

History Unit Overview Year 13

Teacher 3 History - Year 13
Paper 3 Unit 1 – The French Wars (depth study)
Autumn 1

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Main military events of the wars between Britain and France between 1793 and 1815. Focus on naval war up to 1805 and Peninsular War 1808 to 1812. The Battle of Waterloo. The roles and significance of Admiral Lord Nelson and the Duke of Wellington.</p>	<p>KNOWLEDGE: how the war began and the British use of coalitions of allies; the conditions of service of the British army and navy; the war at sea and the role of Nelson in winning at Trafalgar and his legacy to 1815; how the war in the Iberian Peninsula began and how Wellington took command; the nature and outcome of some of the main battles on land 1808 to 1815 which exemplify the factors involved in eventual defeat of the French. UNDERSTANDING: Why the war began and why Britain did not initially fight the French directly on mainland Europe; why and how Nelson and Wellington were effective commanders; the role and significance of a range of other factors leading to the eventual defeat of the French on land such as the navy, supply</p>	<p>In class discussion demonstrates secure and detailed knowledge and understanding of the course content and factors studied e.g. can make judgments on the significance of the roles of Wellington and Nelson in the context of other factors favouring the British.</p> <p>Has a sophisticated understanding of historical sources (making valid inferences and noting the nuances of language) and can use them critically in their context, deploying appropriate information to aid valid and</p>	<p>GCSE History Paper 1 and Paper 3 include Source based questions requiring some similar skills to Part A essays on this course. Students will also have written source based essays for their A' level history South Africa course.</p> <p>GCSE History 16mark essays are of similar type to part B essays on this course. Students will also have written this type of essay for both their A' level history Year 12 courses.</p>	<p>Pearson Textbook: 'The British experience of warfare, c.1790 to 1918'</p> <p>Hodder textbook: 'The British experience of warfare, c.1790 to 1918'</p> <p>Film: 'Master and Commander'</p> <p>Film: 'Waterloo'</p> <p>DVD: 'Bloody Britain: Trafalgar'</p>

	<p>system, weaponry and training linked to the skills of the British infantry, the British economy and government, allies, failures of the French.</p> <p>SKILLS: Writing Source based and evaluative essays; note making; independent reading beyond core content.</p>	<p>substantiated conclusions about their use and value.</p> <p>Can write focused and cogent essays analysing and evaluating the causes and consequences of these historical events.</p>		
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History - Year 13
Paper 3 Unit 2 – The Crimean War (depth study)
Autumn 2

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Main military events of the war between Britain and Russia between 1854 and 1856. State of preparedness of the British for war. The work of Florence Nightingale and Mary Seacole. Reporting of the war.</p>	<p>KNOWLEDGE: overview of how the war began; issues of leadership and supply; the nature and outcomes of the battles of Alma, Balacava, Inkerman and the Siege of Sebastopol; the medical work of Nightingale and Seacole; the work of Times’ reporters William Russell and Thomas Chenery; the photography of Roger Fenton; the impact in Britain of this first media war.</p> <p>UNDERSTANDING: Why leadership of the army was often poor; why there were severe problems with supply and medical provision and how much of this was under the control of the Commander in Chief or others; why and how reporting of the war led to change.</p> <p>SKILLS: Writing Source based and evaluative essays; note making; reading beyond core content; regular independent revision/ topic review</p>	<p>In class discussion demonstrates secure and detailed knowledge and understanding of the course content and factors studied e.g. can make critical judgements of British commanders and others such as Nightingale and Seacole. Also shows knowledge of different situations and standards of the past.</p> <p>Has a sophisticated understanding of historical sources (making valid inferences and noting the nuances of language) and can use them critically in their context, deploying appropriate information to aid valid and substantiated conclusions about their use and value in essays.</p> <p>Can also write focused and cogent essays analysing and evaluating the causes and consequences of these historical events.</p>	<p>GCSE History Paper 1 and Paper 3 include Source based questions requiring some similar skills to Part A essays on this course. Students will also have written sourcebased essays for their A’ level history South Africa course.</p> <p>GCSE History 16mark essays are of similar type to part B essays on this course. Students will also have written this type of essay for both their A’ level history Year 12 courses.</p> <p>Some students may have studied the role of Nightingale in their GCSE History of Medicine course.</p>	<p>Pearson Textbook: ‘The British experience of warfare, c.1790 to 1918’</p> <p>Hodder textbook: ‘The British experience of warfare, c.1790 to 1918’</p> <p>3 episodes of a documentary on the Crimean War.</p>

History- Year 13
Paper 3 Unit 3 – The Boer War (depth study) Autumn
2 / Spring 1 approx.

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>Main military events of the war between the Boers and the British between 1899 and 1902. Fitness of the British military for war. Phases of the war. Impact of the war.</p>	<p>KNOWLEDGE: brief overview of how the war began; the 4 phases of the war – key events, commanders, tactics. Strengths and weaknesses of the two sides. Controversy of final phase of war including roles of Emily Hobhouse and Millicent Fawcett. Reporting of the war including that of Winston Churchill. Who support or campaigned against the war. The Khaki election of 1900.</p> <p>UNDERSTANDING: Why the war was fought in different phases; the command roles of Buller, Roberts and Kitchener and the extent to which they deserve credit or criticism for events; that the duration of the war, over a much smaller enemy, led to military reform; that the final phase of the war was highly controversial and how this impacted on the idea of ‘Empire’; that the war gave women such as Hobhouse and Fawcett political experience; why the level of support for the war is difficult to gauge; why the war impacted politics.</p> <p>SKILLS: Writing Source based and evaluative essays; note making; reading beyond core content; regular independent revision/ topic review</p>	<p>In class discussion demonstrates secure and detailed knowledge and understanding of the course content and factors studied.</p> <p>Has a sophisticated understanding of historical sources (making valid inferences and noting the nuances of language) and can use them critically in their context, deploying appropriate information to aid valid and substantiated conclusions about their use and value.</p> <p>Can write focused and cogent essays analysing and evaluating the causes and consequences of these historical events.</p>	<p>GCSE History Paper 1 and Paper 3 include Source based questions requiring some similar skills to Part A essays on this course. Students will also have written sourcebased essays for their A’ level history South Africa course.</p> <p>GCSE History 16mark essays are of similar type to part B essays on this course. Students will also have written this type of essay for both their A’ level history Year 12 courses.</p> <p>Some students may have studied the British Empire in Year 8 including a brief look at their involvement in South Africa.</p>	<p>Pearson Textbook: ‘The British experience of warfare, c.1790 to 1918’</p> <p>Hodder textbook: ‘The British experience of warfare, c.1790 to 1918’</p> <p>Film: ‘Young Winston’ – South Africa scenes.</p> <p>Andrew Marr: ‘The Making of Modern Britain’ Boer War section</p>

History - Year 13
Paper 3 Unit 4 – WW1 (depth study)
Spring 1 and Spring 2 approx.

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>War on the Western Front and aspects of the British Home Front in WW1</p>	<p>KNOWLEDGE: brief overview of how the war began; the nature of trench life and warfare; key battles from 1916 – 1918 (the Somme, Passchendaele, Cambrai, the German Spring Offensive of 1918 and the British 100day counter offensive); leadership of Douglas Haig; the development of new weaponry and tactics; the nature of war reportage and propaganda; how the war in the air developed; the impact of German bombing of Britain.</p> <p>UNDERSTANDING: Why trench warfare began; why this war was different in scale and why this led to some difficulties of command and supply; why weapons and tactics developed as they did; why the best British propaganda came from the Germans themselves; why and how information on the war was controlled; why the war in the air developed from reconnaissance to fighting to bombing; why air defences developed; the nature of support for the war.</p> <p>SKILLS: Writing Source based and evaluative essays; note making; reading beyond core content; regular independent revision/ topic review.</p>	<p>In class discussion demonstrates secure and detailed knowledge and understanding of the course content and factors studied.</p> <p>Has a sophisticated understanding of historical sources (making valid inferences and noting the nuances of language) and can use them critically in their context, deploying appropriate information to aid valid and substantiated conclusions about their use and value.</p> <p>Can write focused and cogent essays analysing and evaluating the causes and consequences of these historical events.</p>	<p>GCSE History Paper 1 and Paper 3 include Source based questions requiring some similar skills to Part A essays on this course. Students will also have written sourcebased essays for their A' level history South Africa course.</p> <p>GCSE History 16mark essays are of similar type to part B essays on this course. Students will also have written this type of essay for both their A' level history Year 12 courses.</p> <p>Many students will have studied aspects of WW1 in Year 9.</p>	<p>Pearson Textbook: 'The British experience of warfare, c.1790 to 1918'</p> <p>Hodder textbook: 'The British experience of warfare, c.1790 to 1918'</p> <p>DVD 'WW1 in colour' 'The war in the air' and others from set as relevant.</p>

History - Year 13
Paper 3 Unit 3 – The role of the people and the (breadth study) Summer
1 approx.

What are we learning?	What knowledge, understanding and skills will we gain?	What does mastery look like?	How does this build on prior learning?	What additional resources are available?
<p>The main focus is on the changes in the way the British government organised the British people for war.</p>	<p>Knowledge: The role of the state in initiating a range of changes, from 1790 to 1918, to reform the military into an efficient and effective fighting force. This includes the recruitment and organisation of officers and other ranks and the use of the latest technology particularly in the army and navy. Students will also need to know the changing roles of the civilian population, the different groups within society that were affected by these changes at different periods of time, and the economic and social climate within which these changes were initiated.</p> <p>Understanding: Why changes were implemented at particular times and why certain changes can be seen as key turning points such as the reduction in the size of the navy after 1815, the McNeill-Tulloch Report of 1855, Cardwell's army reforms 1868–74, Fisher's reforms at the Admiralty 1904–10 and the introduction of conscription in 1916.</p> <p>Skills: Students should be able to write essays which consider the relative significance of breadth aspects across time or the relative significance of key turning points.</p>	<p>In class discussion students should be able to name key turning points in changes made by the state across a period of at least 100 years, and show understanding of the reasons why they were made, why they were important and what their main effects were.</p> <p>In essays students should be able to explore and evaluate key aspects of the breadth study e.g. how far they agree that the civilian population was far more important during the First World War than previous wars. Or whether a turning point in technology, such as the development of the breechloading cannon, was the most influential technological advance in warfare across a period of 100 years or more.</p>	<p>From the previous Y13 work students will have depth knowledge of four wars in which the role of the people, government and military change has been in the background.</p>	<p>Pearson Textbook: 'The British experience of warfare, c.1790 to 1918'</p> <p>Hodder textbook: 'The British experience of warfare, c.1790 to 1918'</p>