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**Knowledge Rich Curriculum Plan**

Humanities – History

Y12: The Making of Modern Britain 1951-2007



| **History** **Year 12**  | **The Affluent Society 1951-1964** |  |  |
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| **Lesson/Learning Sequence**  | **Intended Knowledge:***Students will know that…* | **Tiered Vocabulary**  | **Prior Knowledge:***In order to know this students, need to already know that…* |
| **L1 – Introduction: The Making of Modern Britain**  | * Students will know that Britain is a constitutional monarchy.
* Students will know how Britain is ruled with a monarch, a prime minister and members of parliament at the Palace of Westminster.
* Students will be given an overview of the course.
 | Constitutional Monarchy: A monarch as head of state but the power to make laws resides with Parliament.  | Students will need to know that Britain had a monarch and a parliament.  |
| **L2- How did the Conservatives achieve political dominance?** | * Students will know that the Conservatives were dominant for 13 years.
* Students will know that the Conservative Prime Ministers were Churchill, Eden, Macmillan and Home.
* Students will learn the positives and negatives of each leader. For example, Churchill was a wartime hero and Macmillan was known as ‘supermac’.
 | Political dominance: A ruling power staying in office for more than one consecutive term.  | Students will need to know that a Prime Minister was the head of government in Britain.  |
| **L3 – The legacy of Attlee and Post- War Consensus** | * Students will know that Attlee was a significant Prime Minister being responsible for the NHS.
* Students will know that Attlee was voted out of power in 1951, with Churchill becoming PM once more.
* Students will know that the Conservatives continuing his policies was known as the ‘post- war consensus’.
 | Post- War Consensus: The period of compromise between political parties 1945-1970s.  | Students will need to know that the Conservatives were in power from 1951. Students will need to know that WW2 had ended in 1945.  |
| **L4 - Internal Labour Divisions: Why was Labour un- united 1951 to 1964?** | * Students will know that Labour was a divided party in the post- war world.
* Students will know that the party was divided between the left with Bevan and the right with Gaitskell.
* Students will know that divisions over Clause IV, NHS charges and unilateral nuclear disarmament kept Labour out of power compared with a stronger Conservative party.
 | Unilateral nuclear disarmament: Renouncing the use of nuclear weaponry.Nationalisation: State ownership of industry.  | Students will need to know that Labour had set up the NHS in 1948. Students will need to know that Labour were in opposition from 1951.  |
| **L5- How popular were the Conservatives?**  | * Students will know that the Conservative leaders faced challenges in their time as leader.
* Students will know that Churchill was more focused on foreign affairs rather than domestics.
* Students will look at acts like the Homicide Act, the Clean Air Act and the Wolfenden Report.
* Students will know that Eden damaged his reputation with the Suez Canal Crisis.
 | Suez Canal: An artificial water way in Egypt.  | Students will need to know that it was the Conservatives in power.  |
| **L6 - Why did the Conservatives fall from power in 1964?** | * Students will know that the Conservatives were voted out in 1964.
* Students will know that the Profumo Affair brought Macmillan’s government down.
* Students will know that Home was not popular due to his connections with the royals.
 | Profumo Affair: The name given to a spy scandal during Macmillan’s time as PM.  | Students will know the Conservatives were in power for 13 years.  |
| **L7- What was the Post- War Boom and Stop- Go Economics?** | * Students will know that the economy recovered after the war with men returning home and rationing ending in 1954.
* Living standards were better than ever with higher wages and more technology.
* Students will know that stop-go economics was a short-term solution to the problem of inflation. It involved controlling interest rates to control the economy.
 | Stop- go economics: The use of interest rates to control inflation.  | Students will know that the war had ended in 1945 but Britain was still recovering. The government was popular.  |
| **L8 – Rising living standards: the impact of affluence and consumerism** | * Students will know that living standards increased as slums were cleared and home ownership increased.
* Students will know that there was an increase in affluence as new technology started to appear like fridges and televisions.
* Students will know that holidays started to become more popular with for example, Butlins.
 | Affluence: Having a great deal of money.  | Students will know that the Conservatives were relying on stop- go economics but overall, the economy was recovering in a post war boom.  |
| **L9- Who were the establishment?** | * Students will know that the establishment was a term for the informal connections between the higher classes.
* Students will know that society started to challenge the establishment after scandals like the Profumo Affair.
* Students will know that there was a satire boom for TV, literature and theatre.
 | Establishment: Connections between the higher classes. Satire**:** The use of humour in the context of politics.  | Students will know that the Profumo Affair was a spy scandal at the time of the Cold War.  |
| **L10- How did the position of women change?** | * Students will know that women were still confined to the stereotypical roles of the housewife and the mother.
* Students will know that only 1 in 5 women went to work in 1951.
* Students will know that women were reliant on men.
 | The Liberator: The nickname given to the washing machine.  | Students will know that women were stereotyped as the housewife and the mother throughout history.  |
| **L11- Immigration and racial violence** | * Students will know that after the war, there was an increase in immigration from the New Commonwealth to England.
* Students will know that Windrush arrived in England in 1948 and received a mixed welcome.
* Students will know that the Notting Hill Riots were outbreaks of serious racial violence against Caribbean people in Notting Hill.
 | New Commonwealth: Countries that had recently gained independence.  | Students will need to know that Windrush arrived in England from KS3 and KS4. Students will need to know that people immigrated to and from England throughout history.  |
| **L12- How did youth culture change between 1951 and 1964?** | * Students will know that it was in the post war era that the teenager emerged. By 1959 there was 5 million in Britain.
* Students will know that the teenager emerged as they found their own culture as times were changing.
* Students will know that different subcultures included Teddy Boys, Rockers and Mods which there was violence between.
 | Teddy Boys: Teenagers who dressed in Edwardian fashion. Challenged older people.  | Students will need to know that there was a post war boom meaning Britain was doing well. Students need to know that society was considered to be in an age of affluence.  |
| **L13- Changing social attitudes and tensions** | * Students will know that the changing society caused tensions.
* Students will know that there was a drive to break down censorship and taboos.
* Students will know that moral crusaders like Mary Whitehouse challenged this ‘immorality’.
 | Socially Conservative: In favour of traditional values.  | Students will need to know that British society had changed after the war with the satire boom and rise of the teenager.  |
| **L14- How did Britain’s status as a world power change between 1951 and 1964? Europe**  | * Students will know that the EEC set up in 1957 and Britain was not a member.
* Students will know that Britain did attempt to join but their attempt was vetoed in 1963.
* De Gaulle vetoed the decision for several reasons including the special relationship with the USA.
 | EEC: European Economic Community.  | Students will need to know that Britain was on the winning side of the war.  |
| **L15- How did Britain’s status as a world power change between 1951 and 1964? USA**  | * Students will know that Britain had a special relationship with the USA.
* Students will know that Britain was on the side of the USA during the Cold War.
* Students will know that presidents kept prime ministers up to date with events of the Cold War.
* Students will know Britain developed its own nuclear bomb in 1952.
 | Special Relationship: A special relationship is a diplomatic relationship that is especially strong and important. This term is usually used to refer to the relationship between the United States and the United Kingdom. | Students will need to know that the Cold War was happening from 1945 which they will from KS4.  |
| **L16- How did Britain’s status as a world power change between 1951 and 1964? CND, Suez, Korea** | * Students will know that there were campaigns against nuclear weaponry in the post war period.
* Students will know that Britain did send troops to Korea for UN forces.
* Students will know that there was a Suez Canal Crisis in 1956 which damaged Britain’s reputation as they lost.
 | CND: Campaign for Nuclear Disarmament. Campaign to stop the creation and possession of nuclear bombs.  | Students will need to know that the Cold War was happening from 1945 which they will from KS4.  |
| **L17- How did Britain’s status as a world power change between 1951 and 1964? Winds of Change** | * Students will know that decolonisation had already started before 1951 and Britain was losing its empire.
* Students will know that Winds of Change was a speech delivered to Macmillan in which he supported decolonisation.
* Students will know that the Commonwealth emerged after the retreat from empire.
 | Decolonisation: The action or process of a state withdrawing from a former colony, leaving it independent | Students will need to know that Britain had a powerful empire before WW2 which they will know from KS3 and KS4.  |

| **History** **Year 12**  | **The Sixties 1964-1970** |  |  |
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| **Lesson/Learning Sequence**  | **Intended Knowledge:***Students will know that…* | **Tiered Vocabulary**  | **Prior Knowledge:***In order to know this students, need to already know that…* |
| **L1- Wilson’s ideology and leadership** | * Students will know that Labour won the 1964 election and Harold Wilson became Prime Minister.
* Students will know that Wilson was a moderniser who was seen as classless.
* Students will know that Wilson promised that he would catch Britain up with the ‘white heat’ of technological change.
 | White Heat of Technology: A focus on science, education and technology to encourage a higher standard of living.  | Students will need to know that the Conservatives were politically dominant for 13 years before Labour won in 1964. Students will need to know that Labour was once a divided party.  |
| **L2- What is devaluation?**  | * Students will know that Wilson wanted to get Britain out of the cycle of stop-go economics.
* Students will know that Wilson and his Chancellor, Callaghan wanted to avoid devaluation.
* Students will know that the Department of Economic Affairs (DEA) was set up to try to avoid devaluation but Brown and Callaghan did not work together and it failed.
* Students will know that the pound was devalued in 1967 by 14%.
 | Devaluation: Lowers the value of a currency in comparison to others.  | Students will need to know that under the Conservatives, the country was stuck in a cycle of stop-go economics. Students will need to know that Wilson had the aim of modernising the country.  |
| **L3- Industrial relations and trade unions**  | * Students will know that by 1966, industrial relations started to deteriorate.
* Students will know that wildcat strikes are unofficial strikes and dockers and seaman were striking.
* Students will know that Barbara Castle’s white paper ‘In place of Strife’ of 1969 was unpopular.
 | Wildcat strike: sudden, unofficial local disputes.White paper: a government report giving proposals.  | Students will need to know that a trade union supports workers rights and organises strikes.  |
| **L4- Domestic policies and labour divisions** | * Students will know that while Wilson wanted to modernise, he had trouble putting it into practise.
* Students will know that the party was still divided over issues like unilateral nuclear disarmament and clause IV and there was tension between Brown and Callaghan over the economy.
* Students will know that Wilson was a paranoid prime minister and thought members of his government were plotting against him.
 | Divisions: A significant difference between groups. For example, the left and right of the party.  | Students will need to know that there was tension between Brown and Callaghan.  |
| **L5- The beginning of the Troubles in Northern Ireland**  | * Students will know that Northern Ireland had been created in 1922 with a protestant majority and Catholic minority.
* Students will know that there were splits between unionists who wanted to be a part of the UK and nationalists who wanted an independent Ireland.
* Students will know that a civil rights movement started to campaign for rights for Catholics. This led to the re- emergence of paramilitary organisations like the IRA.
* Students will know that the RUC was biased against Catholics and the tension led to the Battle of Bogside in 1969. In an attempt to keep the peace, Wilson sent the army.
 | The Troubles: A period of conflict between unionists and nationalists in Northern Ireland. IRA: Irish Republican Army | Students will need to know that the Labour party were in power from 1964.  |
| **L6- Why did Labour lose the 1970 general election?** | * Students will know that by 1970 there was an end of the post war consensus as Heath recognised the need for trade union reform.
* Students will know that on the surface, Heath had greater strengths than Wilson and his divided party.
* Students will know that the conservatives won the 1970 general election.
 | Post- War Consensus: The period of compromise between political parties 1945-1970s.  | Students will need to know that there were internal labour divisions that made the party look disorganised and ununified.  |
| **L7- Liberal Reforming Legislation: Private Member Bills and the End of Capital Punishment**  | * Students will know that Roy Jenkins was a reformer as Home Secretary. Changes were need if personal freedoms were to develop further and Jenkins allowed that to happen.
* Students will know that the legislation was passed through private member bills meaning that it was backbench MPs who put the legislation through.
* Students will know that Capital punishment was ended in 1969 after a trial period from 1965. The backbench MP responsible was Sydney Silverman.
 | Private Member Bill: A bill that can be introduced by members of the House of Commons who are not ministers, instead they sit on the backbenches.  | Students will need to know that Wilson’s government wanted to modernise. Students will need to know that acts had been passed by the Conservatives that was a move in the right direction for this legislation e.g. the Homicide Act.  |
| **L8- Divorce Reform and the legalisation of abortion and homosexuality**  | * Students will know that in 1969 divorce was reformed to allow for a no-fault divorce on conditions.
* Students will know that abortion was legalised in 1967 led by David Steel. This was campaigned for in response to the dangerous abortion’s women were having illegally.
* Students will know that homosexuality was decriminalised in 1967 led by Leo Abse. The Sexual Offences Act decriminalised homosexual acts between consenting men over 21.
 | Reform: Change  | Students will need to know that Wilson’s government wanted to modernise. Students will need to know that legislation had been put forward by the Conservatives that was a move in the right direction for this legislation e.g. the Wolfenden Report.  |
| **L9- How did Labour change education?** | * Students will know that education was changed from the Tripartite System to Comprehensive Schooling. This meant that there was a ‘grammar school education for all’.
* Students will know that the Open University was established to provide a university education to those who did not get a chance to go.
* Students will know that it was Jennie Lee who was in charge of its establishment.
 | Comprehensive Schooling: A school for 11-18-year olds that does not select its intake based on academic achievement.  | Students will know that the Tripartite System was introduced by Butler in 1944 split into grammar and secondary modern schools.  |
| **L10- Social and Cultural Change: Mass Media and Leisure**  | * Students will know that mass media grew in size and type as more technology appeared.
* By 1961, 75% of the population had a television in their homes and by 1971 it was 91%.
* Despite the emergence of TV, radio and newspapers survived.
* By 1969, TV accounted for 23% of leisure time.
* Holiday’s abroad were still preserved for the middle classes.
 | Mass Media: the main means of mass communication, such as broadcasting and publishing. | Students will know that the Labour governments wanted to modernise. Students will know that more and more technology started to appear.  |
| **L11- Social and Cultural Change: What was the impact of scientific development?** | * Students will know that the 60s were a time of great scientific advancement for example, men and women were going to space and Neil Armstrong had landed on the moon.
* In 1965, the tallest building in Britain opened, the Post Office Tower.
* In 1961, the pill became available on the NHS for married women.
 |  | Students will need to know that society was changing in the 1960s with more technological developments.  |
| **L12- Social and Cultural Change: The reduction in censorship**  | * Students will know that there were campaigns to abolish theatrical censorship. This bill was passed in 1968 by Jenkins with support from Lawrence Olivier.
* There was a reduction in censorship in literature and TV. For example, violence and sex became more acceptable.
* However, it did not create an immediate wave of decadence.
 | Censorship: Limits on what people can read, see or hear.  | Students need to know that society was changing but there were still morale crusaders like Mary Whitehouse.  |
| **L13- Social and Cultural Change: Progress towards female equality**  | * Students will know that the belief was still that women should be the housewife and the mother.
* Second wave feminism had started which saw women campaigning for equal pay.
* The Women’s National Co-ordination Committee put forward 4 demands that are still not met.
 | Second- wave feminism: The campaign for equal pay. The first wave was the vote.  | Students will need to know that the stereotypical role for women was the housewife and the mother.  |
| **L14- Changes in moral attitudes and the permissive society** | * Students will know that the 1960s saw the birth of the permissive society. Some saw it as a decline in morality.
* The permissive society also saw the spread of drug culture.
* Liberal legislation opened a way for change but there were still religious and moral restraints.
 | Permissive: Freedom of behaviour.  | Students will need to know that the sixties were considered to be freer and ‘swinging’.  |
| **L15- Youth Culture**  | * Students will know that a youth culture emerged that questioned norms. Teenagers clashed with their parents over fashion and music.
* Different subcultures emerged including skinheads and hippies.
* New technology saw the increase in record players.
 | Skinheads: characterised by shaven heads and Dr Marten boots.Hippies: Embraced flower power and alternative lifestyles.  | Students will know that society was more permissive during the 1960s. Youth culture in the 50s saw the emergence of the teenager.  |
| **L16- Anti- Vietnam War Riots** | * Students will know that USA sent troops to Vietnam in 1963 and the British did not want British soldiers to go.
* In 1968, there were anti-Vietnam riots and protests.
* Wilson gave moral but not military support to the Vietnam war.
 | Protest: Rebel against something.  | Students will know that the Vietnam War started in the 1950s from KS4.  |
| **L17- Immigration and Race** | * Students will know that immigration from the New Commonwealth continued into the 60s.
* Students will know that there was racism in society that Labour wanted to tackle.
* Students will know that Labour passed 2 Race Relations Acts one in 1965 and the other in 1968 to tackle discrimination firstly in public spaces and then in housing and employment.
* Students will know that in 1968 Enoch Powell delivered his river of blood speech which 75% of people supported.
 | Race Relations Acts: Passed to tackle discrimination in Britain.  | Students will need to know that Windrush arrived in 1948 and received a mixed welcome. Immigration continued to rise in the post war world.  |
| **L18- Foreign Affairs: Relations with the USA**  | * Students will know that Wilson was pro-American and supported the Atlantic Alliance.
* This relationship came under strain with Vietnam.
* The war was too unpopular with the British and therefore, Wilson only gave moral support over military.
 | Atlantic Alliance: The relationship between USA and Britain.  | Students will need to know that the special relationship was under strain because of Vietnam.  |
| **L19- Foreign Affairs: Europe** | * Students will know that Wilson preferred the relationship with the USA over Europe.
* Students will learn that despite the mixed feeling over the EEC, the government put in another application to join in 1966.
* This was vetoed again in 1967 by De Gaulle.
 | Europhile: Someone who is enthusiastic about the EEC.Eurosceptic: Someone who is critical about the EEC. | Students will need to know that the EEC was established in 1957 without Britain. Their first attempt to join was vetoed.  |
| **L20- Foreign Affairs: Decolonisation** | * Students will know that Britain needed to reduce Britain’s military commitment.
* Students will know that Rhodesia was broken up and there was an issue with Southern Rhodesia.
* A majority rule was needed for independence but Ian Smith became Prime Minister which angered Wilson.
 | Decolonisation: The action or process of a state withdrawing from a former colony, leaving it independent | Students will need to know that decolonisation had already started in the early 60s.  |

| **History** **Year 12**  | **The End of Post- War Consensus 1970-79** |  |  |
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| **Lesson/Learning Sequence**  | **Intended Knowledge:***Students will know that…* | **Tiered Vocabulary**  | **Prior Knowledge:***In order to know this students, need to already know that…* |
| **L1- Heath as Leader**  | * Students will know that Heath was known to be good at policies but not politics.
* Heath was perceived as stiff and prickly.
* Heath lost the leadership contest to Thatcher in 1974.
 |  | Students will need to know that Heath had been the negotiator for the EEC application. Students will need to know that Heath was Conservative.  |
| **L2- Political and Economic Policies**  | * Students will know that the British currency went decimal in 1971.
* Students will know that Heath famously u-turned on his policy towards lame duck industries.
* Students will know that the barber boom brought stagflation.
 | Lame duck industry: An industry unable to survive without the support from the state. Decimalisation: The pound having 100 pennies rather than 144. Stagflation: Inflation and unemployment at the same time due to a stagnant economy.  | Students need to know that the economy had posed problems for governments because of stop-go economics and devaluation.  |
| **L3- What was the miners’ strike?** | * Students will know that there were industrial disputes to deal with throughout Heath’s time as PM. In response to problems, the government passed the Industrial Relations Act 1971.
* This act was like In Place of Strife so was unpopular. This ultimately led to the miner’s strike of 1972.
* Because of the strike and the OPEC oil crisis, the government had to declare a state of emergency with a three- day week being imposed.
 | State of emergency: When the government has powers to act in the best interest of the people in an emergency.  | Students will need to know that In Place of Strife was unpopular.  |
| **L5- The Troubles in Northern Ireland Continue** | * Students will know that violence continued into the 70s. Internment was used to lock up suspects without a trial.
* Bloody Sunday 1971 was when 13 were killed as a protest against internment by British army officers.
* Direct rule was enforced after Bloody Sunday.
* The 1973 Sunningdale Agreement was a plan for power sharing. It faced opposition from both sides.
 | Internment: locking up suspects without a trial.  | Students need to know that the Troubles had started in the 1960s.  |
| **L6- The Labour governments of Wilson and Callaghan: political, economic and industrial problems**  | * Students will know that Labour was back in power in 1974 inheriting a deficit of £3 billion.
* Students will know that Labour had negotiated the social contract.
* Students will know that Wilson resigned in 1976.
 |  | Students will need to understand why Russia was divided by 1917.  |
| **L7- How effective was Callaghan as PM?** | * Students will know that Callaghan became PM in 1976.
* Students will know that Callaghan applied for a IMF loan of £3 billion which he handled well.
* Students will know that the Conservatives vilified Callaghan for this.
 | IMF: International Monetary Fund. Designed to promote economic stability.  | Students will know that Wilson reigned in 1976 after Labour had been voted back into power.  |
| **L8- What was devolution?** | * Students will know that devolution means the transfer of powers to a lower level of government.
* Students will know that Scotland and Wales got some devolved powers in the 1978 devolution acts.
* Students will know that Callaghan defeated a vote of no confidence with the lib lab pact.
 | Devolution: the transfer of powers to a lower level of government.  | Students will need to know that Callaghan was PM.  |
| **L9- What was the Winter of Discontent?**  | * Students will know that industrial unrest gripped Britain in the winter of 1978-79.
* There were strikes from gravediggers, clerical staff, hospital porters and bin men.
* It had a devasting impact on public mood.
 | Winter of Discontent: The name for the winter that was plagued by industrial action.  | Students will need to know that industrial relations were changing with unions being unhappy with in place of strife and the industrial relations act.  |
| **L10- The general election 1979** | * Students will know that Callaghan faced a vote of no confidence in 1979 following Scottish devolution.
* The winter of discontent had plagued the government.
* The Conservatives won the 1979 election.
 | Vote of no confidence: a vote on whether the government is considered able to continue governing.  | Students will need to know that the 1978 devolution acts had paved the way for devolution. Students will need to know that the winter of discontent plagued the government.  |
| **L11- Problems with Northern Ireland** | * Students will know that the Sunningdale Agreement collapsed.
* Students will know that in 1976 Special Category Status was removed from terrorist prisoners which started blanket protests.
* The blanket protestors refused to wear the prison uniform instead wearing blankets. This escalated to dirty protests after 1978 where prisoners rubbed poo on the walls.
 | Special Category Status: Provides prisoners with some privileges like not wearing uniform.  | Students will need to know that the Troubles started in the 1960s and escalated in the 1970s.  |
| **L12- Progress of Feminism**  | * Students will know that the 1970s saw the high point of second wave feminism.
* 1970 equal pay act was passed with the help of Barbara Castle following the disruption to the 1970 Miss World Competition.
* The Sex Discrimination Act of 1975 aimed to end discrimination against men or women on the basis of gender.
 | Patriarchy: Society controlled by men. Second Wave feminism: the campaign for equal pay.  | Students will need to know that the second wave of feminism referred to equal pay.  |
| **L13- Race and Immigration** | * Immigration continued to be a source of concern. By 1974 over 1 million New Commonwealth immigrants had come to Britain.
* The National Front was a party challenging immigration.
* Skinheads were attracted to National Front ideas.
* There were riots at the Notting Hill Carnival 1976
* The murder of Blair Peach 1979 highlighted the racist attitude of the police.
 | National Front: political party founded 1967 by John Tyndall to oppose non-white immigration. Multiculturalism: policies that support ongoing cultural diversity.  | Students need to know that immigration concerned people in England in the 50s and 60s with the Notting Hill Riots and the rivers of blood speech.  |
| **L14- What was life like for the youth?** | * 1975-76 saw the emergence of the punk.
* Skinheads developed from the mod culture.
* Football hooliganism became known as the English disease.
 | Punk movement: influenced by punk music. Their look was designed to shock.  | Students need to know that the teenager emerged in the 1950s and subcultures developed since then.  |
| **L15- What was environmentalism?** | * From the 1970s there was an increasing environmental awareness as people started to look into the affect that we were having on the planet.
* Different groups established to tackle this such as Greenpeace and the Animal Liberation Front.
* The Ecology Part formed and this meant that environmentalism was making its stamp on the political seen.
 | Environmentalism: A political philosophy that covers different topics connected by their impact on the planet.  | Students need to know that new ideas were constantly emerging.  |
| **L16- How was Britain finally allowed entry into the EEC?** | * Students will know that in 1973, on their third time of asking, Britain was granted entry into the EEC.
* Students will know that it was Georges Pompidou as French president who granted entry, he replaced Charles De Gaulle.
* There were some Eurosceptics against the entry. Labour themselves promised a referendum if they were to get re-elected.
 | EEC: European Economic Community  | Students will need to know that on the first two times of asking,, Britain was denied entry into the EEC. Heath was a strong Europhile as chief negotiator in 1957. But Labour were undecided.  |
| **L17- The European Referendum: Stay or leave?** | * When Labour were re-elected in 1974, they launched a referendum campaign in 1975 to secure party unity.
* The question asked was “do you think that the UK should stay in the European Community?” 17 million people voted yes and 8 million voted no.
* The result proved that Britain was in, so the debate was closed for the time being.
 | Referendum: A direct vote by the electorate on a proposal or political issue.  | Students will need to know that there were Europhiles and Eurosceptics. Students will need to know that Britain had secured entry into the EEC in 1973.  |
| **L18- What was the state of the ‘special relationship’ with the USA?**  | * Heath did not get along with the US’ secretary of state Kissinger as he was more for Europe. Heath did get along with Nixon.
* The Yom Kippur War of 1975 worsened the relationship as it was put under strain.
* Wilson and Callaghan were both keen on the Atlantic Alliance.
 | Yom Kippur War: A short war between Israel and a coalition of Arab States. It had complications for the Cold War.  | Students will need to know that Heath was a Europhile said to be more focused on the EEC, not on America. Wilson was for the Atlantic Alliance. The special relationship had been under strain before with the Vietnam War and the issue of spies.  |
| **L19- Attitudes towards the USSR and China** | * During the 1970s, the Cold War had entered a period of détente, meaning that tensions were beginning to ease.
* There was still some tension with the USSR because of the Georgi Markov affair who was assassinated in 1978 after defecting to the West, the KGB was suspected of being behind the murder.
* Relations with China eased after the China- Soviet split. Heath won the People’s Friendship Envoy.
 | Détente: The easing of tensions.  | Students will need to know that the 1970s did see a period of détente which they will know from KS4. Students will need to know that the Cold War had been ongoing between the USSR and the US since 1945.  |