GCSE

# WJEC GCSE History

Approved by Qualifications Wales

## Guidance for Teaching: Unit 1 Option 1.6

Teaching from 2026
For award from 2028

Version 2 - February 2025

This Qualifications Wales regulated qualification is not available to centres in England.

Made for Wales.
Ready for the world.

WJEC would like to thank the students and teachers of Fitzalan High School, Cardiff and Llanwern High School, Newport for their participation in the creation of these covers.

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# SUMMARY OF AMENDMENTS

| Version | Description | Page number |
|---|---|---|
| 2 | Amended to, awarded for the first time in Summer 2028. | 1 |

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# Introduction

The WJEC GCSE History has been approved by Qualifications Wales and is available to all centres in Wales. It will be awarded for the first time in Summer 2028, using grades A* to G.

## Aims of the Guidance for Teaching

The principal aim of the Guidance for Teaching is to support teachers in the delivery of WJEC GCSE History and to offer guidance on the requirements of the qualification and the assessment process. The Guidance for Teaching is **not intended as a comprehensive reference**, but as support for teachers to develop stimulating and exciting courses tailored to the needs and skills of their learners. The guide offers possible classroom activities and links to useful resources (including our own, freely available digital materials and some from external sources) to provide ideas for immersive and engaging lessons.

## Additional ways that WJEC can offer support:

- sample assessment materials and mark schemes
- professional learning events
- examiners' reports on each unit
- direct access to the subject officer
- free online resources
- Exam Results Analysis
- Online Examination Review.

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## Qualification Structure

WJEC GCSE History consists of four units. The combination of options selected for Units 1, 2 and 3 must include one medieval, one early modern and one modern unit.

In Unit 4, centres can choose to repeat a time period previously studied in Units 1, 2 or 3. **However, the topics chosen for study in Unit 4 must not replicate or overlap with the content of any of the other selected units.**

The qualification is unitised and does not contain tiering. There is no hierarchy to the order the units should be taught.

| | Unit title | Type of Assessment | Weighting |
|---|---|---|---|
| **Unit 1** | An in-depth study on Welsh history | Written examination | 30% |
| **Unit 2** | An in-depth study on European and/or World history | Non-examination assessment | 20% |
| **Unit 3** | A study of a period in World history | Written examination | 30% |
| **Unit 4** | A changing society | Non-examination assessment | 20% |

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# Assessment

## Summary of Assessment – Unit 1

**Unit 1: An in-depth study on Welsh history**
***Written examination:* 1 hour**
**30% of qualification**

**60 marks**

Learners will study one of the following six historical topics to undertake an in-depth study that will provide them with an insight into the development of Wales at a specific point in time.

**Medieval**
**1.1** Rhys ap Gruffudd, Prince of Deheubarth c. 1132–1197
**1.2** Owain Glyndwr c. 1354–1416
**Early Modern**
**1.3** Wales and the early Tudors c.1485–c.1547
**1.4** Wales in the era of the Civil War c.1603–c.1660
**Modern**
**1.5** Rebellions and Protest in Wales, c.1831–c.1892
**1.6** Wales in the early to mid-twentieth century, c.1914–c.1959

Each option will be assessed by compulsory questions. These will focus on historical knowledge of the topic, second order historical concepts and the analysis and evaluation of historical sources and interpretations.

## Unit 1 Assessment objectives and weightings

| | | |
|---|---|---|
| AO1 | Demonstrate knowledge and understanding of the features and characteristics of the period studied | 10% |
| AO2 | Apply knowledge and understanding to historical concepts such as cause and consequence, continuity and change, similarity and difference, and significance | 10% |
| AO3 | Analyse, evaluate, or make judgements on source material, historical interpretations and historical debates, synthesising these strands where appropriate | 10% |

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## Overview of Unit 1 Modern Option 1.6: Wales in the early to mid-twentieth century, c.1914 – c.1959

**An in-depth study on Welsh history**
(30% of the qualification)

The purpose of Unit 1 is to provide an insight into the development of Wales at a specific point in time. The aim of this option is to develop learner understanding of how the lives of people in Wales changed across the period from c.1914 to c.1959.

| Time period | Option | |
|---|---|---|
| Modern | 1.6 | Wales in the early to mid-twentieth century, c.1914–c.1959 |
| | 1.6.1 | The impact of the First World War and its aftermath on Welsh society |
| | 1.6.2 | Life in Wales during the Depression |
| | 1.6.3 | Wales in the Second World War |
| | 1.6.4 | Political developments in Wales by the 1950s |
| | 1.6.5 | Developments in Welsh society by the 1950s |

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## Scheme of Learning for Option 1.6 Modern: Wales in the early to mid-twentieth century, c.1914 – c.1959

This scheme of learning is provided as an illustrative example. It is designed to offer structure and inspiration but allows for adaptation to meet the unique needs, preferences, and dynamics of individual classes. Teachers are encouraged to modify elements as needed to align with their students' abilities and learning goals.

**For each section of content in this unit, WJEC is also providing blended learning resources and knowledge organisers. These can be found on: https://resources.wjec.co.uk/**

| **1.6 Background: Wales at the start of the twentieth century**<br>(Each option begins with a background section. These sections are intended to provide learners with necessary context in order to access the historical topic**. Learners will not be directly assessed on the content of the background sections**). | | | | |
|---|---|---|---|---|
| Learners should be aware of: | Knowledge | Activities and Outcomes | Resources | Suggested timing (hours) |
| • the importance of industry to the economy of Wales at the start of the twentieth century, including coal mining and the steel industry. | The different industries in Wales and their impact on individuals and society at large at the start of the 20th century. | **Activity**:<br>Look at the map of the coal fields of England and Wales, and in small groups, ask the learners to find on the map:<br>• areas with exposed coalfields<br>• areas with concealed coalfields (proved)<br>• areas with concealed coalfields (partly proved or probably present)<br>• areas containing workable coal<br>and then discuss where these areas are in Wales and England.<br><br>Looks at slides 2 to 6 of the *Iron and Coal in Wales* slideshow and respond to questions drawn from the material. | **Map(s):**<br>Map of the coalfields of England and Wales issued by the Geological Survey - Gallica<br><br>Iron and coal in Wales<br><br>**Website(s):**<br>Wales, Britain and the World | 1.5 hours |

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| | | For example: When were iron and coal the main industries in Wales? Why were towns such as Merthyr and Tredegar significant? How many people lived in Merthyr by 1851?<br><br>**Outcome:**<br>Learners can demonstrate an understanding of the localities of industry in Wales and their impact on demographic change.<br><br>**Advanced activity:**<br>Using the data in the *Wales, Britain and the World* e-book (slides 16-21), develop a diagram that explains the main changes in Wales by 1913.<br><br>**Advanced outcome:**<br>Learners can demonstrate an in-depth understanding of demographic change in Wales during the C19th, and the reasons for it. | | |
| • influences on the changing lives of the people of Wales at the start of the twentieth century, including the campaign for women's suffrage and the impact of migration. | The changing social make up of Wales at the beginning of the 20th century.<br><br>The aims and tactics of the various women's suffrage groups. | **Activity:**<br>Watch the video on *The Women's Suffrage Movement in Wales* website and identify the following groups and how they campaigned, giving examples:<br>• NUWSS<br>• WSPU<br>• WFL<br>In groups, discuss which group was most influential and explain why. | **Website(s):**<br>The Women's Suffrage Movement in Wales<br><br>Migration to the South Wales coalfield | 1.5 hours |

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| | Who immigrated to and emigrated from Wales and the impact of their migration on Welsh society. | Review the materials on *Migration to the South Wales coalfield* and organise the material on the numbers of immigrants and emigrants into a table.<br><br>**Outcome:**<br>Learners can demonstrate an understanding of Welsh society at the beginning of the 20th century.<br><br>**Advanced activity:**<br>Using the additional materials, organise a debate on the merits of social change in Wales. Learners can debate which was more significant (and why) – either the impact of Women's suffrage or migration (both inwards and outwards). They may also/alternatively debate whether the impact of change was likely to be positive or negative overall.<br><br>**Advanced outcome:**<br>Learners can begin to argue the significance or otherwise of changes in Welsh society at the start of the 20th century, analysing the causes of these changes and evaluating their relative significance. | "Here comes the Devil": Welsh Suffrage and the Suffragettes<br><br>Women in Welsh History - Cadw<br><br>Working Abroad - Welsh Emigration | |

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| 1.6.1 The impact of the First World War and its aftermath on Welsh society | | | | |
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| Learners should understand: | Knowledge | Activities and Outcomes | Resources | Suggested timing (hours) |
| • the influence of the First World War on life in Wales, including:<br>  • the Home Front in Wales during the War<br>  • conscientious objectors and pacifism. | The reasons for Britain's entry into the First World War.<br><br>The impact of the war on the people of Britain and especially Wales – how far did people's lives change?<br><br>What were conscientious objectors, and the reasons why some people became conscientious objectors.<br><br>How conscientious objectors were perceived and treated in wider society. | **Activities:**<br>Briefly summarise why Britain went to war in 1914 (for example, summarise the information on HistoryHit or BBC Bitesize).<br><br>Working in groups, use the St Fagans Case study material and identify and explain how each of the following help us understand the impact of the War on Wales (make use of the source material included where possible):<br>• St Fagans Castle<br>• Llwyn-yr-eos Farmhouse<br>• Gwalia Stores<br>• The Vulcan Hotel<br>• Oakdale Workmen's Institute<br>• Newbridge War Memorial.<br><br>Review the document *Remembering for Peace* and complete the KS4 tribunal activity.<br><br>**Outcome:**<br>Learners can describe the impact of the First World War on the lives of the people of Wales, showing how some people's lives were affected differently to others. | **Website(s):**<br>HistoryHit - why did Britain enter the First World War?<br><br>BBC Bitesize - why did the First World War start?<br><br>ST Fagans: First World War Trail<br><br>Cofio dros Heddwch: Remembering for Peace.<br><br>Belief and Action: Wales' Heritage of Opposing Conflict, from WW1 to today<br><br>'Conscientious Objector' Search - People's Collection Wales | 3 hours |

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| | | **Advanced activity**:<br>Review the materials *Belief and Action* and *Conscientious Objector Search* and prepare a presentation on the reasons why people became conscientious objectors and the impact this decision had on their lives in the immediate and long term.<br><br>**Advanced outcome:**<br>Learners are able to engage in discussions on the significance of conscientious objectors in Wales and the extent of pacifism by the end of the First World War. | | |

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| • changes in the lives of women, including:<br>  • the role of Welsh women in the First World War<br>  • women's lives in Wales in the 1920s. | The extent to which the status of women changed *during* the First World War:<br>• the impact of women in different social classes<br>• women's "traditional" roles before the war (e.g., housewife or domestic service)<br>• women's work in the auxiliary services, munitions factories and the Land Army<br>• the role of the Women's Institute<br>• the police, nurses and doctors.<br><br>The extent to which the status of women changed *due to* the First World War:<br>• attempts to push women back into the home after the War<br>• legislation that furthered women's rights such as the Representation of the People Act 1928<br>• the role of women in politics including | **Activities:**<br>Listen to the audio recordings/read the transcripts of *Welsh Women's History 1900–1918* and look at the accompanying images. What impressions do you get about the lives of women in Wales at this time? Make notes in preparation for the main task.<br><br>Use the 1950s' print, and the Canary girls and Vital Role of Women resources to summarise the impact that the First World War had on the lives of some women in Britain and in Wales specifically. Makes, notes in preparation for the main task.<br><br>Compare and contrast the lives and characters of Lady Rhondda and Megan Lloyd George.<br><br>Main task: As a class, develop a diagram that:<br>• identifies features of the lives of women at the start of the 20th century, discuss<br>• identifies factors that influenced the changing lives of women in the 1910s and 1920<br>• draws a conclusion on the extent to which the lives of women in Wales had evolved across this period, using specific examples. | **Website(s):**<br>Welsh Women's History 1900-1918 - Amgueddfa Cymru<br><br>Canary Girls - Amgueddfa Cymru<br><br>The Vital Role Of Women In The First World War (including a 12-minute video)<br><br>BBC Blogs - Wales - Megan Lloyd George: a true heir<br><br>BBC - Lady Rhondda<br><br>**Image(s):**<br>1950s' educational print depicting WI activities c.1915 | 2 hours |

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| | Lady Rhondda and Megan Lloyd George. | **Outcome:**<br>Learners can demonstrate an understanding of the evolution of women's roles in the home, workplace and politics.<br><br>**Advanced activity:**<br>Continuous text practice: How significant were the changes in the lives of women in Wales between c.1900 and c.1930?<br><br>**Advanced outcome:**<br>Learners can begin to use factual information and research and present it in a response that demonstrates analysis, evaluation and judgement. | | |

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| • racial tensions in South Wales, including<br>  • the 1919 South Wales Race Riots<br>  • the response of the authorities to the riots. | The reasons, course of and outcomes of the South Wales Race riots in 1919, including:<br>• tension between demobilised soldiers and immigrants from the Empire in the dockland areas<br>• suspicion of immigrant relationships with white women<br>• housing problems.<br><br>How events unfolded across Newport, Cardiff and Barry.<br><br>How similar and different were the attitudes adopted by the establishment (e.g., the legal system and the press) in response to the riots? | **Activities:**<br>Look at the causes of unrest in The National Library of Wales document. Put those causes in descending rank order and explain your rationale.<br><br>Look at the materials on the National Archive page and, in groups, complete the tasks for each of the sources. Present your group's findings to the rest of the class.<br><br>Use the extension tasks as necessary.<br><br>In groups, listen to Chapters 11 or 12 or 15 and 16 of the *People's Collection – the 1919 Race Riots* (see also YouTube links). Summarise what happened during the Newport, Barry and Cardiff Riots and what the outcomes were. Explain summaries to the other groups. Capture information on a teacher-led diagram. And discuss further features that emerge (e.g. press coverage/attitudes).<br><br>**Outcome:**<br>Learners can summarise, explain and discuss the reasons for, events during, and outcomes of the South Wales Race Riots. | **Website(s):**<br>The South Wales Race Riots of 1919 - The National Library of Wales<br><br>1919 Race Riots - The National Archives<br><br>Chapter 11: The Race Riots in Barry 1919 \| Peoples Collection Wales<br><br>Chapter 12 The Newport Race Riots 1919 \| Peoples Collection Wales<br><br>Chapter 15 Cardiff Race Riots Part One \| Peoples Collection Wales<br><br>Chapter 16 Cardiff Riots (Part Two: Black men in court) | 2 hours |

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| | | **Advanced activity:**<br>Listen to Chapter 25 of the People's Collection resource. Discuss: Why is the knowledge of people such as Ivor Gabriel Landsman important to gaining an understanding of the experiences of Welsh Black People in the early 20th century?<br><br>**Advanced outcome:**<br>Learners can develop an understanding of how different groups in society see themselves and perceive their role in that society. | Chapter 25: A Black Welshman: The Victim of The Race Riots in 1919 \| Peoples Collection Wales | |

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| 1.6.2 Life in Wales during the Depression | | | | |
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| Learners should understand: | Knowledge | Activities and Outcomes | Resources | Suggested timing (hours) |
| • reasons for the Depression in Wales including:<br>  • the decline of traditional industries of coal and iron<br>  • the impact of the Wall Street Crash, 1929 on industry. | Why traditional industries declined:<br>• obsolete methods<br>• competition from abroad<br>• custom duties and taxes.<br><br>The impact of the Wall Street Crash on employment and the Welsh Economy. | **Activities:**<br>Summarise and explain the information in the first section of *BBC Wales History Chapter 20*, noting:<br>• Welsh death toll of First World War<br>• impact of the war on coal production<br>• collapse in 1921 and its socio-political impact<br>• actions of David Lloyd George<br>• 1926 General Strike.<br><br>Using the information from the first section (*The rise of unemployment)* of the BBC War and Depression (part 2) to explain why Wales was particularly vulnerable to global economic changes during the 1920s.<br><br>Use the explanation above and the material in *The Great Depression in Britain*. Working in pairs or small groups, develop a flow diagram that explains how the Wall Street Crash affected traditional industries in Wales. | **Website(s):**<br>BBC Wales - History - Themes - Chapter 20: War and depression<br><br>War and depression (part 2) - BBC Wales History<br><br>The Great Depression in Britain - Historic UK<br><br>World Market Slump Placards - British Pathé | 1 hour |

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| | | **Outcome:**<br>Learners can explain the causes of the depression and demonstrate how and why Wales was affected by the events elsewhere in the world, and particularly the Wall Street Crash.<br><br>**Advanced activity:**<br>Choose one of the placards from the Pathé newsreel and write a short newspaper article focusing on Wales using the one of the placards as a headline.<br><br>**Advanced outcome:**<br>Learners can engage with contemporary source material and use it to reflect on the situation in Wales from a contemporary viewpoint. | | |

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| • the impact of the Depression on the people of Wales, including:<br>  • poverty, the dole, the Means Test and hunger marches from the Rhondda<br>  • unemployment and emigration from Wales. | The impact of economic events on social issues in Wales.<br><br>The hardships experienced by working-class people in Wales and the ways in which the Depression exacerbated poverty.<br><br>The reasons for the Hunger Marches and the aspirations of their participants.<br><br>The impact of the Means Test and the dole.<br><br>The impact of unemployment in Wales, including its impact on emigration. | **Activities:**<br>Summarise and explain the information in the second section (*The impact of depression)* of War and Depression (part 2), noting:<br>• the impact of the Depression on industrial growth<br>• the data on emigration from Wales<br>• the personal and social impact of "enforced idleness"<br>• the impact on Welsh religion and culture.<br><br>Summarise the information from the Hunger Marches web page and create a caption for each of the images that explains the purpose and value of each.<br><br>Read *The Letter in the Lamp* article and, in groups, discuss what impressions you have of the author, D Lloyd Davies.<br><br>Watch the clip from *Poverty in the 1930s* and answer the following questions:<br>• How many people live in the house with Molly? (5)<br>• Why is the air quality bad? (full of soot from choked-up chimneys)<br>• Why are wedges placed under the table legs? (the floor is sinking)<br>• How many British families lived like Molly's? (1 million) | **Website(s):**<br>War and depression (part 2) - BBC Wales History<br><br>Hunger Marches<br><br>The Letter in the Lamp: The South Wales Coal-Miners' Hunger March<br><br>**Video(s):**<br>Poverty in 1930s Britain - YouTube (0:46–3:29)<br><br>**Book(s):**<br>*Wales Between the Wars*, Trevor Herbert, Gareth Elwyn Jones | 3 hours |

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| | | • Who was Fenner Brockway? (a Labour MP and author/researcher on the lives of people in slums)<br>• What illnesses in children did chronic malnutrition contribute to? (Rickets, pneumonia and bronchitis)<br><br>Learner-led activity. Carry out research on The Means Test and the dole. Consider the following:<br>• When was the Means Test introduced?<br>• Why was it introduced?<br>• Why was the Means Test unpopular?<br>• What was the impact of the introduction of the Means Test?<br><br>Create a diagram that links and explains the following terms: Reduced benefits, Scrutiny, Unrest, Stigma.<br><br>**Outcome:**<br>Learners can demonstrate an understanding of the social, cultural, economic, political and religious impact of the Depression on Wales and its people in the 1920s and 1930s. | | |

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| | | **Advanced activity:**<br>Debate: using the materials developed discuss the severity of the impact of the Depression on Wales. Record the key arguments made and write a precise and focused essay (c.300–500 words) on: How significant was the impact of the Depression on Wales in the 1920s and 1930s?<br><br>**Advanced outcome:**<br>Learners can synthesize their knowledge and understanding of the severity of the impact of the Depression on Wales. | | |
| • how Wales responded to the Depression, including:<br>  • the Special Areas Act, the Treforest Industrial Estate and the growth of light industry<br>  • increasing leisure opportunities, tourism, sport, radio and cinema. | Attempts to help Wales during the time of the Depression.<br><br>Reasons for the Special Areas Act, including the Treforest Industrial Estate and the impact of light industries on Wales.<br><br>The successes and failures of the Special Areas Act in Wales.<br><br>The development of seaside and resort towns. | **Activities:**<br>Discussion (refer to *Supporting industry: the inter-war years*): Why, and with what outcomes did Parliament intervene in industry during the inter-war years?<br><br>Referring to the *Petition (unemployment, South Wales)* and *Treforest Trading Estate* (the two Hansard documents), summarise the data presented by Sir William Jenkins and briefly explain the scale of unemployment in South Wales in 1936 and discuss the extent to which you think the developments at Treforest were sufficient. (NB: Other resources, e.g., BBC Bitesize, previous WJEC resources are available to supplement this material). | **Website(s):**<br>Supporting industry: the inter-war years - UK Parliament<br><br>Petition (Unemployment, South Wales). (Hansard, 26 November 1936)<br><br>Treforest Trading Estate (Hansard, 23 March 1939)<br><br>Changing Industries – Dowlais Visual Art Group | 2 hours |

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| | The impact of radio, sport and cinema on the lives of Welsh people during the Depression and the 1930s. | Watch the clip from the *Poverty in the 1930s* video and explain why it can be argued that there were "two Britains" in the 1930s.<br><br>As a class work through the early stages of the BBC Timeline up to 1937. Discuss the impact the BBC had on Britain in the 1920s and 1930s.<br><br>Research activity in groups. Complete one of the following:<br><br>**Sport** (use the relevant resources, right, as a starting point):<br>• What is the difference between amateur and professional sport?<br>• Before the Second World War, which sports had become professionalised?<br>• Why did Rugby split into Rugby League and Rugby Union?<br>• How did the BBC contribute to the development of sport in the 1920s and 1930s.<br><br>**Cinema** (use the relevant resources, right, as a starting point):<br>• When and where did the first British and first Welsh cinema open?<br>• What was the earliest cinema in your locality?<br>• Why was cinema so appealing in the 1920s and 1930s? | BBC Timeline<br><br>BBC Bitesize<br><br>The day the BBC televised football for the first time<br><br>Carlton Cinema Swansea<br><br>Welsh Film History 1920–1929<br><br>Welsh Film History 1930–1939<br><br>Britain on film \| BFI Player<br><br>Map of Wales map, UK Atlas<br><br>BBC - Wales History: Porthcawl: from industrial port to holiday resort<br><br>**Book(s):**<br>*Wales Between the Wars*, Trevor Herbert, Gareth Elwyn Jones | |

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| | | • Identify a Welsh film star of the period and at least one of their films<br>• Using the Britain on film player – search for films or footage from this period in your locality. What are they and what are they about?<br><br>**Tourism** (use the relevant resources, right, as a starting point):<br>• Find Llandrindod Wells, Builth Wells and Llanwrtyd Wells on a map. What links these three towns?<br>• Now find Llandudno and Porthcawl. What links these two?<br>• Why were towns such as these popular, and what types of visitors did they attract?<br>• How did the tourism opportunities for poorer and richer people differ?<br>• What did the Holiday Pay Act, 1938 outline?<br><br>**Outcome:**<br>Learners can demonstrate an understanding of both sides (prosperous and not prosperous) of Wales during the Depression.<br><br>**Advanced activities:**<br>To what extent is Dowlais a useful case study in understanding the development of light industry in South Wales in the 1930s? | Mike Cronin, *Sport: A Very Short Introduction*<br><br>R Paul Evans, *My Revision Notes: WJEC GCSE History Route B* (2014), Chapters 4.1, 5.1 and 6.1<br><br>**Video(s):**<br>Poverty in 1930s Britain - YouTube (5:50–7:45)<br><br>Look at Wales (1956) | |

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| | | Explain the links between sport, radio, cinema and tourism as leisure activities during the Depression.<br><br>**Advanced outcomes:**<br>Learners can demonstrate their understanding of the impact of the Depression and how efforts were made – including those of women – to alleviate distress through light industry.<br><br>Learners can demonstrate their understanding of the interplay between the differing leisure activities and their impact. | | |
| **1.6.3 Wales in the Second World War** | | | | |
| Learners should understand: | Knowledge | Activities and Outcomes | Resources | Suggested timing (hours) |
| • life on the Home Front in Wales including:<br>  • the impact of rationing<br>  • the stationing of US GIs in Wales. | The impact of total war on the people of Wales.<br><br>How rationing worked and how it affected citizens.<br><br>The social impact of US GIs in Wales.<br><br>The treatment of Black GIs and of Black people by GIs. | **Activities:**<br>Carousel activity – individuals read and summarise a section from *When War broke out* and feedback to their group for discussion on: Why was everyone in Wales was affected by the Second World War?<br><br>Watch the *Living on Rations* clip and answer questions, such as:<br>• How did rationing work?<br>• How many calories per day per person did rationing allow for?<br>• What perks did wartime vegetarians have? | **Website(s):**<br>BBC Wales - History - Themes - When war broke out<br><br>World War Two and Wales - BBC Wales History<br><br>American GIs in Wales - BBC Wales History | 2 hours |

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| | | • How did people supplement their rations?<br>• Aside from food, what else was rationed?<br>• How were newspapers affected?<br>• Why did people draw lines around their baths?<br>• Why did rationing continue after the war?<br><br>After reviewing the material on American GIs in Wales (right), working in pairs, prepare a conversation between a Welsh person and a US GI on the similarities and differences in their experiences.<br><br>**Outcome:**<br>Learners can demonstrate an understanding of and empathy with the people who experienced life on the Home Front during the war, and consider how those lives may have been altered by interactions with US GIs.<br><br>**Advanced activity:**<br>Refer to *The GIs in Newport* resource and devise a matrix or quadrant chart identifying the pros and cons of GIs presence in the area, from the GIs and the locals' perspectives. | The GIs in Newport by Michele Lewis - Newport Post<br><br>The impact of the Second World War on the people of Wales and England - Swansea University<br><br>**Video(s):**<br>Living On Rations In The Second World War \| WW2: I Was There | |

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| | | **Advanced outcome:**<br>Learners can understand why the presence of GIs brought positives and negatives to the people of Newport and the surrounding area. | | |
| • Welsh women in the Second World War, including:<br>  • the Auxiliary Forces and the Women's Voluntary Service<br>  • working in munitions factories and the Women's Land Army. | Understand the role of Welsh women in the Second World War.<br><br>Understand the work completed by women in the Auxiliary Forces.<br><br>Understand the work completed by women in the munitions factories and the work of the Women's Land Army.<br><br>Understand the specific experiences of some Welsh women, especially some Welsh-speaking women. | **Activities:**<br>Watch the *Queen Elizabeth II* video (2:53–4:33) and use as a discussion prompt: what opportunities became available to British women during the Second World War? How typical do you think Princess Elizabeth's experience was?<br><br>Research: What do the following acronyms stand for, and what did each group do during the War?<br>• ATS<br>• WAAF<br>• WRNS (Wrens)<br>• FANY<br>• WVS<br>• ATA.<br><br>Review and discuss some of the pictures from the People's Collection Wales. What impressions do you have of life for these women during the war? | **Website(s):**<br><br>Women in wartime - BBC Wales History<br><br>Women's Land Army WW2 \| Peoples Collection Wales<br><br>The impact of the Second World War on the people of Wales and England - Swansea University<br><br>Women's Voluntary Service: 'The army Hitler forgot' - BBC News | 2 hours |

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| | | Look at the *Women* section of the Swansea University resource and the BBC News article. In groups, discuss how the women's lives were affected by the Second World War and prepare for a class discussion on the following: 'Overall, the Second World War had a positive impact on the lives of women in Wales and the rest of the UK'.<br><br>**Outcome:**<br>Learners can demonstrate an understanding of the variety of roles completed by women in the Second World War and the impact of their roles on those women and on wider society.<br><br>**Advanced activity:**<br>Written task: Examine the impact of the Second World War on the women of Wales.<br><br>**Advanced outcome:** Learners are developing their analysis and evaluation skills via a short piece of continuous text. | **Video(s):**<br>Queen Elizabeth II and the Second World War | |

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| • the impact of aerial warfare on Wales, including:<br>  • the experience of evacuees and host families in Wales<br>  • the bombing of Cardiff, Swansea and Pembroke Dock. | Understand the experiences of people living in the areas in Wales that were subjected to bombing during the Second World War.<br><br>Understand the experiences of evacuees in Wales, including:<br>• positive and negative experiences<br>• issues of Welsh language<br>• impact on host families.<br><br>Understand the impact of the bombings on Cardiff, Swansea and Pembroke Dock. | **Activities:**<br><br>Watch the *BBC Lives of Evacuees* clip and make notes **and then** the BBC KS2 *The Blitz* video and make additional notes. Discuss: looking across these resources, how valuable are the two together in gaining an understanding of how different children felt about their experiences as evacuees and during the Blitz.<br><br>Using the resources and images, on a blank map of south and west Wales, identify the locations of Cardiff, Pembroke Dock and Swansea. Use this as the basis for a diagram that describes the bombing of these three areas (including outlying areas where appropriate, for example Neath and Port Talbot).<br><br>**Outcome:**<br>Learners can demonstrate an understanding of/empathy with the experiences of evacuees, their hosts and of the people who experienced the aerial bombardments in Wales.<br><br>**Advanced activity:**<br>Creative writing: write a journal from the viewpoint of an evacuee who had moved from England to an area near to one of the Welsh places affected by bombing raids. | **Website(s):**<br>The Cardiff Blitz - BBC Wales History<br><br>75th anniversary of WW2 Pembroke Dock oil bombing fire - BBC News<br><br>Swansea blitz: Childhood memories of 'bombing horror', 80 years on - BBC News<br><br>Three Nights' Blitz - Swansea<br><br>**Map(s):**<br>Wales outline map<br><br>**Video(s):**<br>KS3 History: The lives of WW2 Evacuees - BBC Teach<br><br>The Blitz - BBC Teach | 2.5 hours |

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| | | **Advanced outcome:**<br>Learners can understand the reasons for the evacuee programme and evaluate its strengths and limitations. | **Image(s):**<br>WW2 photos show damage caused by Pembrokeshire bombs - BBC News<br><br>17 places in Cardiff destroyed by World War Two bombs and how they look today - Wales Online | |
| **1.6.4 Political developments in Wales by the 1950s** | | | | |
| Learners should understand: | Knowledge | Activities and Outcomes | Resources | Suggested timing (hours) |
| • the impact of the 1945 Labour election victory on Wales, including:<br>  • nationalisation of key industries including coal and steel<br>  • Aneurin Bevan and the establishment of the NHS in 1948. | The reasons why Labour won the election.<br><br>The impact of nationalisation of key industries on Wales.<br><br>The impact of the Welfare State on Wales.<br><br>The background of Aneurin Bevan and the impact of the NHS in Wales. | **Activities:**<br>Explain the aims of the 1942 Beveridge Report.<br><br>Review the Politics '97 resource and discuss the reasons why Labour won the 1945 General Election.<br><br>Investigation: using the resources, what industries were nationalised, why was nationalisation controversial, and how successful was it.<br><br>Using the first section of the *National Health Service in Wales* document, summarise the aims of the NHS on its creation. | **Website(s):**<br>1942 Beveridge Report - UK Parliament<br><br>5 July 1945 - Politics 97<br><br>Labour Reforms: The Welfare State 1945-1951<br><br>Nationalisation of the key industries | 2.5 hours |

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| | | Using the videos, create a profile on Aneurin Bevan and his achievements.<br><br>Create a mind map of the successes and failures of the NHS in Wales.<br><br>**Outcome:**<br>Learners can demonstrate an understanding of the impact of the 1945 election of Labour on Wales.<br><br>**Advanced activity:**<br>Discussion: how reliable are videos such as the BBC and ITN clips to our understanding of Bevan and his contribution. How useful are they?<br><br>**Advanced outcome:**<br>Learners can engage with interpretation and source material and analyse and evaluate its reliability and utility. | The National Coal Board in South Wales<br><br>Timeline: the turbulent life of British Steel<br><br>National Health Service in Wales - Law Wales<br><br>Aneurin Bevan (1897-1960) - BBC History<br><br>**Video(s):**<br>Aneurin Bevan and the birth of the NHS - BBC News<br><br>The Real Nye Bevan According to NHS Founder's Childhood Friends (1960)<br><br>**Book(s):**<br>Martin Johnes, *Wales since 1939*, Chapters 2 and 3 | |

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| • developments in the recognition of Wales within the United Kingdom, including:<br>  • Cardiff becoming the capital in 1955<br>  • the adoption of the "Y Ddraig Goch" flag in 1959. | The reasons for Cardiff becoming the Welsh capital in 1955, including:<br>• the industrial links<br>• increasing number of national institutions.<br><br>The reasons why the "Y Ddraig Goch" was adopted as the flag of Wales in 1959, and its significance to a Welsh national consciousness. | **Activities:**<br>Watch the *Cardiff: A City through Time* clip and make notes on how – and how much – Cardiff has changed.<br><br>Read the *Cardiff then and now* article and listen to the *Cardiff declared Capital of Wales* clip. Who made Cardiff capital of Wales?<br><br>Explain why Cardiff came to be made capital of Wales in 1955?<br><br>Create a timeline of the use of "Y Ddraig Goch" in Wales. Investigate – what other flags could Wales have adopted?<br><br>**Outcome:**<br>Learners can understand how Cardiff becoming capital land the "Y Ddraig Goch" flag have helped to define Wales as a nation within the United Kingdom.<br><br>**Advanced activity:**<br>Discussion: what has been more significant in influencing recognition of Wales since the 1950s – Cardiff or the flag?<br><br>**Advanced outcome:**<br>Learners can understand how different factors may affect national identity. | **Website(s):**<br>Cardiff then and now: 60 years as capital city of Wales - BBC News<br><br>Dragon spirit: the legend of the Welsh ddraig goch<br><br>List of Welsh flags - Wikipedia<br><br>**Video(s):**<br>Cardiff: A City Through Time! (Wales, UK)<br><br>Cardiff declared capital of Wales in 1955 - BBC News | 1 hour |

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| • the influence of Welsh nationalism, including:<br>  • increasing support for Plaid Cymru<br>  • Gwynfor Evans and the campaign against the flooding of the Tryweryn valley. | The development of Welsh nationalism and the origins and development of Plaid Cymru.<br><br>The reasons why the Tryweryn valley was flooded and arguments for and against the building of the reservoir. | **Activities:**<br>Summarise the development of Plaid Cymru (for example, chronologically or in terms of the most significant factors that shaped its development).<br><br>In a graph or chart, plot the electoral results of Plaid Cymru in a range of elections between 1918 and 2023 using the material from the UK election statistics, specifically *Sections 2.1, 4 and 5.1.*<br><br>Full-class debate for and against the proposition that the flooding of the Tryweryn Valley had a limited impact on the development of Welsh nationalism.<br><br>**Outcome:**<br>Learners can demonstrate an understanding of the development of Plaid Cymru and the factors that may have influenced Welsh Nationalism in the mid-twentieth century.<br><br>**Advanced activities:**<br>Listen to the podcast *Drowned: the flooding of a village.*<br><br>**Advanced outcome:**<br>Learners will have an in-depth understanding of the experiences of the people involved in the story of Tryweryn. | **Website(s):**<br>Plaid Cymru \| History, Policy, & Structure \| Britannica<br><br>UK Election Statistics: 1918-2023, A Long Century of Elections<br><br>Tryweryn: The stories behind drowned village Capel Celyn<br><br>Evans, Gwynfor Richard (1912-2005), Welsh nationalist and politician<br><br>**Book(s):**<br>Martin Johnes, *Wales since 1939*, Chapters 7 and 8<br><br>**Podcast(s):**<br>BBC Sounds - Drowned – The Flooding of a Village - Available Episodes | 2 hours |

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| 1.6.5 Developments in Welsh society by the 1950s | | | | |
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| Learners should understand: | Knowledge | Activities and Outcomes | Resources | Suggested timing (hours) |
| • how the lives of people in Wales changed in the 1950s including:<br>  • changes in the lives of women at home and at work<br>  • teenagers and the development of youth culture. | The changes in Welsh and British society in the 1950s.<br><br>How and how far the lives of women changed in the 1950s.<br><br>Understand the impact of popular culture and films such as 'Rock Around the Clock' on youth culture in Wales. | **Activities:**<br>Watch the BBC History File clip and read the Guardian article and make notes on why many women found life frustrating in the years after the Second World War.<br><br>In pairs/groups, review the materials from the *WJEC Austerity, affluence and discontent* document (up to p.8) and explain the impact of each of the following on the lives of women in Wales:<br>• education and early years literature<br>• changes in consumer activity<br>• developments in home appliances<br>• advertising and the press<br>• government reports and legislation<br>• the Second World War<br>• the availability – and new types – of employment.<br><br>Discussion: how significant was opposition to women working in the 1950s?<br><br>List and discuss the barriers that women still faced. | **Website(s):**<br>Guardian.com - optimism-came-easy-as-a-young-woman-in-the-1950s<br><br>Previous WJEC resource on Austerity, affluence and discontent<br><br>**Book(s):**<br>Martin Johnes, *Wales since 1939*, Chapter 4: 'Promiscuous Living.' Youth culture and the permissive society, 1951–70<br><br>**Video(s):**<br>BBC Two - History File, 20th Century World, The changing role of women in the 1950s | 2 hours |

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| | | Watch excerpts from the *1956 travelogue* and the trailer for *Rock Around the Clock*. How realistic is the depiction of Wales in the 1950s, and to what extent do you think Rock and Roll was really a culture shock?<br><br>Now watch *A People's History* and describe what you think it would have been like to be a teenager in Wales in the 1950s.<br><br>Reviewing sections from Chapter 4 of *Wales Since 1939*, as a class organise a chart explaining the most significant developments in youth culture in Wales in the 1950s and their impact.<br><br>**Outcome:**<br>Learners can demonstrate an understanding of the changes in Welsh society in the 1950s.<br><br>**Advanced activity:**<br>Discussion: whose lives were transformed most by the 1950s – women's or youths'?<br><br>**Advanced outcome:**<br>Learners are able to debate the impact of the 1950s on the lives of certain groups in Wales. | Look at Wales – 1956 travelogue<br><br>Rock Around the Clock Trailer - TeachRock<br><br>A People's History of Wales, Rock 'n Roll - BBC Two | |

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| • the experience of immigrants to Wales including:<br>  • the Welsh Windrush generation and post-war rebuilding<br>  • the multi-racial community of Tiger Bay. | The experiences of the Welsh Windrush generation in Wales.<br><br>The importance of Tiger Bay as a multi-racial community. | **Activity:**<br>Look at the brief article on TigerBay.org and the pictures of Tiger Bay in Cardiff. What impressions do you have of the area? Why has it been, historically, such a multicultural hub?<br><br>Watch the BBC clip and briefly examine the relationship between the city of Cardiff and Tiger Bay. Discuss your findings in small groups.<br><br>Watch the BBC Newsround video and answer the following questions:<br>• Why did Britain need to be rebuilt in the late 1940s?<br>• Why did people from the Caribbean wish to come to the United Kingdom?<br>• What was the (full) name of the ship that brought people to Britain?<br>• When did they arrive?<br>• What were these immigrants' early experiences like?<br><br>Discussion: why didn't many parts of British society welcome the immigrants who had been invited to the United Kingdom to help rebuild it after the war? | **Website(s):**<br>TigerBay.org<br><br>Tiger Bay in pictures<br><br>Windrush Cymru stories, in their own words - an online exhibition to celebrate a generation<br><br>Windrush to Wales<br><br>Royal Collection – Laceta Reid<br><br>**Video/audio:**<br>Tiger Bay 1968 BBC footage<br><br>What is the Windrush Generation? - BBC Newsround | 2 hours |

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| | | Class activity: review the Windrush to Wales slideshow (use the final discussion points at the start) and listen to sections of the *Our Voices, our History* audio (with images) and use these to discuss individuals' experiences – both good and bad – as first-generation immigrants to Wales. Note: *Our Voices, our History* includes challenging themes of racism.<br><br>**Outcome:**<br>Learners can demonstrate an understanding of multiculturalism and its limitations and the various experiences of Global Majority citizens in Wales in the 1950s and 1960s.<br><br>**Advanced activity:**<br>Watch the videos/listen to the clips of Edna Henry and Laceta Reid and describe the similarities and differences in their experiences of immigrating to Wales.<br><br>**Advanced outcome:**<br>Learners can demonstrate an in-depth understanding of the lives of two immigrants to Wales. | Windrush Cymru \| Our Voices, Our Stories, Our History<br><br>Edna Henry. Windrush Cymru: Our Voices, Our Stories, Our History 2019 \| Peoples Collection Wales<br><br>Laceta Reid. Windrush Cymru: Our Voices, Our Stories, Our History 2021 \| Peoples Collection Wales | |

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| • the influence of changes in leisure opportunities on the lives of people in Wales, including:<br>  • the impact of television<br>  • the growth of tourism. | Understand the increasing impact of television on society and culture in Wales.<br><br>Understand the growth of some areas in Wales as tourism hotspots. | **Activity:**<br>As a class, review the *BBC Timeline* from the 1948 Olympics to the opening of BBC Television Centre in 1960. Individuals make notes and then choose four sections from the timeline and explain why they think these were particularly significant.<br><br>Watch *A Brief History – British Television* (6:45 to 8:51) and discuss how ITV was different to the BBC. Do you know what company broadcast ITV in Wales?<br>In groups, read *About BBC Cymru Wales* and discuss the positives and negatives of broadcasting in Wales up to 1960.<br><br>In groups, summarise what you can remember of leisure during the 1930s and then look at the *This is Wales* document. Focus on your local area and discuss what tourist opportunities are available. Using the map at the end, pinpoint at least five tourist destinations in Wales that you have visited (and enjoyed) or read/heard about (and would like to visit). What is it about these places that you enjoyed/appeals to you? | **Website(s):**<br>BBC Timeline<br><br>About BBC Cymru Wales<br><br>This is Wales<br><br>Butlins Skegness<br><br>Butlins Pwllheli<br><br>The Great British Seaside Holiday - Historic UK<br><br>Sport, Leisure and Tourism, 1900 to present day - Peoples Collection Wales<br><br>Leisure time 1950s - Peoples Collection Wales | 2 hours |

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| | | Research activity. As a class develop a diagram of the changes in tourism from the end of the Second World War to 1960 (previous WJEC materials are available to support this in addition to the resources listed, right). Think about the following:<br>• Why were people keen for holidays in the late 1940s?<br>• How important was the development of caravan holidays?<br>• Why were holiday camps such as Butlins and Pontins so popular?<br>• How significant were cars and improved road connections?<br>• The impact of the National Parks, including Snowdonia/Eryri (1951), Pembrokeshire Coast (1952), Brecon Beacons/Bannau Brycheiniog (1957).<br><br>**Outcome:**<br>Leaners can demonstrate an understanding of the development of television in the 1950s, the ways in which tourism evolved after the Second World War, and the impact of these changes on the people of Wales.<br><br>**Advanced activity:**<br>Discuss: Was the 1950s a golden age of television and tourism in Britain? | **Book(s):**<br>R Paul Evans, *My Revision Notes: WJEC GCSE History Route B* (2014), Chapters 5.2 and 6.2<br><br>**Video(s):**<br><br>A Brief History - British Television | |

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| | | **Advanced outcome:**<br>Learners can demonstrate an understanding of the impact of both television and tourism and assess their impact on the lives of people in Wales and the rest of the UK. | | |

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## Learning Experiences

Learners should be encouraged to consider the following learning experiences and skills to further develop their understanding, appreciation and awareness of the subject content. Information in the table below provides opportunities for teachers to integrate the learning experiences into delivery.

| Learning Experience | Exemplification of Learning Experience |
|---|---|
| participate in educational visits in person or digitally | Amgueddfa Cymru digital or online covers all topics, National Library of Wales covers all topics Cardiff Story covers industry and the diversity in Cardiff, also Cardiff Blitz. |
| develop empathy, tolerance, compassion and curiosity through studying different historical contexts | Learners have the opportunity to develop empathy and compassion by studying the plurality of Wales and how it has developed as a society over time. |
| engage in collaborative working | There are opportunities to work collaboratively in group and class discussions as well as complete group work e.g. Considering the impact of a changing Wales on society, consider the impact of tourism on Wales |

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## Opportunities for embedding elements of the Curriculum for Wales

| Curriculum for Wales Strands<br>Cross-cutting Themes | |
|---|---|
| Local, National & International Contexts | Unit 1 provides centres with six different historical topics relating to the history of a range of areas within Wales, allowing local or national contexts to be explored with learners.<br><br>Option 1.6 Modern: Wales in the early to mid-twentieth century, c.1914–c.1959 allows centres and learners to explore examples from across Wales, focusing on language, politics, immigration, sport and leisure etc.<br><br>This unit allows learners to explore Wales and how its place in the wider world developed over time. It considers how it moved from a British society during World War One to developing more of its own unique identity by the 1950s. |
| Relationships and Sexuality Education | Learners have the opportunity to consider the impact of the relationships between the US GIs and the local people of Wales. They can also consider the development of women and women's rights over the time period. |
| Human Rights Education and Diversity | Learners have the opportunity to consider the perspectives of many people in Welsh society including those of the immigrant population and their experiences. It considers the challenges faced by Wales as it strived to develop its own identify via nationalism and the incorporation of Y Ddraig Goch onto the flag. |
| Careers and Work-Related Experiences | Learners have the opportunity to explore the changing landscape of Welsh industry at the start of the twentieth century, as well as the changing role of women in the workplace during the Second World War. |

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| Cross-curricular Skills – Literacy | |
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| There are many opportunities to include Literacy in GCSE History. These opportunities include the analysis of source material, extended writing opportunities, vocabulary development, debating and discussion. These opportunities are important to learners because they will develop cross-curricular skills which underpin the four purposes of the Curriculum for Wales, as well as communication skills which can be used across subjects and prepare them for future education or employment.<br><br>Below are some examples of how Literacy can be embedded into teaching and learning for GCSE History. | |
| Listening | Learners will have the opportunity to assess the accuracy and reliability of source material and share views through discussion and verbal questioning techniques when being taught the specification content.<br><br>**Examples**<br><br>• Learners are encouraged to debate and respond to the views of others.<br>• Learners will have opportunities to listen to podcasts and recordings in order to develop their vocabulary and listening skills.<br>• Use of oral history and interviews develop listening skills and the ability to respond to others appropriately.<br>• Learners have the opportunity to share and respond to peer presentations. |
| Reading | Learners will have the opportunity to read contemporary source material as well as a variety of historical interpretations, before critically evaluating the sources, analysing their content, and comparing and contrasting sources focusing on the interpretation they give on events.<br><br>**Examples**<br><br>• Learners can use a range of reading techniques such as skimming and scanning or reading for a purpose.<br>• Reading extracts from a wide range of sources such as speeches, articles, diary extracts, historians and newspapers.<br>• Comparing and contrasting the content of historical sources.<br>• Assessing the reliability and accuracy of the text to develop the skill of critical reading. |
| Speaking | Learners will have the opportunity to develop their understanding of viewpoints and content through debate, discussion, presentations and group work.<br><br>**Examples**<br><br>• Debating the most important reason why an event happened |

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| | • Asking questions for clarification and development of understanding.<br>• Learners can develop speaking skills through group and pair work. |
| Writing | Learners will have the opportunity to use a range of subject-specific vocabulary, idiomatic language and be able to present their work digitally. They will also have opportunities to reflect on the structure and content of their writing.<br>**Examples**<br>• Role modelling of answers through teacher, peer and self-assessment activities.<br>• Learners have the opportunity to use a wide range of writing styles such as formal, informal and first person. |

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| Cross-curricular Skills – Numeracy | |
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| There are many opportunities to include Numeracy in GCSE History, for example analysing population change, interpreting statistics in primary and secondary sources, analysing graphs and timelines and engaging with concepts such as chronological awareness. These opportunities are important to learners because it allows them to contextualise events and quantify change. Learners can draw evidence-based conclusions based on statistics and numerical data.<br><br>Below are some examples of how Numeracy can be embedded into teaching and learning for GCSE History. | |
| Learning about geometry helps us understand shape, space and position and learning about measurement helps us quantify in the real world | Learners will have opportunities to analyse maps in order to understand the growth and development of empires or the geographical representation of wars.<br><br>**Examples**<br><br>• Learners can analyse maps, structures and artifacts.<br>• Learners can then analyse land division and urban planning.<br>• There are opportunities to analyse military strategies and fortifications. |
| Learning that statistics represent data, and that probability models chance, help us make informed inferences and decisions | Learners will have the opportunities to examine or interpret data and graphs through source analysis.<br><br>**Examples**<br><br>• Learners can analyse data to draw conclusions on statistics such as population growth, costs and land expansion.<br>• Secondary material such as graphs and charts can be interpreted.<br>• There are opportunities for learners to create their own numerical representations of data gathered. |

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| Cross-curricular Skills – Digital Competence | |
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| There are many opportunities to include Digital Competence in GCSE History. Learners can make use of digital technology to access a broad range of historical sources and to undertake research of a historical topic. Learners will also have the opportunity to develop their digital skills in preparing and completing their non-examination assessments. These opportunities will allow learners to develop cross-curricular skills which underpin the four purposes of the curriculum, as well as allowing further access to historical information while fostering current and future critical thinking and ethical awareness.<br><br>Below are some examples of how Digital Competence can be embedded into teaching and learning for GCSE History. | |
| Citizenship | Learners will develop an understanding of the importance of attributions, including the use of resources in digital formats such as e-books and online articles. Learners will be required to address attributions when analysing items for their historical enquiry and to think critically about the authors of digital evidence.<br><br>**Example**<br><br>Learners should be made aware of copyright and plagiarism when looking at historical evidence and when developing and presenting their own arguments in relation to a topic. |
| Interacting and Collaborating | Learners can work collaboratively (digitally) on tasks in preparation for the exam. These could include peer assessment, responding to teacher feedback or work creation.<br><br>**Example**<br><br>In groups, learners could research and present a topic to introduce an area of study. |
| Producing | Learners have opportunities to research a variety of sources digitally.<br><br>**Example**<br><br>• Use of national and international archives to find source materials that link to the area of study. |

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| Integral Skills | |
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| Creativity and Innovation | There are many opportunities to include Creativity and Innovation in GCSE History. These opportunities are important to learners to become more engaged in lessons and enjoy learning through stimulating tasks. Deeper understanding is developed through the encouragement for learners to take an active role in their learning.<br>**Examples**<br>• Learners will demonstrate creativity when developing responses, expressing their opinions about relevant historical issues and critically evaluating sources and evidence within assessments.<br>• Learners have opportunities to be creative and innovative when presenting information and findings. |
| Critical Thinking and Problem Solving | There are many opportunities to include Critical Thinking and Problem Solving in GCSE History. These opportunities are important to learners because they develop the ability to think analytically, and to collect, reflect and critically evaluate evidence in order to make informed judgements on a range of topics. This skill can be applied to real-life scenarios.<br>**Examples**<br>• Learners will have opportunities to ask meaningful questions of source material and historical interpretations, as well as to evaluate them as part of their process of developing relevant critical arguments.<br>• Learners will develop their ability to see issues from multiple viewpoints.<br>• Studying continuity and change over time allows learners to develop their problem-solving skills that can be applied in their future lives.<br>• Learners will evaluate sources and historical interpretations in terms of reliability, bias and purpose.<br>• Critical thinking and problem solving encourages independent learning and promotes the ability to come to reasoned and informed decisions in other aspects of life such as further education or work. |
| Planning and Organisation | There are many opportunities to include Planning and Organisation in GCSE History. These opportunities are important to Learners because these integral skills allow Learners to engage with the past, analyse information and communicate their findings which allow Learners to enhance their academic understanding and prepare them to apply historical knowledge in modern contexts.<br><br>Below are some examples of how Planning and Organisation can be embedded into teaching and learning of GCSE History.<br>**Example** |

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| | • Learners will have opportunities to plan and then complete their response to an enquiry question. |
| Personal Effectiveness | There are many opportunities to include Personal Effectiveness in GCSE History. These opportunities are important to learners because it develops resilience and the ability to work effectively. This helps to develop learners' time management skills and the ability to prioritise tasks, enhancing learners' ability to become adaptable individuals.<br>**Examples**<br>• Learning about potentially sensitive topics will allow learners to develop their emotional intelligence and historical awareness.<br>• Opportunities for peer, self and teacher assessment encourage learners to develop effective strategies to improve their work.<br>• Collaborating on a research task or presentation.<br>• Developing resilience through the revision and remodelling of answers.<br>• There are opportunities for learners to express their opinions about relevant historical issues, contemporary source materials and historical interpretations. |

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## Glossary for Option 1.6 Modern: Wales in the early to mid-twentieth century, c.1914 – c.1959

| Term | Definition |
|---|---|
| Conscientious Objector | Individual who refuses the right to perform military service. |
| Dole | Unemployment benefit received by someone out of work. |
| GIs | American servicemen during the Second World War |
| Home Front | Activities of the civilian population while the nations engage in war. |
| Nationalism | Ideology that emphasises loyalty to a country or state. |
| Plaid Cymru | Welsh nationalist political party in Wales. |
| The Depression | The period of economic hardship in Britain in the 1930s. |

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