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Broadcasting and Social Change in Sixties Britain

What do broadcasting and the media reveal about the lived
experience of the 'Swinging Sixties'?

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Scholarly and curricular rationale

I have decided to produce a six-lesson enquiry focusing on the question: What do broadcasting and the media reveal about the lived experience of the 'Swinging Sixties'? This focuses on the sixties as a concept and what audio-visual material can tell us about the period at the time. The aim is for students to explore a different theme per lesson, using audio-visual material throughout, to explore what the sixties meant for the people who lived through them. I intend for this resource to be used for Key Stage 3, particularly Years 8 and 9, due to the sensitive nature of some of the material within this and the important messages that it contains. Diversity and the treatment of the LGBTQ+ community at this time are included, which is something that all students should be aware of and know.

I developed this particular resource because I wanted students to have a good overview of the period. As someone who had not studied the 1960s in detail before, I wanted my resource to give students that overview of the period as well. By doing this, different groups within society could be studied that have previously been left out of other schemes of work. This allows students to connect with the work and see real links with the world around them. The focal point of this scheme of work is the use of audio-visual material: every lesson has a series of interviews and videos related to that specific theme. This therefore allows students to have a better insight into the period, as they can see and hear it for themselves. I've also made sure that students see the materials not just as videos that they watch but as pieces of historical evidence. I am hoping that this scheme of work can be used after students study the World Wars, as there would be connections between this scheme of work and post-war Britain. Currently, we have a scheme of work focused on the 1960s, but it is focused more globally, so in using these schemes of work together and placing this after studying World War II, students can grasp the impact that the war had at this time. Having a scheme of work heavily reliant on the stories of other people also makes this powerful. Placing the legal changes in the background and really focusing on the impact that they had on the people at this time and how they lived their lives will give students a really powerful connection with the topic, one that they might not have had with others.

I am hoping that students learn a new way in which to explore history and to use evidence in the subject. As we start to study modern aspects of the period, we need to make sure that we are adapting our resources to do the period justice – and with the sheer number of audio-visual resources available for the 1960s and beyond, students need to be familiar with this. With the overarching aim of this scheme of work being to focus on what can be gained from using this type of material within the subject, it should entice and intrigue students. I also hope that students start to really think about the human aspect of history and the impact that changes can have. I am hoping that by placing the legal changes alongside the interviews that took place, students can start to think a bit differently about how we study history and how important it is that we look at the people who lived through these experiences. I also want students to have an idea about how complicated a period of history can be. With the sheer number of events taking place in the 1960s but the umbrella term

'Swinging Sixties' being used to describe the period, students need to understand that a period of time needs to be unpicked and questioned; just because the period is known by that phrase, it doesn't mean that everything at that time should be viewed in the same way.

I have decided to structure the scheme of work thematically, studying a different aspect/social group each lesson. This allows for students to go into depth within a particular group and the changes/experiences that they faced. As the period is so broad and there is so much to explore within it, looking at a specific group each lesson allows a broad overview to be investigated. The overall enquiry question pulls in the evidence-based focus of the scheme of work. As this was something that I have never really used in lessons, I wanted to make sure that the uniqueness of this was at the forefront of the scheme of work. Within the context of my school, this will be vastly different to the other topics that we study. The use of the enquiry sheet allows for students to think about the materials as pieces of evidence that historians can use to study a period. It also allows for them to map out how different groups were represented through the media and the reaction that they faced. With the final outcome being students planning a documentary on the 1960s and having to utilise the materials and learning that they have gained throughout the scheme of work, they can start to think about what overall message they want to send about the period and how the use of evidence can make people think differently if it is not based within the context at the time.

Summary of lessons

Lesson	Learning activities/Why are we learning this?	Resources
1. Why are the sixties known as the 'Swinging Sixties'?	<ul style="list-style-type: none"> - Introduction to the period of the 1960s (students would have previously looked at WWII but not much after that). - Introduction of the phrase 'Swinging Sixties' and what that means. The use of the video as a starter (mention name of video, called 'Swinging Britain') and what could be identified as something within that movement. - Placing the 1960s in the context of what came before and after. Students complete a timeline activity to try to work out what took place in this period. - Set up the enquiry question, looking at what changed/stayed the same in the 1960s with a specific lens of broadcasting and the media. - Set up the enquiry topic page, which gives criteria when looking at media material. 	<ul style="list-style-type: none"> - Timeline worksheet - Enquiry sheet - Videos for starter and middle of lesson (links in PowerPoint)
2. What did Britain in the 1960s look like?	<ul style="list-style-type: none"> - <i>Time</i> magazine front cover as a starter. Students pick out what they can see; address the fact that there is also reference to 'London: The Swinging City'. Throughout this lesson, students are then looking at different places in Britain to see whether they have the same experiences of the 'Swinging Sixties'. - This lesson focuses heavily on literature. Use of Sandbrook after the starter allows students to start to build up a picture of what it means to being 'swinging' at this time. - Again, context of the period is needed here. Students in Years 8/9 should be able to pick out that the impact of war would still be felt in Britain. Some might also be able to pick up on the cultural changes experienced at this time, with the influx of the Windrush generation. - Students study another extract from Sandbrook, introducing new developments to towns at this time. - Students then create case studies looking at London, Birmingham and Scunthorpe, with the use of scholarship (see worksheet) and broadcasts. Again, this should start to pick apart the 'Swinging London' aspect. - At this time, introduce 'new towns', looking at how smaller areas were now becoming more populated with developments in roads and shops. - Link to how people felt about new towns, with the inclusion of <i>The Newcomers</i> to explore how this was portrayed in broadcast media. 	<ul style="list-style-type: none"> - Worksheet with images and book extracts - Table worksheet - Video links in the PowerPoint

<p>3. How far were people viewed as one society in the 1960s? Part 1</p>	<ul style="list-style-type: none"> - This lesson is split into two parts, as it broadly looks over different social groups in society. There is a slide to introduce students to the lesson and to remind them to be sensitive with their responses. - This first part is focused on diversity and inclusion. - The lesson starts with students looking at the front cover of a pamphlet. Students start to realise that it is to help and offer advice to people moving to Britain. - The lesson also tries to fit this within the wider context of migration. - Students study the 1948 Nationality Act to start to piece together why people might have been treated a certain way in the 1960s. - The lesson tries to look at how migrants settled in Britain, the treatment that they faced and how some were able to integrate. - There is also an opportunity to watch a recording by the Race Relations Board, trying to educate, thus bringing in the broadcasting aspect. - There is also inclusion of programmes that the BBC created; this can be quite sensitive and needs to be broached carefully. (Slides 13 and 14 have links that provide more information regarding the programmes to support the teacher.) - Students will then be filling in a mind-map utilising the resources, and at the end of the lesson they will be deciding whether or not it shows that there was one society. - There is also an opportunity to complete the enquiry page so that students are considering the broadcasts on a deeper level. 	<ul style="list-style-type: none"> - Worksheet with text from Olusoga - Links accessible on the PowerPoint - Enquiry sheet
<p>4. How far were people viewed as one society in the 1960s? Part 2</p>	<ul style="list-style-type: none"> - This is the second part of the lesson, this time focusing on the LGBTQ+ community. - The lesson starts with pulling together ideas from previous lessons, so the enquiry question is constantly referred back to. - There is a slide focusing on the sensitive nature of this topic and how students need to be respectful. This should be a conversation that the teacher has with the class. - The lesson is focused on the legal changes that took place in this period and the experiences of people who lived through this time. Students will then start to see what the differences might be between the legal changes and attitudes of people at the time. - Students also look at how the BBC tried to represent these groups in society on the television. - The lesson ends by looking at Britain's first Pride event. - Like the lesson before, students complete a mind-map and then start to see whether there was one society in Britain in the 1960s. 	<ul style="list-style-type: none"> - Optional reading sheet - Links embedded in PowerPoint

5. Were women 'under the thumb' in the 1960s?	<ul style="list-style-type: none"> - This lesson is focused on the Rolling Stones song. This also allows the inclusion of bands and music within this period. - Students should be given a copy of the lyrics so that they can start to grasp the meaning of the song. - The lesson looks at the changes that women faced, the interviews that were created and the attitude of people at the time. Students will find it confusing that all this social change was happening but, for some women, they were not fully on board with the changes. Studying the statistics that are attached to this PowerPoint will address this. - There are a lot of videos to choose from in this lesson; it might be worth picking one per section from those provided, but this gives plenty of range to complete the enquiry page. 	<ul style="list-style-type: none"> - Accompanying worksheet - Links embedded in PowerPoint - Enquiry sheet
6. How far did the youth show ideas of permissiveness in the 1960s?	<ul style="list-style-type: none"> - The youth played a vital part in this period, as they were the generation living through the period. - A number of themes are addressed in this lesson to get an overview of the opportunities that the youth had and how far the reality played into this. - Linking to the 'one society' lesson, this lesson looks at different social groups within the youth and the treatment that they faced, even for a generation born and raised in Britain. - The lesson is set up as a spectrum for students to decide how far the youth were demonstrating a permissive society. There is also a homework task within this lesson so that students can have a go at analysing a video themselves, but also at measuring the family dynamic in the 1960s and how the period may have created divisions between the young and old. 	<ul style="list-style-type: none"> - Accompanying worksheet - Videos attached to the lesson - Homework task (within PowerPoint)
End of unit activity: What do broadcasting and the media tell us about life in the 'Swinging Sixties'?	<ul style="list-style-type: none"> - The idea behind this is that students complete the table to which they have referred at the end of every lesson. - Students then collate how broadcasting and media can be used as a piece of historical evidence. - This can be done as homework or a class activity. 	<ul style="list-style-type: none"> - Enquiry worksheet

Conclusions and reflections

The use of audio-visual material in this specific way is what makes the scheme of work so powerful. Students are used to watching videos in class but never thinking about what the video is, where it has come from and what it can tell us about the people who have lived through it. I think this will then have a long-term impact on the teachers who teach it and when they use videos in the classroom. I also think, from the students' perspective, that they will start to become more invested in the topics if audio-visual material is used (where appropriate) to help to build a tangible link between what they are studying and the reality of it.

The use of audio-visual material and the enquiry sheet attached to this scheme of work is something that can be transferable to other topics. As mentioned, using them as historical evidence is something that will need to be built up further so that it doesn't just appear specific to the 1960s; therefore, the analysis of the material is something that can be used for other topics beyond this. The Cold War is something where audio-visual material can be furthered; when I teach the Cold War in Asia to A-level in particular, there could be much more to explore if these principles were used. The material also allows pupils to gain a sense of period, as they are exploring something more than just an image of the period. Therefore, students will be able to get a better sense of period if these principles of using audio-visual materials as evidence are used.

The sheer number of resources available and accessible made the planning and resourcing of this successful. Having the BBC archive and BFI to explore made resources easily accessible, and material was readily available to use. This is something that I hadn't used as much, but I can easily search and explore with the topics that we teach. To start with, looking at the collections that have already been grouped in the BFI and BBC archive website makes it easier to think about key ideas and themes within a period. Therefore, using those as a starting point made it possible to transfer and find materials beyond this. It is also important to make sure that there is a purpose for those materials being used; with the amount available on the BBC and BFI, it can become overwhelming, so there needs to be a specific reason why a certain video is included compared to others. Making sure that there are specific questions to ask of the material helps. The audio-visual material can also be a good starting point when planning; just watching it as a teacher can lead to further research. Trying to create links with your school and a university is something that also helped. It is very daunting when starting a new topic and wondering what to read, so having someone on hand who can give recommendations also allows a basis to start being formed. I haven't done this with any other scheme of work that I have created, but I will definitely try to get in contact with historians in the future.

Useful links/books/websites

White Heat: a history of Britain in the swinging sixties by Dominic Sandbrook – this book was a great help in looking at the context of Britain after World War II and the impact that it had on different locations in Britain

Waterloo Sunrise: London from the sixties to Thatcher by John Davis – this was good to use to find out about life in Britain at this time, including the developments that were taking place and what they meant to people who lived there

www.bbc.co.uk/archive/collections – this made searching for audio-visual material and searching by specific category really accessible

www.bbc.com/historyofthebbc/100-voices – this gave good context and extra information regarding programmes and why they were made

<https://player.bfi.org.uk/free/collections> – this has accessible materials that can be located via collection

Broadcasting links used in this resource

Swinging Sixties (Lesson 1):

www.britishpathe.com/video/swinging-britain-neg

www.bbc.co.uk/bitesize/guides/zgmf2nb/video

Location (Lesson 2):

www.bbc.co.uk/bitesize/guides/zgmf2nb/revision/4

<https://player.bfi.org.uk/free/film/watch-discover-your-city-soho-1962-online>

www.bbc.co.uk/archive/petticoat-lane-market-traders/zk3hqp3

<https://player.bfi.org.uk/free/film/watch-london-kings-road-chelsea-1967-online>

www.youtube.com/watch?v=aWglgu--Wvc

<https://player.bfi.org.uk/free/film/watch-your-new-railway-1967-online>

www.bbc.co.uk/archive/scunthorpe/zv6hjhv

www.youtube.com/watch?v=rNHKzSyliAQ

One society (Lessons 3 and 4):

www.britishpathe.com/video/VLVA5SCTVWYR70THHJ8JXYZCF6T37-EMPIRE-WINDRUSH-SHIP-ARRIVES-IN-UK-CARRYING-JAMAICAN-IMMIGRANTS/query/windrush

www.bbc.co.uk/programmes/p00xf4pc

<https://news.sky.com/story/enoch-powells-rivers-of-blood-the-speech-that-divided-a-nation-11339291>

<https://player.bfi.org.uk/free/film/watch-race-relations-board-1969-online>

<https://www.bbc.co.uk/programmes/p00xdxz5>

www.bbc.com/historyofthebbc/100-voices/people-nation-empire/make-yourself-at-home/the-black-and-white-minstrel-show

<https://player.bfi.org.uk/free/film/watch-burning-cross-race-attack-1965-online>

www.bbc.co.uk/archive/any-questions--the-wolfenden-report/zm3xkmmn

www.bbc.co.uk/iplayer/episode/p013h8v5/man-alive-consenting-adults-1-the-men

www.bbc.co.uk/archive/this-time-of-day--lesbianism/zdnjgwx

Women (Lesson 5):

www.youtube.com/watch?v=dGesUw8f50U

<https://player.bfi.org.uk/free/film/watch-heinz-baked-beans-mum-in-a-million-1968-online>

<https://player.bfi.org.uk/free/film/watch-silvikrin-shampoo-1964-online>

<https://player.bfi.org.uk/free/film/watch-fairy-liquid-married-hands-1969-online>

www.bbc.co.uk/archive/equal-pay-for-women/zvhxd6f

www.bbc.co.uk/archive/panorama--divorce/zjsf7nb

[www.bbc.co.uk/archive/men in birmingham nightclubs/ztnkg7h](http://www.bbc.co.uk/archive/men_in_birmingham_nightclubs/ztnkg7h)

[www.bbc.co.uk/archive/women pipe smokers/z46shbk](http://www.bbc.co.uk/archive/women_pipe_smokers/z46shbk)

Youth (Lesson 6):

www.britishpathe.com/video/its-the-age-of-the-teenager/query/teenager

www.bbc.co.uk/archive/mosaic-of-youth/zr2m47h

www.bbc.co.uk/programmes/p00x779h

www.bbc.co.uk/programmes/p00xdxz5

www.bbc.co.uk/archive/hippie-night-clubs/zvg3hbk

www.britishpathe.com/video/VLVA4FWOVTAI0GU7JJWO6PYVSK2XU-UK-LONDON-TEENAGERS-CAUSE-NEAR-RIOT-AT-BEATLES-FILM-PREMIER/query/teenager

www.bbc.co.uk/archive/a-visit-to-a-tattoo-parlour/zdpy6v4

[www.bbc.co.uk/archive/david bowie long hair 1964/zfw4bqt](http://www.bbc.co.uk/archive/david_bowie_long_hair_1964/zfw4bqt)

www.britishpathe.com/video/how-to-be-man-about-town/query/teenager

www.bbc.co.uk/iplayer/episode/p04ch7h2/panorama-mods-and-rockers

www.britishpathe.com/video/VLVAE6CSA507LX89K11AEBG9P9CJN-UK-WEAPONS-CARRIED-BY-TEEN-AGERS/query/teenager

www.bbc.co.uk/archive/special-enquiry-the-teddy-boy/zigkdbm

www.bbc.co.uk/archive/panorama-new-york-juvenile-delinquents/z7yn2sg

<https://player.bfi.org.uk/free/film/watch-aldermaston-1962-online>

www.britishpathe.com/video/VLVABZCXKY04W3BSDURF90MHSU99S-UK-TEENAGE-ANTI-NUCLEAR-DEMONSTRATORS-MARCH-TO-FOULNESS/query/teenager

<https://www.britishpathe.com/asset/88779/>

www.britishclassiccomedy.co.uk/till-death-do-us-part-peace-and-goodwill-1966