felt it was important to explore the different attitudes people adopted towards migrants from Ireland and Europe – namely white migrants – and those from the colonies – namely migrants of colour. The students are left to draw their own conclusions as to why the arrival of the *Windrush* grabbed the headlines and caused alarm when the daily arrival of ships of immigrants from Ireland went uncommented on. Unfortunately, this distinction is as relevant and topical today as it ever has been. By examining the *Windrush*, it may well cause the students to look at the headlines of today’s right wing newspapers in a new (and more balanced) light.

The idea behind *Immigration nation* was to highlight things that, to someone born in the last 15 years, are synonymous with life in Britain but are entirely due to migration. With so much attention in the media being devoted to the perceived negative aspects of modern migration, we wanted to highlight the impact it has had on areas such as popular music, sport, food, and healthcare.

Possible starters

- Explain that people from many different countries have decided to move to Britain and make it their home. Ask the students to name one country that they think people have moved from and why they think the immigrants chose Britain as their new home. You can then explain that they will look at where many of Britain’s immigrants have moved from and that this is closely linked with Britain’s colonial past.
Hungry for More?

- The contribution made by immigrants to the life and culture of Britain provides some remarkable and surprising anecdotes. The book *Bloody Foreigners* (by Robert Winder) is a wonderful social history of immigration to these islands and is an ideal source for a research project. You could assign an ethnic group to each group or pair of students and ask them to summarise the story of ‘their’ ethnic group.
Protest and terror

Rationale

Despite the absence of a global armed conflict since 1945, there has been no shortage of violence, struggle and resentment. Protest and terror attempts to look at the different ways that various groups have struggled against what they perceived to be injustice. The Rosa Parks story addresses the iconic civil rights struggle in the USA that has been given a new resonance and relevance by the election of Barack Obama. It is almost a blueprint for how a struggle against injustice should be waged, with the dignity of Parks and Dr King echoing down the ages. This is not lost on the students and, when it is contrasted with the nature and methods of other struggles, it appears all the more remarkable.

The open sore in today’s international relations is the Middle East and it would be unthinkable to write a world study after 1900 without addressing the issues that surround the Arab-Israeli conflict. Why is there conflict in the Middle East? attempts to do just that and sets out why there is a dispute over the land that is now Israel and how this has spilled out into the international arena.

What is ‘terrorism’? expands on this theme and attempts to put the atrocities of 11 September 2001 and 7 July 2005, amongst others, into a wider international and historical context.

Possible starters

- Display an image of Barack Obama. Ask the students who he is and what is remarkable or significant about him. Once you have the answer that he is the first black American president, explain that they will look at where it all began.
- Ask the students to write down the names of three religions. Once you have Christianity, Judaism and Islam, display images of the Western Wall, the Church of the Holy Sepulchre and the Al-Aqsa Mosque, and explain that all of these holy sites are within one city. Ask which religion should have control of the city and ask the students to explain how the followers of the other religions would feel about this.
Display suitable images of the aftermath of several terrorist attacks. Ask the students to explain why they think these attacks took place. What were the bombers trying to achieve?

**Hungry for More?**

- The story of the students at Little Rock forms the basis of a wonderful research project that the students can easily empathise with.
- The Troubles in Ireland and how they came to an end provide an excellent – and non-Islamic – case study of several terrorist campaigns that (hopefully) have come to an end. By researching the reasons for the Troubles, some of the atrocities and how they were resolved, the students are given a fresh perspective on terrorism that is very close to home.
Can you get justice in modern Britain? Historical Enquiry

Rationale

The nature of crime, and the way British society has dealt with it, has been a Historical Enquiry throughout the series. *Crimewatch UK* sets out why crime is a bigger issue now than at any other point in our history and outlines how crime has evolved throughout the twentieth century. Once that has been done, we chart how the government has amended legislation in order to wage its crusade against crime. This brief Historical Enquiry is then rounded off by looking at Britain’s ballooning prison population, leaving the students to decide whether the various governments’ policies have been successful.

Possible starters

- Pose the students the question, ‘What is the most common kind of crime that is committed in Britain today?’ Most students will answer that it is mugging or some other form of violent crime. Explain that crime is a modern preoccupation and that it is violent crime that grabs the headlines.
  
  Note: a recent study gave the following as the ten most common crimes:
  
  - Criminal damage
  - Theft (excluding car theft)
  - Violence against the person
  - Car theft (including theft from vehicles)
  - Burglary (excluding domestic)
  - Domestic burglary
  - Fraud/forgery
  - Drug offences
  - Robbery
  - Sexual offences
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How religious is modern Britain? Historical Enquiry

Rationale
Religion has been a driving force that has forged so much of British culture and its influence looms large over British history. Pupils in Year 9 might be forgiven for wondering where all of this religion has gone from their History lessons and A secular state? attempts to answer their query. The Historical Enquiry centres around the debate over the extent of secularism in Britain today and balances the perceived decline in Christianity with the influx of the other world faiths.

Possible starters
- Ask the question, ‘What is Britain’s official religion?’ Then conduct a class survey of religious observance and compare with the 2001 census results. You are then ready to examine the degree of secularisation in Britain today.
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Going global

Rationale

The lack of international rivalry and increased closeness between the European nations can be the source of some confusion for the students, particularly as they have spent most of the year looking at how these same nations had spent the first half of the century trying to destroy each other. A united Europe attempts to explain how Europe set out on the road to unity from the ashes of World War Two and charts the landmark agreements that have seen the European Coal and Steel Community (ECSC) evolve into the European Union (EU).

The rest of this section examines the modern phenomenon of globalisation. A shrinking world looks at the factors that made the ‘global village’ a reality and sets the pupils the task of prioritising these inventions and developments.

Perhaps the greatest icon of globalisation is McDonald’s, and despite a degree of backlash amongst the wider public, the burger chain still holds a cherished place in the hearts of most students. The story of how a single barbecue restaurant in California expanded to the point where they were present in almost every country in the world encapsulates the very essence of globalisation: good points and bad points.

Possible starters

- Display a number of national flags, including the EU flag amongst them, and set the students the task of identifying them. Make the distinction between the EU and nation states.
- Ask the students to define what a village is. Once the class have concluded that it is a small collection of homes that are in close proximity, ask them how there can be such a thing as a global village.
- Display a number of global brand logos such as Starbucks, Nike, Adidas, Microsoft, Apple, Burger King, McDonald’s, and so on. Ask the students to identify the brands behind the logos and then ask the questions: ‘In which countries are these brands available?’, ‘What countries do they come from?’. You are then ready to look at globalisation.
Hungry for More?

- The debate between pro-Europeans and Euro-sceptics that looms large over British politics is easily transferred into the classroom and, armed with the knowledge of where nationalism led to in the first half of the twentieth century, can lead to some surprising conclusions.
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Looking forward, looking back

Rationale
This small section of the book is intended to get the students to look back at what they have learned over the course of the year and take stock of it. It is very easy for the students to get lost in the drama and momentous events and characters of history and lose track of what happened when. The intention of this section is to reinforce the chronological framework of the book, enable the students to revisit previous learning and gain an overview of the extent and speed of the change that took place after 1900.

Possible starters
- Ask the students to think of a change that has occurred in their – or their parents’ – lifetime. You might want to give them some pointers by mentioning how they listened to music, travelled, used telephones, went on holiday, and so on.

Hungry for More?
- This lesson can form the basis of an excellent end of year classroom display. You can designate different areas of life (power, population, religion, and so on) to different groups and ask them to illustrate the changes on one A3 or A2 sheet of paper.