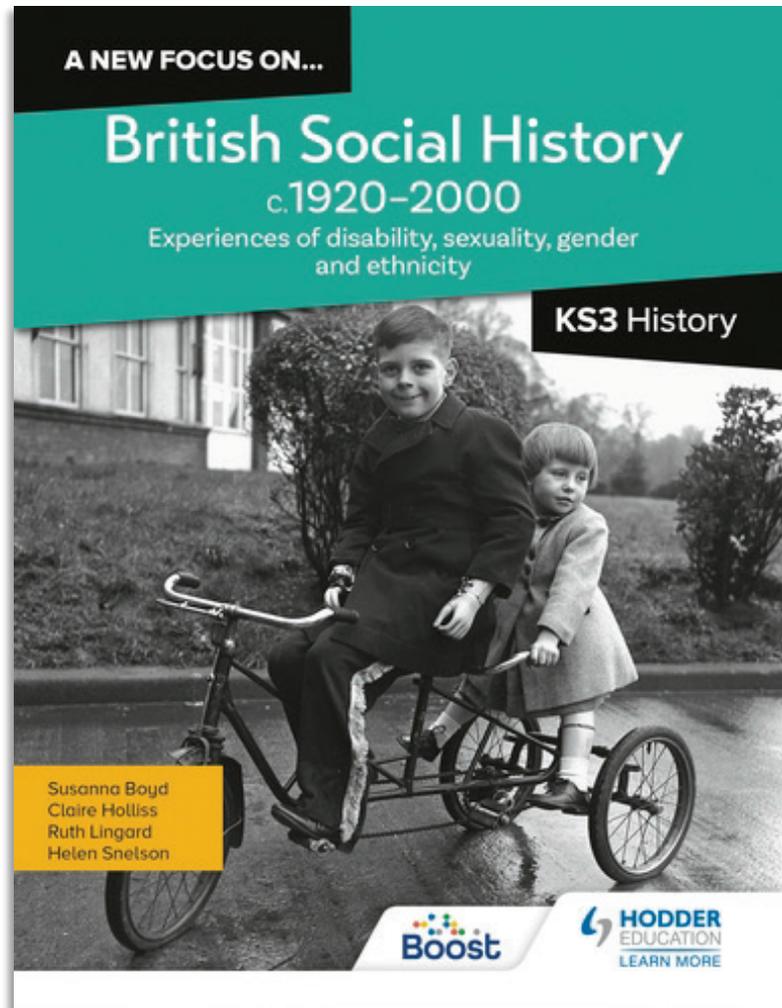


A NEW FOCUS ON...

British Social History
c. 1920–2000
Teacher Guide



Teacher Guide

Guidance on how best to incorporate this textbook into your curriculum and use it in your classroom.

Why you should teach British social history, c.1920–2000

The curriculum intent

Social history is about how people lived in the past. It is concerned with people like all of us. The lived experience of people in Britain in the last century has directly shaped the Britain we live in. The topics in this book will help learners to understand British society and people today.

This book focuses on the history of people who have been marginalised from traditional narratives. The stories of many different women are integrated throughout the book. We have worked with historians to do this. The authors have also worked with historians of disability, queer and Gypsy, Roma and Traveller history to write chapters focused on the lives of people from these communities. Studying these topics will help students to learn about people whose history has often been neglected in the school classroom.

There were **similarities and differences** in how people in Britain experienced the events and changes they lived through. The **consequences** of these events and changes were different for different people in different parts of Britain. By working with these disciplinary concepts, students can develop their ability to analyse events through multiple lenses and perspectives, and come to informed judgements by considering a diversity of experience.

Students often find it hard to understand that the past and history are not the same thing. This book uses interviews with academics to make it clear how historians work and the challenges of trying to find the pasts of less powerful people in the surviving records. The 'Making History' sections cover how historians choose their areas of research, how they use archives, how they create history when evidence is fragmentary and how they describe people in the past. Students can learn from these sections that history is a dynamic and exciting academic discipline full of thoughtful debate and discussion.

The National Curriculum and this book

The National Curriculum for History sets out a number of key aims for all students. This book can help in the following ways:

Aims of National Curriculum	A new focus on...British Social History
<p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p>	<p>This book provides missing parts of the chronological narrative by including the stories of people not normally represented in the story of the twentieth century, e.g. the effect of the welfare state on Gypsy, Roma and Traveller communities.</p> <p>It also focuses on ‘how people’s lives have shaped this nation’ by looking, for example, at protests for LGBTQ+ people and the miners’ strikes.</p> <p>The influence of inspiring people and campaigns for change from outside the UK are also included.</p>
<p>Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.</p>	<p>This book focuses on the consequences of the big events and changes of the period for people in Britain. The impact and outworkings of these were not always intended or expected. The book reveals the complexity of people’s actions and responses. Diverse people acted upon and responded to events and changes in ways that were similar and different.</p> <p>The enquiry questions at the start of each chapter are informed by current scholarship and guide the learning.</p>

Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

The 'Making History' sections enable students to learn about the nature of history and historical processes by providing insights into how historians work. This includes how to research people often excluded from the historical record. The process of constructing interpretations is made clear.

Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

The impact of key national and international events are discussed in this book, e.g. the First and Second World Wars, The Great Depression, Migration to Britain and Thatcher's fight with the trade union movement. Students are able to link the experiences of individuals and groups to these big events.

This book has also been constructed to ensure that there is a good representation of different regions of the UK so that students can understand the local implications of events.

Types of social history: Solutions to the challenges of teaching them

This book is part of a three-book series published by Hodder Education. It is written to complement the books on the British Empire and Black British History. In this section we give more detail about the different types of history that have informed this book and how they are currently being researched and written about in Britain. We also discuss some of the challenges of teaching these histories and explain how the textbook can support teachers to find solutions to these.

Women's history

Women were disproportionately excluded from traditional historical narratives. This was partly because these focused mostly on power and politics, defined as masculine spheres. Women in the past were excluded from more formal methods of exercising power, such as leading armies, ruling as independent monarchs or even from owning property. As a result only exceptional women who took on these roles tended to be included, for example Joan of Arc or Elizabeth I.

Women's history developed as a distinct branch of academic history in the twentieth century. This often took the form of Women's Studies departments that developed from the 1970s and contributed valuable 'undiscovered' material. However, women's history largely remained excluded from the mainstream.

The history of women remains under-represented in the school history curriculum. Women are over 50 percent of the population and are very diverse. The history of women should not be bolted on as something separate. Women's history is an integral part of history. By studying women as part of society, rather than an exceptional or separate part, we gain a more accurate understanding of the experiences of all members of society.

How this book helps

Women's stories are woven throughout this book and 50 percent of the named people in the book are women. Where women are written about as the topic of a chapter it is with a focus on diversity of people and experience. It is made clear that being a woman was only one part of a person's identity and experience. Finally, role models are important as part of work to increase representation, and so the contributors to the 'Making History' sections are women.

Some of the challenges of teaching women's history, with solutions

Some curriculum structures, for example exam specifications, still treat women as separate and additional to the core narrative. A meaningful teaching of women's history has to include women from the very start, with their experiences just as important as the experiences of men. This means that enquiry questions need to be formulated to uncover the experiences of *all* people, while also leaving

room for exploring the difference between the experiences of men and women. This does not mean that women's history can never be studied on its own, but that the majority of study should show the experience of women as integral to the understanding of everyone's history, not as an exception.

Some teachers may worry that by teaching women's history they may 'turn off' the boys in their class, as traditional wisdom suggests boys are not interested in these topics. It can be argued that students of all genders tend to reject activities which they see as additional or unimportant. The solution to this is to make women integral and important to an understanding of history by including them from the beginning and ensuring they are part of core learning and assessment.

Some teachers may also be concerned about the terms 'woman' and 'man' being problematic. That is, whether they are likely to exclude people who may not identify themselves with the terms 'woman' or 'man'. This is certainly a constantly evolving field as we learn more about the experiences of people within the spectrum of gender, and something to be handled sensitively within the classroom. However, for most of the twentieth century, most people were understood to belong to the category of 'man' and 'male' or 'woman' and 'female'. They were treated according to these labels, and their experiences were shaped by them. Within this book we have a number of examples of people who challenged these binary categories, but as the majority experience did include these categories they are still worthy of historical study alongside other experiences.

Disability history

In recent years historians have increasingly specialised in a branch of social history called 'Disability History'. That is, the study of people in the past with impairments that meant that they were disabled in society in some way and also the changing attitudes of society towards disability. Although it is now more common to find a 'History of Disability' course offered at the undergraduate level, this is the first attempt to integrate the stories of disabled people into teaching social history at Key Stage 3.

The ways in which people disabled in so many different ways, with such diverse experiences, can be represented in the history classroom needs to be a source of lively and ongoing debate among history teachers.

How this book helps

This book includes stories of many different people disabled by a wide range of impairments, both mental and physical. The interpretation of this book is that the lives of disabled people in the period were shaped by war, by ideas about what it means to be human, by the development of the welfare state, by changes to law, by economic status and by changes in medicine and care. The stories make clear that disabled people have always been part of the ongoing work to enable all disabled people to be able to live their lives to the full.

Some of the challenges of teaching disability history, with solutions

Personal health-related records are only available to historians after 100 years. This makes researching the experience of disabled people in the twentieth century a real challenge. While it can limit the material available for history teachers to use in the classroom, scholarship using available sources is developing all the time and academics are very happy to share their work with teachers.

‘Disability’ covers a very wide range of experiences and definitions have changed over time. It is not possible to do full justice to the history of all disabled people with limited curriculum time. Teachers need to make it clear that stories are selected and avoid implying that disabled people are a homogeneous group.

Use of terminology needs to be carefully thought about in an environment where there is frequently changing vocabulary and sensitivities. Teachers need to model describing disabled people in ways that are acceptable today. Esme Cleall’s advice on p81 of the book provides support with this.

We need to explain how language has changed over time. For example, the word ‘handicapped’ links to the term ‘hand in cap’, implying a need for charity. Disabled people protested against this attitude to disability at the ITV charity telethon written about in Section 5.3. Similarly, the words that were used to define people in the 1913 Mental Deficiency Act (‘imbecile’, ‘idiots’ and ‘feeble-minded’) were seen as medically acceptable terms at the time, but teachers will need to explain that they are now seen as insulting and degrading. It also needs to be explained that disabled people in the past used names to describe themselves that we would not use today. The *Cripples’ Journal* is a case in point.

We can help students to a more informed and respectful understanding of how to describe people today by being open and clear about how terminology, and what it means, changes over time. The Making History section: ‘How do historians describe people from the past?’ focuses on this directly and specific examples are also addressed elsewhere in the text.

Gypsy, Roma and Traveller history

GRT history is still relatively underrepresented in academic departments in universities in Britain. There are few academics in the UK researching and writing about the pasts of people who were part of the many communities of people covered by the portmanteau term ‘Gypsy, Roma and Traveller’.

In addition, written records of GRT people are relatively sparse and tend to either have been created by people in power who viewed them as ‘a problem’, or people known as ‘gypsiologists’ who found them ‘fascinating’ and had preconceptions about what it meant to be a ‘true Gypsy’. Also, it is often not possible to identify people in records as part of the GRT community. The official UK census only began to collect data on GRT identity in 2011.

There is a rich community history that is based on oral traditions. Until relatively recently, academic historians did not regard oral accounts as being as valid a research base as written accounts. This lack

of validation did not encourage people to value their own pasts. This is changing. There are academics and community groups actively engaged in connecting with the sources of the GRT past that remain.

How this book helps

It is clear from the above that GRT people and their history have been, and continue to be, marginalised. However, GRT children are part of the largest ethnic minority in many school classrooms in the UK. This book draws on recent scholarship to ensure that GRT children can see themselves in the History curriculum, to include the GRT past as part of the History curriculum for all, and also to challenge persistent stereotyping.

This book challenges the idea that GRT communities made no contribution to society as a whole by telling the stories of people such as the Belvedere Marsh community who were part of the labour force that supplied food for London, and Henry Sheriff who fought for Britain in the Second World War. It also challenges the narrative that the post-war welfare state was good for everyone, as GRT communities faced pressure to conform to non-traditional ways of life and were discriminated against by state officials. Students also learn how GRT people struggled for recognition and equality in the latter part of the twentieth century.

Challenges of teaching Gypsy, Roma and Traveller history, and solutions

Persistent discrimination and even racism directed at Gypsy, Roma and Traveller people is still prevalent in British society, including in schools. In 2017, the Traveller Movement report stated: ‘The last acceptable form of racism? The pervasive discrimination and prejudice experienced by Gypsy, Roma and Traveller communities’, and found that a staggering 91 percent of people experienced discrimination because of their ethnicity, 70 percent experienced discrimination in some aspect of education, and 76 percent coped by hiding their ethnicity. Related to this, the 2021 GCSE Results (Attainment 8) data show that, while the average score in England was 50.9, children identified as Irish Traveller scored an average of 30.7 and those identified as Gypsy/Roma just 22.7. These averages are significantly lower than any other ethnic group. History teachers can help counter prejudice and alienation by teaching that GRT people have a past in which they were a full part of British society.

The term ‘Gypsy, Roma and Traveller’ is a broad term that encompasses many specific groups. In reality identities are a lot more complex. Professor Becky Taylor explains this on p81 of the book. She also explains that there is not a clear divide between ‘lifestyle’ and ‘born’ Travellers. In addition, while the term ‘Gypsy’ is not regarded as a derogatory word by all members of the GRT community in Britain, that is not the case in some other parts of Europe. By engaging with the book and/or by reading about the GRT communities in Britain today, teachers can gain a better understanding so that they can use terms accurately in class and not over-generalise about identities.

There are also a lot of misconceptions about GRT life. For example, most people are no longer actively nomadic, but they are still GRT. Teachers can connect with the 'Friends, Families and Travellers' to gain basic community awareness: <https://www.gypsy-traveller.org/about-us/frequently-asked-questions/>

Queer history

In the twentieth century a range of different groups became interested in how gender and sexuality were thought about and experienced in the past. Activists fighting for the rights of the LGBTQ+ community sought evidence of people in the past who had similar experiences to them, and at the same time tried to preserve evidence of the experiences of their community by constructing archives and other records. Some historians and other scholars (many of whom were also members of the LGBTQ+ community) also became interested in what was often referred to as 'lesbian' or 'gay' history, but a lot of this work took place outside of formal institutions, like universities and national archives, and often in the face of indifference or even disapproval.

However, an upsurge in interest in social and cultural history in the latter decades of the twentieth century, as well as changing attitudes in wider society, meant that more scholars became interested in gender and sexuality in the past. These scholars came from disciplines like Literature and Sociology as well as History, and while many were interested in the histories of people we might describe as LGBTQ+, many were also interested in how gender and sexuality were experienced in the past more broadly. Today, many (though not all) institutions and historians use the term 'queer history' to describe their work and the history of gender and sexuality is also studied as part of a range of other fields. 'Queer history' also retains a strong grassroots element and is actively engaged in by community groups, archives and heritage organisations.

How this book helps

In this book we have 'woven in' themes relevant to queer history into several enquiries. This can enable teachers to include gender identity and sexuality as categories when considering similarity and difference, to address questions about the limits on what, for example, artists and authors could talk about, and why social spaces were so important to 'marginalised' people. We have also used gender and sexuality as a 'lens' through which to explore broader questions relating to inclusion in society. Specific enquiries related to queer history have also been included in the portion of the book covering the later twentieth century to enable the changes in LGBTQ+ rights to be understood. Finally, 'Making History' sections enable teachers to explore fascinating and relevant questions about evidence and how we describe the identities of people in the past.

Some of the challenges of teaching queer history, and solutions

Some teachers may worry that queer history may be controversial or irrelevant to most students or seen as inappropriate. However, by teaching these stories as part of a broader history of society in Britain in the twentieth century it is possible to show how gender and sexuality affected almost

everyone regardless of their identity and that ideas about them played a fundamental role in many of the key developments that shaped British society in this period. The history of sexuality and gender in this period includes themes such as the way that the law and police regulated people's behaviour, self-expression and what could or could not be talked about publicly. It addresses the power of art, culture and social spaces to affect people's attitudes. Histories of activism related to the LGBTQ+ community also fit into a broader picture of the aims and methods of those struggling for social change in the later twentieth century. It is possible to explore all of these histories while avoiding any inappropriate material and making them fascinating for all students in a class.

Another concern is about 'getting it right' when describing people who lived in the past. If someone did not talk about themselves as gay, lesbian, bisexual or transgender then is it appropriate to use these labels to talk about them and how do we know which are the right ones to use? In this case, making it clear that the descriptions that students are familiar with have only become widely used relatively recently and have changed throughout the period can help remove the need for a 'right' answer. Focusing on what we do know about a person's life, and how historians have talked about them can also allow us to talk about people in the past without needing to come to a firm judgement about their identity. Sometimes, it may be necessary to use terms that students are familiar with for reasons of clarity, but explaining that we don't know if the person in question would have chosen to use this term can help students to understand how ideas about identity have altered during this period. This can also open up fascinating historical questions about how historians navigate these questions, and we have included sections that address this in the 'Making History' sections of the book.

Finally, as with many of the groups discussed in this book, LGBTQ+ people in the past were subject to marginalisation, persecution and social disapproval. Teachers may be concerned about the impact of discussing these themes, particularly with students who may share these identities and/or have family, friends and community members who do. While evidence of hostility towards the community, including language used by people who have expressed it, has been included where necessary, precautions have been taken to ensure this is not gratuitous. Firstly, slurs have not been included and hostile descriptions have only been used where it is necessary to the story being told to illustrate the position of the community, prevailing social views or official hostility. Secondly, care has been taken to frame stories of persecution and challenge to the community, such as the AIDS crisis and Section 28, in ways that foreground the responses of the community to these challenges to ensure that their agency, solidarity and resilience is reflected.

How you can approach this book

This book has been designed with the assumption that very few teachers will be able to teach all the topics in the book. Each of the chapters has been written so that it can work on its own without requiring prior knowledge of the previous chapters.

On the pages that follow are some suggested approaches to how we might use this book to teach British Social History in Key Stage 3 and at GCSE. Please note, you do not need to follow just one approach. You could easily develop a mixture of standalone units and then slot in other material to existing topics.

The slot-in approach: Weaving stories around topics you currently teach at KS3

We have written the book knowing that teachers need to make their teaching of the twentieth century form a coherent narrative and to make big and quite abstract topics more concrete by including the stories of people. In addition, we know that curriculum time is scarce and that it needs imagination and creativity to bring more diverse and representative stories into existing topics. We recommend a slot-in approach where you weave stories around topics you currently teach.

Most schools will already teach topics relating to people in Britain in the twentieth century. In this section we show how you can use the book to build coherence between separate topics, for example the First and Second World Wars. Also, how you can weave in the stories of a more diverse range of people by considering the consequences of the big events that you teach.

Topic commonly taught in schools	How this book can help
The First World War	<p>Chapter 1.1 – What was life like for people in the Roaring Twenties?</p> <ul style="list-style-type: none"> • Impact of the First World War on people living in Britain, e.g. vote, race riots, unemployment <p>Chapter 1.2 – How was disability experienced in Britain, 1919–1930?</p> <ul style="list-style-type: none"> • Impact of the First World War on ex-soldiers, their physical recovery, work • Treatment of other disabilities/attitudes to illness and disability

Topic commonly taught in schools	How this book can help
	<p>Chapter 1.3 – What opportunities did women in Britain take in the 1920s?</p> <ul style="list-style-type: none"> ● Impact of loss of men and increased freedom during war years on women’s agency, employment and lifestyles after the First World War
<p>Women’s suffrage</p>	<p>Chapter 1.3 – What opportunities did women in Britain take in the 1920s?</p> <ul style="list-style-type: none"> ● Impact of the First World War and also the vote on women’s lifestyles and opportunities in the 1920s <p>Making History: How do items from the past find their way into the archives?, pages 28–29</p> <ul style="list-style-type: none"> ● Discussion of the women’s suffrage campaign and how we can use archives to investigate it <p>Chapter 2.1 – What challenges did Britain face, 1930–45?</p> <ul style="list-style-type: none"> ● Page 36 – one of the first female MPs, Ellen Wilkinson ● Chapter 5.1 – How did Margaret Thatcher shape British society in the last two decades of the 20th century? ● Take the topic further with the story of Britain’s first female Prime Minister. <p>Chapter 5.4 – How did women organise for change at the end of the 20th century?</p> <ul style="list-style-type: none"> ● The work of the 300 Group to continue the work to try to get parity of male/female representation among Westminster MPs.
<p>Treaty of Versailles</p>	<p>Chapter 1.2 – How was disability experienced in Britain, 1919–30?</p> <ul style="list-style-type: none"> ● Contrast the experiences and concerns of people in Britain with the aims of British politicians. What were the main concerns of British people post 1918?

Topic commonly taught in schools	How this book can help
Great Depression	<p>Chapter 2.1 – What challenges did Britain face, 1930–45?</p> <ul style="list-style-type: none"> ● Page 30 – discusses the impact of the Great Depression ● Page 35 – The Shim Sham club example shows how people still managed to thrive under difficult conditions ● Page 36 – includes the Jarrow March for jobs ● Page 37 – the impact of the Depression on a working class woman <p>Making History: Why is it hard to find some people in historical sources?,</p> <ul style="list-style-type: none"> ● pages 44–45 – Letter from Cyril to Billy and raids on the Caravan Club
The Second World War	<p>Chapter 2.1 – What challenges did Britain face, 1930–45?</p> <ul style="list-style-type: none"> ● Pages 30–33 provide an overview of the period for people in Britain ● Page 34 – Douglas Bader, Second World War pilot with disabilities ● Page 36 – Ellen Wilkinson, female MP and wartime government ● Page 37 – Mary Marples, experience of war for a working-class woman in Sheffield <p>Page 38 – experiences of Gypsy, Roma and Travellers in the Second World War</p> <ul style="list-style-type: none"> ● Page 39 – Lillian Bailey, black member of WAAF ● Page 40 – the Lascars, navy men from Indian subcontinent ● Page 41 – burns patients and plastic surgery ● Pages 52–53 – experience of Polish migrants after the war ● Pages 54–55 – attitudes towards Gypsy, Roma and Traveller communities
Welfare state	<p>Chapter 3.1–3.5</p> <ul style="list-style-type: none"> ● Page 46 – reasons why people expected the government to act ● Pages 47–48 – the Beveridge Report and the 1945 election ● Pages 49–51 – actions to create the welfare state and statistics to examine the impact of the welfare state

Topic commonly taught in schools	How this book can help
	<ul style="list-style-type: none"> ● Pages 52–53 – positive experiences of the welfare state of a Polish migrant, including relocation and the NHS ● Pages 54–57 – discrimination towards Gypsy, Roma and Traveller communities and access to the welfare state ● Pages 58–59 – the exclusion of people perceived as ‘different’, like gay and bisexual men from the post-war settlement ● Pages 60–61 – education and children with disabilities
<p>The Cold War</p>	<p>Chapter 3.5 – How was it hard to be different in Britain in the post-war years?</p> <ul style="list-style-type: none"> ● Pages 58–59 – treatment of gay men and suspicion that they might spy for the Soviets
<p>LGBTQ+ Civil Rights</p>	<p>Chapter 1.1 – What was life like for people in Britain in the Roaring Twenties?</p> <ul style="list-style-type: none"> ● Page 11 – the Bright Young Things <p>Chapter 1.3 – What opportunities did women in Britain take in the 1920s?</p> <ul style="list-style-type: none"> ● Pages 22–25 – experiences of different women and the trial of Augustine Hall, the censorship of Radclyffe Hall <p>Chapter 2.2 – How did people in Britain face the challenges of the period, 1930–45?</p> <ul style="list-style-type: none"> ● Page 35 – the Shim Sham club <p>Making History: Where do we find evidence of past lives? – pages 42–43</p> <ul style="list-style-type: none"> ● How do we find out about the past, including Hall-Carter archive <p>Making History: Why is it hard to find some people in historical sources? – pages 44–45</p> <ul style="list-style-type: none"> ● How to use sources to find out about Cyril and Billy, and the difficulty of labelling people in the past

Topic commonly taught in schools	How this book can help
	<p>Chapter 3.5 – How was it hard to be different in Britain in the post-war years?</p> <ul style="list-style-type: none"> ● Pages 58–59 – The suspicion gay and bisexual men were subject to during the Cold War and attitudes towards gay people <p>Chapter 4.3 – How was decriminalisation not the end of the story for LGBTQ+ people?</p> <ul style="list-style-type: none"> ● Gay Liberation movement, popular culture and Pride, trans activism <p>Making History: How do historians describe people from the past? – pages 80–81</p> <ul style="list-style-type: none"> ● How do historians write queer history, and the problem of labelling sexuality and gender <p>Chapter 5.2 – How did the struggle for LGBTQ+ rights get fiercer in the 1980s and 1990s?</p> <ul style="list-style-type: none"> ● Page 88 – publications and cultural influencers ● Page 89 – Lesbians and Gays Support the Miners ● Pages 89–90 – HIV and AIDs ● Pages 90–93 – Section 28 ● Page 93 – Lobbying of politicians and the use of the European Court – example of the Gender Recognition Act.
<p>Black Civil Rights</p>	<p>Chapter 2.2 – How did people in Britain face the challenges of the period, 1930–45?</p> <ul style="list-style-type: none"> ● Garland Wilson and the Shim Sham Club <p>Chapter 4.1 – What influenced campaigners for social change in Britain in the 1960s and 1970s?</p> <ul style="list-style-type: none"> ● Context of the Indian Independence movement and the Black Civil Rights movement in the USA influencing protest in Britain ● Page 75 – Brixton Black Women’s Group ● Pages 78–79 – Gay Liberation movement and failure to acknowledge issues of race

Topic commonly taught in schools	How this book can help
<p>Women's Rights</p>	<p>Chapter 1.1 – What was life like for people in Britain in the Roaring Twenties?</p> <ul style="list-style-type: none"> • Women and the vote • Women and post-war work <p>Chapter 1.2 – How was disability experienced in Britain, 1919–30?</p> <ul style="list-style-type: none"> • Page 17 – Agnes Hunt, medical pioneer <p>Chapter 1.3 – What opportunities did women in Britain take in the 1920s?</p> <ul style="list-style-type: none"> • Female MPs • Women's opportunities in work and lifestyle in the 1920s • LGBTQ+ women <p>Making History: How do items from the past find their way into archives?</p> <ul style="list-style-type: none"> • Pages 28–29 – The evidence of the women's suffrage campaign found in the National Archives <p>Chapter 2.2 – How did people in Britain face the challenges of the period, 1930–45?</p> <ul style="list-style-type: none"> • Page 36 – Ellen Wilkinson, MP • Page 37 – Mary Marples, working-class woman from Sheffield • Numerous images of women's experiences during the Second World War • Page 39 – Lilian Bailey, black member of WAAF <p>Chapter 3.1–3.2</p> <ul style="list-style-type: none"> • Examining the Beveridge Report and welfare state to see how far they helped women or were formulated to help mitigate problems which overwhelmingly affected women <p>Chapter 3.4 – What was life like for Gypsy and Traveller people in welfare state Britain?</p> <ul style="list-style-type: none"> • Examining the impact of the welfare state on Gypsy, Roma and traveller women

Topic commonly taught in schools	How this book can help
	<p>Chapter 3.5 – How was it hard to be different in Britain in the post-war years?</p> <ul style="list-style-type: none"> ● Page 61 – Sue Bush, polio patient <p>Making History: How can we know about people when there are no records of them?</p> <ul style="list-style-type: none"> ● Pages 62–63 ● How we find out about the experiences of black women ● How we find out about the experiences of women who were not in leadership positions <p>Chapter 4.1 – What influenced campaigners for social change in Britain in the 1960s and 1970s?</p> <ul style="list-style-type: none"> ● Women’s liberation movement ● Page 68 – women, marriage and new opportunities ● Page 69 – Selma James, women and black civil rights campaigner ● Page 72 – The Headscarf Revolutionaries and Lillian Bilocca ● Page 73 – Elizabeth Easton, member of the Gypsy Council ● Page 74 – Joan Hughes, member of the Mental Patients’ Union ● Page 75 – Brixton Black Women’s Group ● Page 77 – Angela Weir, member of the Gay Liberation Front ● Pages 78–79 – lack of lesbian and bisexual women’s issues in early campaigns for gay liberation <p>Making History: What can influence a historian’s interests?</p> <ul style="list-style-type: none"> ● Pages 82–83 ● How historians come up with their research questions on women’s history <p>Chapter 5.1 How did Margaret Thatcher shape British society in the last two decades of the 20th century?</p> <ul style="list-style-type: none"> ● Pages 84–87 – Margaret Thatcher and her impact on trade unions, LGBTQ+ and housing ● Page 89 – Lesbians and Gays Support the Miners ● Pages 90–92 – Thatcher and Section 28 with protest led by Susannah Bowyer ● Page 95 – Barbara Robb, mental health campaigner

Topic commonly taught in schools	How this book can help
	<ul style="list-style-type: none"> ● Page 96 – Ann MacFarlane, experience of ‘care in the community’ ● Page 98 – Sylvia Dunn, campaigner for National Association of Gypsy women ● Page 100 – the women of the Burnsall strike ● Page 101 – Lesley Abdela and the 300 group, the Labour government’s female MPs
<p>The British Empire</p>	<p>Chapter 1.2 How was disability experienced in Britain, 1919–30?</p> <ul style="list-style-type: none"> ● Page 22 – the story of Mithan Lam, Indian lawyer and campaigner ● Page 22 – Marie Stopes (she was a member of the Eugenics movement, many of whom were concerned about breeding a strong white race to rule the Empire) ● Page 22 – Evelyn Dove, of Sierra Leone descent (Sierra Leone was a colony established by British abolitionists) <p>Chapter 2.1 What challenges did Britain face, 1930–45?</p> <ul style="list-style-type: none"> ● Page 33 – reference to shortages of imports during wartime, shows dependence of Britain on the Empire for food and other materials; bankruptcy after the Second World War also hastened decline of British Empire ● Page 37 – Tom was sent to North Africa to defend British colonies in the Second World War ● Page 39 – Lilian Bailey – her father was from Barbados, a British colony and former slave economy ● Page 40 – the Lascars were merchant navy men from the Indian subcontinent and the merchant navy moved goods around the Empire <p>Chapter 4.1 What influenced campaigners for social change in Britain in the 1960s and 1970s?</p> <ul style="list-style-type: none"> ● Page 69 – influences from India for protest <p>Chapter 4.2 How did people in Britain struggle for change in 1960s and 1970s Britain?</p> <ul style="list-style-type: none"> ● Page 75 – Brixton Black Women’s Group – many of the women had family who had migrated to Britain from colonies or members of the Commonwealth

Topic commonly taught in schools	How this book can help
	<p>Chapter 5.1 How did Margaret Thatcher shape British society in the last two decades of the 20th century?</p> <ul style="list-style-type: none"> • Pages 84–86 – the issue of the mining industry in Britain is linked to empire as many former colonies could produce coal much more cheaply, and a global economy had developed <p>Chapter 5.4 How did women organise for change at the end of the 20th century?</p> <ul style="list-style-type: none"> • Page 100 – the Burnsall strike – led by British Asian women.

The full-unit approach: To teach different Key Stage 3 History

Each part of the book is written to address a historical enquiry question informed by current scholarship. It is also possible to use the book to ask other historical questions that could frame sequences of lessons. We recommend that teachers read the book and then design units on twentieth-century British social history that provide coherence and work for their own context and their own students. In this section we give some examples to support your thinking.

Enquiry Question	Resources
<p>What was the impact of the First World War on people in Britain?</p>	<p>Contextual lessons – Teachers would teach some of their own materials on the First World War, e.g. recruitment, life in the trenches, warfare, home front, etc.</p> <p>Lesson 1 – Chapter 1.2 – Investigate the effects of the war upon those with war-related injuries, but also the attitudes of Britain towards those with disabilities.</p> <p>Lesson 2 – Chapter 1.3 – Effects upon women with new opportunities for the right to vote and work.</p> <p>Lesson 3 – End of Topic – What was the impact of the First World War on people in Britain? – Students should be able to assess the positive and negative impacts and the different ways that the war’s impact was felt by people in Britain in the years that followed its end.</p>

<p>Was there really a ‘Roaring Twenties’ in Britain?</p>	<p>Lesson 1 – Chapter 1.1 – What is meant by the term ‘Roaring Twenties’? What was life like for people in Britain in the Roaring Twenties? – Who benefitted, who didn’t?</p> <p>Lesson 2 – Chapter 1.2 – How far did disabled people have a ‘Roaring Twenties’? Did life get better, worse or stay the same?</p> <p>Lesson 3 – Chapter 1.3 – How far did women have a ‘Roaring Twenties’? Did life get better, worse or stay the same?</p> <p>Lesson 4 – Assessment – Was there really a ‘Roaring Twenties’? If you had to choose one image to represent the 1920s in Britain, what would it be and why?</p>
<p>How should we describe life for people in Britain in the Second World War?</p>	<p>Contextual Lessons – Teachers would teach some of their own materials on the Second World War, e.g. causes, key events, home front.</p> <p>Lesson 1 – Chapter 2.2 – Stories of Douglas Bader and Lilian Bailey – Burns unit at East Grinstead. How far did the government create new opportunities for people in war time?</p> <p>Lesson 2 – Chapter 2.2 – Story of Ellen Wilkinson (this will need to be linked to students’ prior knowledge of the rise of Hitler and Blitz) – Story of the Belvedere Marshes Travellers – Stories of Mary Marples and the Lascars. How far did the government help ordinary working people?</p> <p>Lesson 3 – Assessment – How should we describe life for people in Britain in the Second World War? – Students should look at different groups/diversity of experience and what caused that diversity.</p>
<p>How successful was the welfare state at looking after all people from ‘cradle to grave’?</p>	<p>Lesson 1 – Chapter 3.1 – What were the intentions of the welfare state?</p> <p>Lesson 2 – Chapter 3.2 – What can we learn from statistics?</p> <p>Lesson 3 – Chapter 3.3 – What were the experiences of Polish migrants?</p> <p>Lesson 4 – Chapter 3.4 – What were the experiences of Gypsy, Roma and Traveller people? Why didn’t the government take their needs into account?</p> <p>Lesson 5 – Chapter 3.5 pages 60–61 – How were disabled children treated as ‘different’? How far did the welfare state look after their needs?</p>

	<p>Lesson 6 – Assessment – How successful was the welfare state at looking after all people from ‘cradle to grave’? What hindered its success?</p>
<p>How far did women gain equality in the twentieth century?</p>	<p>Lesson 1</p> <ul style="list-style-type: none"> ● Chapter 1.1 (page 10) ● Chapter 1.3 (page 20); Chapter 2.2 (page 36) ● Chapter 5.1 (pages 84–87) ● Chapter 5.4 (page 101) ● How far did women gain political equality? <p>Lesson 2</p> <ul style="list-style-type: none"> ● Chapter 1.2 (pages 21–23) ● Chapter 2.1 (pages 30, 33); Chapter 2.2 (pages 37, 39) ● Chapter 5.4 (page 100) ● How far did women gain economic equality? <p>Lesson 3</p> <ul style="list-style-type: none"> ● Chapter 1.2 ● Chapter 1.3 ● Chapter 2.2 (page 36) ● Chapter 3.4 ● Chapter 4.1 ● Chapter 4.2 ● Chapter 4.3 ● Chapter 5.1 ● Chapter 5.2 ● Chapter 5.3 ● Chapter 5.4 ● What other issues did women have to fight for? <p>Lesson 4 – Assessment – How far did women gain equality in the twentieth century? Students should be encouraged to explore the issues of intersectionality to give a nuanced answer.</p>
<p>How hard was it to be different in Britain in the twentieth century?</p>	<p>Lesson 1 – What was it like to be different in Britain before 1945?</p> <ul style="list-style-type: none"> ● Pages 18–19 – disabled people campaigning for justice and ideas about disability ● Pages 22–23 – lives of a variety of women in the 1920s ● Pages 24–25 – trial of Augustine Hull and censorship ● Page 35 – Shim-Sham Club

	<ul style="list-style-type: none"> ● Page 38 – Belvedere Marshes community ● Pages 39–40 – Black and Asian experience ● Page 41 – burns victims
<p>3.5 How was it hard to be different in the post-war years?</p>	<p>Lesson 1 –</p> <ul style="list-style-type: none"> ● If your students have not yet covered the welfare state, go back to 3.1: How did the British government plan to look after people from cradle to grave? ● Ask students to summarise the aims of the welfare state. <p>Lesson 2 – (3.5) How was it hard to be different in Britain in the post-war years? LGBT</p> <ul style="list-style-type: none"> ● Read the stories of Alcock and Epstein. Discuss differences to attitudes today. <p>Why did life for gay men become harder in the 1950s?</p> <ul style="list-style-type: none"> ● 5.2 – Section 28, protests and impact. <p>Lesson 3 – How was it hard to be different in Britain in the post-war years?</p> <ul style="list-style-type: none"> ● Disability – read the story of Sue Bush (3.5) and discuss the attitudes shown towards children with physical disabilities. ● Read the story of Paul Hunt (4.2) and the struggle for independence as a disabled person. <p>Lesson 4 – How hard was it to be different in Britain in the post-war years?</p> <ul style="list-style-type: none"> ● GRT – life in welfare-state Britain (3.4) ● The resistance of Ernest Smith in the 1970s (4.2) ● NAGW in the 1990s (5.4) <p>Lesson 5 – Assessment – How hard was it to be different in Britain in the twentieth century</p> <ul style="list-style-type: none"> ● Post-war was the toughest time ● Nuanced answers will focus on who found it hard, when life was hardest and why
<p>Why was there increasing protest for social change from the 1960s onwards?</p>	<p>Lesson 1 – Chapter 4.1</p> <p>What were the influences on people in Britain to push for social change?</p> <p>Lesson 2 – Chapter 4.2</p>

	<p>What were the different ways people struggled for social change? What do they have in common? What is different?</p> <p>Lessons 3 & 4 – Chapters 4.3 & 5.2</p> <p>Why did LGBTQ+ people have to campaign harder for social change?</p> <p>Lesson 5 – Chapter 4.2 pages 71 & 74</p> <p>Revisit the story of Paul Hunt and the Mental Patients’ Union studied in Lesson 2. Compare to 5.3. How did the campaigns for disabled people change and intensify and why?</p> <p>Lesson 6 – Chapter 4.2 pages 72 and 75</p> <ul style="list-style-type: none"> ● Revisit the story of Lilian Bilocca and the Brixton Black Women’s Group studied in Lesson 2. Compare to Chapter 5.2 page 92 – story of Susannah Bowyer, page 95 ● Barbara Robb, pages 98 100 – What issues did women campaign on? Why was there increasing protest? <p>Lesson 7 – Chapter 5.1</p> <ul style="list-style-type: none"> ● What were Thatcher’s aims for Britain? ● How far were her actions directly responsible for the increase in protest in the 1980s and 1990s? <p>Lesson 8 – Assessment</p> <p>Why was there increasing protest for social change from the 1960s onwards?(Changing culture of the times, little or no change for particular groups, unintended consequences of changes, opposition to social change, etc.)</p>
<p>How do we investigate stories of people who are missing from history?</p>	<p>Lesson 1 – Making History (pages 8–9)</p> <p>Why do we need diverse stories to make better history? Making History (pages 26–27) – How can we use fragments from the past?</p> <p>There is an opportunity here to use some local history, e.g. using names of places as evidence.</p> <p>Lesson 2 – Making History text (pages 42–43)</p> <p>How do we find out about LGBTQ+ lives? Then use sections from each chapter to get students to think about what methods have been used to research them.</p> <p>Lesson 3 – Making History (pages 64–65)</p>

How do we create a narrative from fragments? Then use Making History (pages 42–43) sources to try to construct a narrative using knowledge of LGBTQ+ history, or of women or disability history.

Lesson 4 – Making History (pages 62–63)

How can we know about people when there are no records of them?

Lesson 5 – Assessment

Either put a guide together for researchers wanting to find hidden stories, or set up a project for students to piece together the ‘missing’ stories from any existing resources, e.g. other textbooks, local place names, etc. to try to investigate the stories of missing groups.

A more representative GCSE: Using the book to supplement or extend

While teachers are often pushed for time when trying to cover the existing GCSE materials, here we suggest how you can weave short extracts from the book into your curriculum to improve the diversity and representation within the GCSE topics.

Specification content is indicated using coloured text.

AQA GCSE

Britain, Health and the People c. 1000 to the present day

Part 4: Modern Medicine

Chapter 1.2 – Extends students’ understanding of the impact of surgery in the First World War, e.g. continuing use of plastic surgery.

Chapter 3.1 – Enables students to examine statistics to judge the impact of the welfare state, but also to analyse its impact upon people with disabilities and women.

Britain, Power and the People, c. 1170 to the present day

Part 4: Equality and Rights

Women’s rights

Chapters 1.1, 1.3, 5.1 and 5.4 – Include discussion of the impact of the vote, female MPs, the first female Prime Minister and women’s organisations to claim their rights.

Workers’ Rights

Chapters 5.1 & 5.2 – Thatcher and the miners’ strikes completes the narrative on trade unions for the 1980s.

Minority Rights

Chapter 4.1 – Discusses influences from outside the UK, e.g. Selma James; Brixton Black Women’s Group.

Chapter 5.4 – Burnsall strike brings together both Asian women’s rights and trade unions.

Although it is not specifically on the GCSE specification, teachers may also want to include LGBTQ+ rights for students.

Specification content is indicated using coloured text.

Edexcel GCSE

Crime and Punishment in Britain, c. 1000 to the present

Although it is not specifically on the GCSE specification, teachers may also want to include discussions of LGBTQ+ experiences and their criminalisation. This could extend discussions of:

- the nature and changing definitions of criminal activity
- changing definitions of crime
- the nature of law enforcement and punishment
- the role of the authorities and local communities in law enforcement.

Medicine in Britain, c1250 to the present

Approaches to prevention and treatment

Chapter 1.2

Looks at treatment for war injuries (this would also supplement the case study, enabling students to look at the long-term impact of the Western Front). It also looks at attitudes towards disability.

The extent of change in care and treatment

Chapters 1.2, 2.2 (pages 34 & 41), 3.1, 3.2, 3.5 (pages 60–61), 4.3 (page 74) and 5.3 – Provide additional materials to look at attitudes towards people with disabilities, but also their care and treatment.

The Impact of the NHS

Chapters 3.1, 3.2 and 3.5 (pages 60–61).

Improved access to care

As discussed above.

Migrants in Britain, c.800 – Present Day

The experience of migrants in Britain

Chapter 1.2

- Page 22 – The story of Mithan Lam, Indian lawyer and campaigner.
- Page 22 – Evelyn Dove, of Sierra Leone descent (Sierra Leone was a colony established by British abolitionists).

Chapter 2.1

- Page 39 – Lilian Bailey – her father was from Barbados, a British colony and former enslavement economy.
- Page 40 – the Lascars were merchant navy men from the Indian subcontinent.

Chapter 4.1

- Page 69 – influences from India for protest.

Chapter 4.2

- Page 75 – Brixton Black Women’s Group – Many of the women had family who had migrated to Britain from colonies or members of the Commonwealth.

Chapter 5.4

- Page 100 – The Burnsall strike – Led by British Asian women.

Specification content is indicated using coloured text.

Pearson Edexcel International GCSE

Diversity, Rights and Equality in Britain, 1914 –2010

The Fight for Recognition, 1914–1928

Chapter 1.1

- Pages 10–11 – Gives an overview of some of the experiences in the 1920s, including difficulty in terms of employment for working-class people.

Chapter 1.2

- Pages 12–19 – Experiences of disability, including treatments and attitudes towards them; includes work of Agnes Hunt, the first orthopaedic nurse.

Chapter 1.3

- Pages 20–25 – New opportunities for women.

The significance of changes in voting rights and the Sex Disqualification (Removal) Act (1919), the Education Act (1918) and the Aliens Restriction (Amendment) Act (1919)

Chapter 1.3

- Page 20 – Discusses significant legislation for women.

The impact of Depression and War, 1928–1945

Chapter 2.1

- Pages 30–33 discuss the experiences most people faced.

Chapter 2.2

- Page 34 & 41 discuss the impact of disability.
- Page 35, 39 and 40 all discuss different experiences based on race (but also page 35 has LGBTQ+ experience).
- Page 36 – Ellen Wilkinson MP – Experience of gender and class (including Jarrow Crusade).
- Page 37 – Mary Marples – Experience of class.
- Page 38 – Experience of Belvedere Travellers – Experience of race.

Chapter 3.3

- Pages 52–53 – Experience of Polish migrants at the end of the war and into the 1950s – Treatment of ‘aliens’.

Consequences of war and the end of empire, 1944–62

Chapter 4.1

- Pages 66–69 – Reasons for changes in attitudes and opportunities.

Chapter 4.2

- Page 71 – Paul Hunt’s campaign – Reasons for change for disabled people.

Changes in civil rights, c1962–1986

Chapter 4.1

- Pages 66–69 – Reasons for changes in attitudes and opportunities.

Chapter 4.2

- Page 74 – Mental Patients’ Union – improved rights for disabled people.
- Page 75 – Brixton Black Women’s Group – campaigns for racial equality.

Chapter 4.3

- Pages 76–79 – Campaigns for LGBTQ+ equality – improved rights for sexual minorities.

Changes in opportunity and culture, 1986–2010

Chapter 5.1

- Pages 84–87 – Margaret Thatcher’s Britain – gives context for much of the first half of the period.
- Page 86 – Briefly discusses Section 28.

Chapter 5.2

- Pages 88–93 – Discusses changes in culture for LGBTQ+ people, Section 28, the AIDS crisis – Significance of changes and barriers to change.

Chapter 5.3

- Pages 94–97 – Disabled people and campaigns – barriers to change.

Chapter 5.4

- Pages 98–99 – Gypsy, Roma and Travellers campaigns for equality.
- Pages 100–101 – Burnsall strike and women in Labour government – significance of change but also continuing sexism and racism.

Specification content is indicated using coloured text.

OCR GCSE

Migration to Britain, c. 1000 to 2010

The experience of Poles who settled in Britain after the Second World War

Chapter 3.3

- the story of a Polish family connected with the post-war welfare state.

Chapter 4.1

- Page 69 – Influences from India for protest.

Chapter 4.2

- Page 75 – Brixton Black Women’s Group – many of the women had family who had migrated to Britain from colonies or members of the Commonwealth.

Chapter 5.4

- Page 100 – The Burnsall strike – Led by British Asian women.

Monarchy and Democracy in Britain, c. 1000 to 2014

The struggle for the vote for women

Although the specification ends with women getting the vote in 1918, teachers may want to extend student understanding with these chapters:

Chapter 1.3

- The impact of the First World War and also the vote on women’s lifestyles and opportunities in the 1920s.

Making History pages 28–29

- Discussion of the women’s suffrage campaign and how we can use archives to investigate.

Chapter 2.1 – page 36

- One of the first female MPs, Ellen Wilkinson.

Chapter 5.1 How did Margaret Thatcher shape British society in the last two decades of the twentieth century?

- Page 101 – Lesley Abdela and the 300 group, the Labour government’s female MPs.

The increased role of the state, from 1945 to c.1980.

Chapters 3.1, 3.2, 3.3 and 3.4

- All look at the impact of the welfare state.

Challenges to Parliament c.1980 to early 2000s: the Miners’ Strike 1984–1985.

Chapters 5.1 & 5.2

Thatcher and the miners’ strikes.

How should this book be used in the classroom?

Using the questions

Questions are the bread of butter of good history. You will notice that the first section of each chapter ends with:

- **'Reflect'** with questions to help students to think about what they have read.
- **'Learning more'** which can be used to shape the learning if a whole chapter is being used.

Sections of chapters have three main types of question:

- **Chapter section questions** – these are the enquiry questions that frame the section.
- **In-text questions** – these prompt students to reflect on what they have just learnt and direct them towards thinking about the enquiry questions. The final in-text question in each section focuses directly on the enquiry question.
- Some sections also have **source questions** that are designed to get students to reflect on a specific issue in the images we have used.

We have purposely avoided traditional textbook tasks to make the book as flexible as possible for teachers. The questions can be used as a task if needed.

All the questions could be used by students to make notes on these topics or to be answered in prose. We have provided potential answers to these questions in a separate document.

if you feel that this specific question would not fit in with your scheme of learning, please note that although chapter questions frame the content, the text was written to be generic enough to fit your own question on the same topic.

Enriching the text

As with any textbook we have worked to a budget. We would have loved to write a book which was double this length and was filled with more images. This was obviously not possible. However, we highly recommend that when you use this textbook in your class, you enrich the text with even more images, including from your local area.

Books and articles to read

Disability

An explanation of language relating to disability

Available at: www.disabilityrightsuk.org/social-model-disability-language

Historic England: A History of Disability

Available at: <https://historicengland.org.uk/research/inclusive-heritage/disability-history/>

Silenced: The Hidden Story of Disabled People, 2021 BBC documentary

Clips available on YouTube

Anderson, J. War, Disability and Rehabilitation: ‘Soul of a Nation’

978-1784993498, Manchester University Press, 2016

GRT History

A support page with many links for the teaching of Gypsy, Roma and Traveller History is provided by the Historical Association: www.history.org.uk/secondary/categories/613/resource/10115/teaching-gypsy-roma-and-traveller-history

Cressey, D. Gypsies: An English History

978-0198768135, Oxford University Press, 2018

Henry, D. Gypsies, Roma and Travellers: A Contemporary Analysis

978-1915080042, Critical Publishing, 2022

Taylor, B. (2014) Another Darkness, Another Dawn: A history of Gypsies, Roma and Travellers, Reaktion Books.

978-1780232577, Reaktion Press, 2014

Queer/LGBTQ+ History:

A list of LGBTQ+ terms can be found on the Stonewall website: www.stonewall.org.uk/list-lgbtq-terms

Historical Association LGBTQ+ History Month podcasts

www.history.org.uk/ha-news/categories/455/news/3691/lgbt-history-month

‘You’re Dead to Me’ episode on LGBTQ+ History

www.bbc.co.uk/programmes/p07nwyfm

Ackroyd, P. Queer City: Gay London from the Romans to the Present Day

978-0701188801, Chatto and Windus., 2018

Cook, M. A Gay History of Britain: Love and Sex Between Men Since the Middle Ages

978-1846450020, Praeger, 2007

Jennings, R. A Lesbian History of Britain: Love and Sex Between Women Since 1500

978-1846450075, Praeger, 2007

Women

Bartley, P. Ellen Wilkinson: From Red Suffragist to Government Minister

978-0745332376, Pluto Press, 2014

Bartley, P. Women's Activism in Twentieth-Century Britain: Making a Difference Across the Political Spectrum

Palgrave Macmillan, 2022

Robinson, J. (2015) *In the Family Way: Illegitimacy Between the Great War and the Swinging Sixties*

978-3030927202, Viking, 2015

Robinson, J. Ladies Can't Climb Ladders: The Pioneering Adventures of the First Professional Women

978-1784163990, Transworld Digital, 2020

Zweiniger-Bargiolowska, I. Women in Twentieth-Century Britain: Social, Cultural and Political Change

978-0582404809, Routledge, 2001

Wade, F. Square Haunting: Five Women, Freedom and London Between the Wars

978-0571330652, Faber & Faber, 2020

Boyd, S. 'From Great Women to an Inclusive Curriculum: How should women's history be included at Key Stage 3?'

Teaching History 175 <https://www.history.org.uk/publications/resource/9616/how-should-womens-history-be-included-at-key-stag>

Historic England

<https://historicengland.org.uk/research/inclusive-heritage/womens-history/>