# Enquiry Topic: Churchill 1930-1951

# Introduction

## Overview

Delivery guides are designed to represent a body of knowledge about teaching a particular topic and contain:

* Curriculum Content: a clear outline of the content covered by the delivery guide
* Thinking Conceptually: expert guidance on the key concepts involved, common difficulties learners may have, approaches to teaching that can help learners understand these concepts and how this topic links conceptually to other areas of the subject
* Thinking Contextually: a range of suggested teaching activities using a variety of themes so that different activities can be selected that best suit particular classes, learning styles or teaching approaches.

**All our teacher support is available on our teacher website** [**Teach Cambridge**](https://www.ocr.org.uk/qualifications/teach-cambridge/)**. Please ask your exams officer to register you.**

# Curriculum Content

## Overview

| Key Topics | Content Learners should have studied the following: |
| --- | --- |
| Churchill’s view of events 1929–1934 | Why Churchill was out of office1929–1939; his attitude to the Abdication Crisis; his views about Empire and India and clashes with his party; attitude towards Germany after 1933; his views about rearmament and appeasement; why Churchill became Prime Minister. |
| Churchill as wartime Prime Minister | Why Churchill became Prime Minister; stance in 1940 and style of leadership; relations with his generals and his impact on strategic decisions in the Mediterranean, bombing of Germany and the war in Europe 1944–1945; plans for reconstruction and loss of 1945 election. |
| Churchill and international diplomacy 1939–1951 | Churchill’s view on Britain’s world and imperial role; relations with other wartime leaders (Roosevelt, Stalin and deGaulle); contribution to international conferences; plans for post-war Europe; Iron Curtain speech; attitude to Empire and Europe after 1945. |

# Thinking Conceptually

## Overview

### Approaches to teaching the content

This component of the course requires students to critically use evidence to investigate and assess historical questions, problems and issues. It is fundamentally important, therefore, that a great deal of teaching time is focussed on the use of primary source material. Teachers not only have a wealth of source material from previous past papers available on the OCR website, but also from websites such as the National Archives. If at all possible, a study visit to the War Cabinet Rooms do come highly recommended. Students should, from an early stage, be able to analyse the content of source material; in basic terms what the source is saying and the view of the writer. The other key aspect of this course is the evaluation of the views presented within the source material. Students should be encouraged to investigate the key figures within the course and explore their standpoints. Furthermore, it is vital that students understand the impact of, for example, public speeches, memoranda, diary entries, newspapers, private letters and works of literature in regards to their purpose. All sources will have a slant (bias is a word that should not be used) and students need to understand what this slant is and, more importantly, why the source is saying what it does. Finally, it is imperative that students have a broad understanding of key events during the time period- timelines are an excellent way of doing this- in order that they can place the source material into historical context.

### Common misconceptions or difficulties students may have

In relation to the above, students generally find assessing the views presented in the sources to be the easier element of the challenges presented to them. The evaluation of the provenance of each source poses difficulties- and often results in stock comments “this source is biased”; “because it is a speech it reflects his own views” for example. Students need to realise that all sources are useful but are not necessarily reliable. Furthermore, the focus on stock comments can be addressed by simply focusing on what is being analysed and assessing the purpose of the source. Finally, students can struggle with balancing the elements of content, provenance and context. If students can be encouraged to places the source material into historical context, perhaps by looking at the date the source was written and what was occurring at the time, then this would aid them in their evaluation. Finally, students are also likely to have entered into the course expecting to hear a great deal of positive thoughts about Churchill; they should be encouraged to keep an open mind but also judge Churchill against the context of warfare.

### Conceptual links to other areas of the specification – useful ways to approach this topic to set students up for topics later in the course

This topic has direct links to the Themes and Interpretations element of the course. Students should be encouraged to develop their ability to spot similarities and differences between source material, as this will be of relevance when assessing aspects of change and continuity within the Themes paper. When assessing interpretations in component three, students will have to assess the validity of the claims of different historians. This is building on the work done here, as they are assessing the validity of the primary evidence to reach a judgement.

# Thinking Contextually

## Overview

In order to fully understand this topic, it is fundamental that students are aware of the state of play in England in 1929. They should be aware of Churchill’s background: the role that his childhood, early years and his time as Chancellor played in shaping the period between 1929 and 1951. Placing the sources into historical context allows a wider grasp of the source material and will result in a more detailed analysis and understanding of the issue in question. At a basic level, knowledge of the key events during the time period, but also the main figures operating at the time, will allow students to develop as historians and fully evaluate the information presented to them.

## Scheme of work: Unit Y113

A scheme of work for this unit.

### Resources

Scheme of work: Unit Y113 (Available on Teach Cambridge)

## Activity one: Churchill versus?

This activity is designed to be used at the end of a unit of work. Students will be given a source from Churchill, for example Source A. Their first task is to unpack the source, analysing the content, provenance (considering author, date, purpose and nature) and historical context of the source. (see Table 1).

Following that, the pupils are given another historical figure (for instance in this case Chamberlain,) and have to create their own historical source in response to Churchill’s. This allows them to hypothesise the views and opinions of the central figures to the course and judge the different opinions at the time.

The final stage of the Activity is for pupils to then swap their own sources and complete the corresponding column of Table One. This can then lead to a comparative analysis of the two sources and a discussion on reliability and utility. Note: Teachers must make it clear to students that the hypothesised source cannot be used as information in an examination context!

### Resources

Learner Resource 1 (Available on Teach Cambridge)

## Activity two: Churchill’s Speeches: Did his oratory inspire the nation?

An excellent link for students to listen to Churchill’s speeches can be found in the resources on the right, which contains a selection of WSC’s speeches from across his life.

Students should read extracts from the following speeches: Blood, toil, tears and sweat (10 May 1940), We Shall fight on the beaches (4 June 1940) and This was their finest hour (18 June 1940) (see pp92-93 Wells).

They should be asked to comment on Churchill’s use of rhetoric, the power of the words that he is using and the impact that they believe the speeches will have on the population of Britain.

Students should then listen to the extract.

They should then be asked about the way Churchill delivers these speeches. Is it inspirational? What impact would the delivery have on the reception of these speeches?

Finally, students should be given the provenance of the speech- i.e. whether it was just delivered to the House of Commons or if it was broadcast to the public. There will then follow a discussion of the importance of this information and whether his oratory inspired the nation.

### Resources

[Churchill's Speeches](http://www.winstonchurchill.org/resources/speeches)

## Activity three: Churchill and his Generals

This activity is designed to provide a brief overview of Churchill and the relationships with his generals.

Utilising provided information (Wells pp103-107) complete Table 2. This allows students to not only grasp Churchill’s view, but also the view of the commander/general. It also affords them the opportunity to comment on the justification of Churchill in relation to the wider context of the time.

### Resources

Learner Resource 1 (Available on Teach Cambridge)

## Activity four: ‘Summit Diplomacy’

Churchill, according to Boris Johnson, coined the term ‘summit’. This activity is a play on the word, affording students the opportunity to assess the success of different wartime and post-war summits in a creative way.

Students are shown the accompanying PowerPoint resource and informed that they will be creating a mountain range which details the relative success and failure of the ‘Summits’.

At the left end of their mountain range should be the earliest summit, and the far right, the latest.

Students should represent the success of each summit for Churchill via the height of each ‘summit’ and annotate to explain their thinking. They can also annotate their mountain range with events in the war or perhaps through the weather (dark and stormy for times of trouble contrasted with sunnier times as the war progresses). The leaders present should also be represented in some way.

Students MUST include Newfoundland (Aug 1941), Tehran 1943, Yalta 1945 and Potsdam 1945 (and perhaps Moscow 1944 where the Percentages Agreement came to pass) but they can use the wide range of other summits that took place during the war.

### Resources

Learner Resource 2 (Available on Teach Cambridge)

## Activity five: Churchill and Chamberlain: To what extent does the Anschluss change their view on appeasement?

Students are firstly paired up and given a small picture of Churchill and Chamberlain . They are then given an opinion line (see the accompanying PowerPoint). On this opinion line they need to place their pictures reflecting their initial view towards Churchill and Chamberlain’s view towards appeasement.

In their pairs, students then choose whether to investigate sources on either Churchill or Chamberlain. One student will look at Churchill, the other Chamberlain, researching their own sources. They then have to complete the Initial View (i.e. the position on the opinion line) and Actual View on their card (they will only be given one of these cards, not both ).

When they have finished, they then will go and consult with another member of the class who has investigated the same figure as them, to check and compare information.

The next stage is to share their viewpoint with their original partner. As the discussion proceeds they will be able to complete their card; in particular the similarities and differences sections (through discussion) and that entitled ‘surprise’. Finally, students will discuss and complete whether Anschluss brought the two politicians together.

Finally, students will adjust the positions on their opinion line in regard to Churchill and Chamberlain’s views.

### Resources

Learner Resource 1 (Available on Teach Cambridge)

Learner Resource 3 (Available on Teach Cambridge)

Please note – web links are correct at date of publication but other websites may change over time. If you have any problems with a link you may want to navigate to that organisation’s website for a direct search.



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