

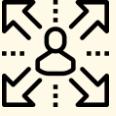




Tolworth Girls' School Curriculum Map

Y7 History






Y7	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>3 Hours Per Fortnight</p>  <p>Brief Overview:</p>  <p><i>Year 7 introduces the study of History through a mix of skills, vocabulary, and content. Students primarily cover the medieval period through to the Tudor period.</i></p>	<p>Pre-1066 Anglo-Saxons</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Students will consider what 'history' is - Key historical skills such as chronology, causation, and how to properly analyse historical sources are weaved alongside the <u>story of Britain</u> before the Normans 	<p>The Norman Conquest</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Who should become king in <u>1066</u> - What happened at the <u>Battles of Stamford Bridge and Hastings</u> - Why William won the <u>Battle of Hastings</u> - How William <u>changed England</u> 	<p>King John and Magna Carta</p> <p>Knowledge</p> <ul style="list-style-type: none"> - The life and <u>chronology</u> of King John's reign - How <u>interpretations</u> of King John have changed - What <u>Magna Carta</u> was and what it stated - Analysis of the <u>significance</u> of Magna Carta 	<p>Black Death and Peasants' Revolt</p> <p>Knowledge</p> <ul style="list-style-type: none"> - <u>Causes, events,</u> and <u>consequences</u> of the Black Death - <u>Causes, events,</u> and <u>consequences</u> of the Peasants' Revolt 	<p>Tudor Life and The Reformation</p> <p>Knowledge</p> <ul style="list-style-type: none"> - <u>Tudor life</u> in the 1500s - <u>Remarkable, revealing,</u> and <u>resonant</u> Black Tudors - The English Reformation - What were Henry's problems? - <u>Short-term effects</u> of the Reformation 	<p>Consequences of The Reformation</p> <p>Knowledge</p> <ul style="list-style-type: none"> - <u>Long-term effects</u> of the Reformation through Edward, Mary, and Elizabeth's reigns - How far the Elizabethan era can be <u>considered</u> a golden age
	<p>Skills</p> <ul style="list-style-type: none"> - Chronology - Anachronisms - Causation - Primary and secondary sources 	<p>Skills</p> <ul style="list-style-type: none"> - Causation - Significance - Change and continuity - Source analysis 	<p>Skills</p> <ul style="list-style-type: none"> - Interpretations - Change and continuity - Significance 	<p>Skills</p> <ul style="list-style-type: none"> - Causation - Cause and consequence - Change and continuity 	<p>Skills</p> <ul style="list-style-type: none"> - Significance - Interpretations - Cause and consequence 	<p>Skills</p> <ul style="list-style-type: none"> - Similarity and difference - Cause and consequence
<p>Assessment Opportunities</p>	<p><i>Historical Skills DMT</i></p>	<p><i>Norman Conquest AF1 – Why did William win?</i></p>	<p><i>King John and Magna Carta DMT</i></p>	<p><i>Medieval Middle East compare DMT</i></p>	<p><i>BD & PR Cause & Consequence AF2</i></p>	<p><i>Tudors and Reformation DMT</i></p>
<p>Wider Learning</p> 	<p>PSHE: Structured debate, key British values, diversity through history CEIAG: Historian/Lawyer/Journalist/Politician Enrichment: History Mystery Club, transition email sent to further students' skills and cultural capital Cross Curricular: Religions of Islam and Christianity, specific vocabulary and writing devices Literacy & Numeracy: Research skills, chronology, writing devices such as PEEL and DETAIL</p>			<p>Diversity</p> <ul style="list-style-type: none"> - Use of 'Meanwhile, elsewhere..' sheets to provide a global view of history while covering predominantly European history - Looking at the experience of 'normal' people in medieval times, rather than a 'top-down' view - Coverage of 'Black Tudors' based on Miranda Kaufmann's work to challenge misconceptions of diversity in the Tudor period <p>Medieval Islamic civilisation covered alongside medieval London</p>		



Tolworth Girls' School Curriculum Map

Y8 History



Y8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>English Civil War and the Witchcraze</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Cause and consequences of the <u>English Civil War</u> - Why women specifically were <u>persecuted</u> in the <u>witchcraze</u> - Compare whether the <u>witchcraze</u> was better or worse <u>in Europe</u> <p>Skills</p> <ul style="list-style-type: none"> - Source analysis - Cause and consequence - Inferences <p>Assessment Opportunities</p> <p><i>Witchcraze sources DMT</i></p>	<p>The Industrial Revolution</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Causes of <u>Industrial Revolution</u> - <u>Conditions in factories</u> - Industrial attitudes to <u>public health and prisons</u> - Significance of <u>Jack the Ripper's victims</u> <p>Skills</p> <ul style="list-style-type: none"> - Source analysis - Cause and consequence - Significance <p>Assessment Opportunities</p> <p><i>Industrial Revolution AF1 – Sources</i></p>	<p>African Kingdoms & the British Empire</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Comparing different <u>African Kingdoms</u>, e.g. Axum, Timbuktu, to challenge misconceptions - How Britain got its <u>Empire</u> - Who <u>benefitted</u> from Empire, and should we feel proud <p>Skills</p> <ul style="list-style-type: none"> - Source analysis - Significance <p>Assessment Opportunities</p> <p><i>Knowledge-based retrieval DMT</i></p>	<p>The Transatlantic Slave Trade</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Making judgements about <u>responsibility for the trade</u> - Conditions on the <u>Middle Passage</u> and plantations - Significance of the <u>legacy</u> of the slave trade <p>Skills</p> <ul style="list-style-type: none"> - Source analysis - Significance - Cause and consequence - Interpretations <p>Assessment Opportunities</p> <p><i>Slave Trade DMT & Prep for AF2</i></p>	<p>The Holocaust</p> <p>Knowledge</p> <ul style="list-style-type: none"> - <u>Prejudice against Jewish people over time</u> - The '<u>Holocaust by bullets</u>' - Jewish resistance - <u>The British response</u> - <u>Legacy of the Holocaust</u> <p>Skills</p> <ul style="list-style-type: none"> - Source analysis - Change and continuity - Interpretations <p>Assessment Opportunities</p> <p><i>Knowledge-based and reflection DMT</i></p>	<p>The Suffragettes</p> <p>Knowledge</p> <ul style="list-style-type: none"> - How women were seen in the 19th century - How women <u>challenged attitudes</u> - How successful were the <u>Suffragettes?</u> - How far did <u>WWI catalyse</u> the fight <p>Skills</p> <ul style="list-style-type: none"> - Source analysis - Cause and consequence - Interpretations <p>Assessment Opportunities</p> <p><i>Empire & Slave Trade AF2 - Causes</i></p>
<p>3 Hours Per Fortnight</p>  <p>Brief Overview:</p>  <p><i>Year 8 expands on the skills acquired in the previous year, while covering important events regarding persecution and human rights</i></p>	<p>Wider Learning</p>  <p>PSHE: Female empowerment, political concepts, democracy, other British values, multitude of diverse histories CEIAG: Historian/Lawyer/Journalist/International Relations/Writer Enrichment: History Mystery Club, Tower of London trip (WSCD), transition email sent to further students' skills and cultural capital Cross Curricular: the Holocaust and religious studies, use of maps and geography when covering Africa and the British Empire, links to whole school focus on diverse topics Literacy & Numeracy: Research skills, subject-specific terminology, writing devices such as PEEL and PETAL. Wider use of statistics to support judgements</p>			<p>Diversity:</p> <ul style="list-style-type: none"> - Continued use of 'Meanwhile, elsewhere..' sheets to provide a global view of history while covering predominantly European history - Experience of persecution of women in European witch-craze, leading to a view to early feminism - Covering Jack the Ripper through the lens of his victims - Careful coverage of transatlantic slave trade through accepted language. - Re-appraised view of British Empire based on Sathnam Sanghera's <i>Empireland</i> - UCL research-backed textbook and lessons for the Holocaust - Struggle for women's rights through the Suffragettes 		



Tolworth Girls' School Curriculum Map

Y9 History



Y9	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>GCSE: Edexcel</p> <p> 6 Hours Per Fortnight</p> <p>Brief Overview:</p> <p></p> <p><i>Year 9 aims cover contextual topics unrelated to GCSE content, while strengthening key second-order concepts. Students later start their GCSE studies with Medicine Through Time</i></p>	<p>Contextual Unit 1</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Students will look at the causes of World War I and interpretations of General Haig - Students will analyse the rise of Adolf Hitler and the Nazi Party - Students will gain an overview of WWII, and analyse the ethics of the dropping of the atomic bomb <p>Skills</p> <ul style="list-style-type: none"> - Causation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity 	<p>Contextual Unit 2</p> <p>Knowledge</p> <ul style="list-style-type: none"> - Students will assess the significance of the British civil rights movement Students will compare interpretations about the conflict - Students will consider changes and continuities of LGBTQI+ history <p>Skills</p> <ul style="list-style-type: none"> - Causation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity 	<p>Medicine KT1</p> <p>Knowledge</p> <p>Medicine Key Topic 1</p> <ul style="list-style-type: none"> - Medieval ideas about causes of disease - Medieval treatments and prevention - Case Study: Dealing with the Black Death <p>Skills</p> <ul style="list-style-type: none"> - Causation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity 	<p>Medicine KT2</p> <p>Knowledge</p> <p>Medicine Key Topic 2</p> <ul style="list-style-type: none"> - Renaissance ideas about causes of disease - Renaissance treatments and prevention - Case Study 1: William Harvey - Case Study 2: Dealing with the Great Plague <p>Skills</p> <ul style="list-style-type: none"> - Causation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity 	<p>Medicine KT3</p> <p>Knowledge</p> <p>Medicine Key Topic 3</p> <ul style="list-style-type: none"> - Industrial ideas about causes of disease - Industrial treatments and prevention - Case Study: Fighting cholera in London (John Snow) <p>Skills</p> <ul style="list-style-type: none"> - Causation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity
Assessment Opportunities	Causes of WWI/Rise of Hitler DMT	WWII & British Civil Rights DMT	Medieval Medicine (KT1) AF1 – Full paper	Renaissance Medicine DMT – Full paper	Industrial Medicine DMT – Full paper	Modern Medicine DMT – Full paper

<p>Wider Learning</p> <p></p>	<p>PSHE: Respecting opinions of others during group discussion, lifestyle factors for health</p> <p>CEIAG: Historian/Lawyer/Journalist/Medical professions</p> <p>Enrichment: Battlefields trip (Y9/Y10)</p> <p>Cross Curricular: War poetry and contexts, LGBTQIA+ PSHE links</p> <p>Literacy & Numeracy: Research skills, analysing sources and interpretations, use of abstract maths skills in e.g. living graphs. Key vocabulary, constructing</p>	<p>Diversity</p> <ul style="list-style-type: none"> • Focus on more local, British approaches to civil rights • Dedicated enquiry on LGBTQIA+ history • Coverage of worldwide contemporary events to cover recent trends in an academic way, e.g. Israeli-Palestine conflict. • Continued use of 'Meanwhile, elsewhere..' sheets to
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Tolworth Girls' School Curriculum Map

Y10 History



Y10

**GCSE:
Edexcel**



6 Hours Per
Fortnight

Brief Overview:



Year 10 develops students' historical skills through Elizabethan and Russian history. Students further build upon their KS3 work on interpretations

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Elizabethan England	Elizabethan England	Russia – KT1	Russia – KT2	Russia – KT3	Russia – KT4
	<p>Knowledge</p> <ul style="list-style-type: none"> - Elizabeth's early problems - <u>Structures of society</u> - Challenges at home and abroad - <u>The religious settlement</u> - The Dutch Revolt - <u>Mary Queen of Scots</u> - Declining relations with Spain 	<p>Knowledge</p> <ul style="list-style-type: none"> - Plots and spies - War with Spain - <u>The Spanish Armada</u> - Elizabethan society - <u>Exploration</u> - Poverty - Education - Entertainment - <u>Colonialism</u> - The New World 	<p>Knowledge</p> <ul style="list-style-type: none"> - Imperial <u>Tsarism</u> - Early discontent - WWI - The February Revolution - The <u>Provisional Government</u> - The rise of the <u>Bolshevik party</u> - The October Revolution and <u>Sovnarkom</u> 	<p>Knowledge</p> <ul style="list-style-type: none"> - Bolshevik <u>decrees</u> - The <u>Constituent Assembly</u> - Civil war - <u>Totalitarianism</u> - The secret police - War communism - Social change and women 	<p>Knowledge</p> <ul style="list-style-type: none"> - Stalin and the power struggle - <u>The purges</u> - Show trials - Propaganda and censorship - The new <u>constitution</u> - The cult of Stalin - <u>Socialist realism</u> 	<p>Knowledge</p> <ul style="list-style-type: none"> - <u>Agriculture</u> and collective farming - Persecution of kulaks - Stalin's <u>industrial war</u> - Life for peasants and workers - The position of women and party members
	<p>Skills</p> <ul style="list-style-type: none"> - Causation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity 	<p>Skills</p> <ul style="list-style-type: none"> - Causation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity 	<p>Skills</p> <ul style="list-style-type: none"> - Causation - Analysis - Construction of historical arguments - Debating skills - Historical interpretation - Source inference and utility 	<p>Skills</p> <ul style="list-style-type: none"> - Causation - Analysis - Construction of historical arguments - Debating skills - Historical interpretation - Source inference and utility 	<p>Skills</p> <ul style="list-style-type: none"> - Causation - Analysis - Construction of historical arguments - Debating skills - Historical interpretation - Source inference and utility 	<p>Skills</p> <ul style="list-style-type: none"> - Causation - Analysis - Construction of historical arguments - Debating skills - Historical interpretation - Source inference and utility
Assessment Opportunities	<i>Elizabeth's reign and religion DMT</i>	<i>Challenges to Elizabeth DMT</i>	<i>Elizabethan society AF1 Full paper</i>	<i>Revolutions of 1917 DMT</i>	<i>Bolsheviks and Stalin in power AF mock</i>	<i>Economic and social change DMT</i>

Wider Learning



PSHE: Female empowerment, political concepts, democracy and dictatorship
CEIAG: Historian/Lawyer/Journalist/International Relations/Writer
Enrichment: Battlefields trip (Y9/Y10)
Cross Curricular: RS: Catholic and Protestant practices and differences. English: Concepts of socialism and communism explored in Y8 through Animal Farm.
Literacy & Numeracy: Research skills, analysing sources and interpretations, use of abstract maths skills in e.g. living graphs. Key vocabulary, constructing arguments and written skills

Diversity



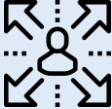
- Consideration of the role of gender in Tudor England with Elizabeth I's challenges
- Exploration of the history of British colonial expansion and invasion of Native Americans
- Investigation of the treatment of ethnic minorities and women in the Soviet Union
- The struggle for independence of eastern and middle eastern states, and



Tolworth Girls' School Curriculum Map

Y11 History



Y11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	GCSE: Edexcel  5 Hours Per Fortnight Brief Overview:  <i>In Year 11 students study their final unit, The Cold War, from the end of WWII until the 1990s. Students then complete structured exam preparation.</i>	Cold War – KT1	Cold War – KT2	Cold War – KT3	Revision	Revision
	Knowledge <ul style="list-style-type: none"> - Key <u>ideologies</u> - WWII conferences - Broken <u>alliances</u> - Soviet expansion - Economic and military alliances - The <u>division</u> of Germany - The arms race - The <u>Hungarian Uprising</u> 	Knowledge <ul style="list-style-type: none"> - Problems of a divided Berlin - The <u>Berlin wall</u> - Increasing tensions and <u>flash points</u> - The Bay of Pigs - The Cuban <u>missile crisis</u> - The Prague Spring 	Knowledge <ul style="list-style-type: none"> - Improving relations <u>détente</u> - SALT <u>treaties</u> and Helsinki <u>accords</u> - Invasion to Afghanistan - Olympic <u>boycotts</u> - The second Cold War - Gorbachev - End of conflict 	Knowledge Prior learning is consolidated	Knowledge Prior learning is consolidated	
	Skills <ul style="list-style-type: none"> - Causation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity 	Skills <ul style="list-style-type: none"> - Causation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity 	Skills <ul style="list-style-type: none"> - Causation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity 	Skills <ul style="list-style-type: none"> - Knowledge recall <ul style="list-style-type: none"> - Analysis - Evaluation - Historical argument - Exam technique - Exam time management - Prioritisation - Resilience 	Skills <ul style="list-style-type: none"> - Knowledge recall <ul style="list-style-type: none"> - Analysis - Evaluation - Historical argument - Exam technique - Exam time management - Prioritisation - Resilience 	
Assessment Opportunities	<i>Medicine full paper mock AF1</i>	<i>Cold War full paper KT1 – KT2 AF2</i>	<i>Cold War KT3 DMT</i>	<i>Revision DMTs seen/unseen</i>	<i>Revision DMTs seen/unseen</i>	
Wider Learning 	PSHE: Global affairs, politics and international relations, opinions on nuclear war CEIAG: Historian/Lawyer/Journalist/International Relations/Writer Enrichment: Cross Curricular: Geography – understanding of impact of geography on war. RS – Peace and conflict, opinions on nuclear weapons. Literacy & Numeracy: Research skills, analysing sources and interpretations, use of abstract maths skills in e.g. living graphs. Key vocabulary, constructing arguments and written skills			Diversity: <ul style="list-style-type: none"> • Middle eastern conflicts, e.g. Afghanistan • Explores the concept of family displacement and asylum seekers, through the Berlin wall. • History of eastern Europe through the study of soviet satellite states and the experiences of the people who lived here. • Diverse range of global perspectives on nuclear war explored. 		




Tolworth Girls' School Curriculum Map

Y12 History: The American Dream




Y12

**GCSE:
Edexcel**


5 Hours Per
Fortnight

Brief Overview:


In Year 12 you will study the American Dream in the 20th century. This is a thematic study and you will explore it in the 5 themes listed here.

Assessment Opportunities

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Political Environment	Civil Rights	Society and Culture	Quality of Life	Ronald Reagan	Coursework Preparation
<p>Knowledge</p> <ul style="list-style-type: none"> - The rise and decline of Republicanism - What caused the changes to the institution of the president? - How did the Korean and Vietnam wars impact the political landscape? 	<p>Knowledge</p> <ul style="list-style-type: none"> - Jim Crow laws - The changing landscape of the USA and northern migration - Black militancy and the black power movement - Minority civil rights 	<p>Knowledge</p> <ul style="list-style-type: none"> - The changing position of women - Attitudes towards immigration - The development of pop culture 	<p>Knowledge</p> <ul style="list-style-type: none"> - Economic changes, boom and bust - The Wall Street Crash 1929 - Poor living standards and ghettos - Leisure 	<p>Knowledge</p> <ul style="list-style-type: none"> - Reagan's economic policy - The reduced role of the federal government - Reagan's social change - Presidential legacy 	<p>Knowledge</p> <ul style="list-style-type: none"> - Nazi Germany - Intentionalism - Structuralism - Working towards the Fuhrer - The Hitler myth - Opposition and resistance - Propaganda and terror
<p>Skills</p> <ul style="list-style-type: none"> - Causation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity 	<p>Skills</p> <ul style="list-style-type: none"> - Causation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity 	<p>Skills</p> <ul style="list-style-type: none"> - Causation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity 	<p>Skills</p> <ul style="list-style-type: none"> - Causation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity 	<p>Skills</p> <ul style="list-style-type: none"> - Interpretation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity 	<p>Skills</p> <ul style="list-style-type: none"> - Interpretation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity
<i>Changing political environment DMT</i>	<i>America/India hybrid AF1</i>	<i>Society and culture change DMT</i>	<i>America/India hybrid AF2</i>	<i>Reagan interpretations</i>	<i>America/India hybrid AF3</i>

Wider Learning



PSHE: Global affairs, politics and international relations, equality
CEIAG: Historian/Lawyer/Journalist/International Relations/Writer
Enrichment:
Cross Curricular: Geography – understanding the development of the US and the impact this had on politics
Literacy & Numeracy: Research skills, analysing sources and interpretations, use of abstract maths skills in e.g. living graphs. Key vocabulary, constructing arguments and written skills .

Diversity:

- **LGBT, Hispanic, native American and black American civil rights movements.**
- **The women's liberation movement**
- **Attitudes towards immigration and prejudicial treatment**
- **The AIDS crisis and poor treatment of the LGBT community from the Reagan administration**




Tolworth Girls' School Curriculum Map

Y12 History: Indian independence




Y12

**GCSE:
Edexcel**


4 Hours Per Fortnight

Brief Overview:



In Year 12 you will study the varied road to Indian independence. This is a depth study and you will explore it in the four components listed here.

Assessment Opportunities

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
WWI and its impact on British India, 1914-20	Changing political relationships, 1920-30	Consultation and confrontation, 1930-42	The road to independence, 1942-48	Consolidation and exam prep	Y13 content – Napoleonic Wars
<p>Knowledge</p> <ul style="list-style-type: none"> - The importance of India to Britain - The rise of Indian nationalism - India in WWI and as a catalyst for nationalism - British repression and concessions in light of this 	<p>Knowledge</p> <ul style="list-style-type: none"> - The emergence of Gandhi as figurehead - Non-cooperation movements and internal conflict - The role of the Muslim League - The British response to these shifts 	<p>Knowledge</p> <ul style="list-style-type: none"> - The Round Table Conferences - Partial independence and a divided India - The role of WWII in affecting the road to independence 	<p>Knowledge</p> <ul style="list-style-type: none"> - The Quit India Campaign and repercussions - The Bengal Famine - Labour and the USA pressuring for independence - Partition of India and eventual independence in 1948 	<p>Knowledge</p> <ul style="list-style-type: none"> - The chronology of different strands, e.g. Muslim League, Congress, British - Tracing patterns across time and where rates speed up/slow - Essay skills 	<p>Knowledge</p> <ul style="list-style-type: none"> - Relative strengths of Britain and France - The Peninsular War and Waterloo - The naval war and Trafalgar - Impact on the economy
<p>Skills</p> <ul style="list-style-type: none"> - Causation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity 	<p>Skills</p> <ul style="list-style-type: none"> - Causation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity 	<p>Skills</p> <ul style="list-style-type: none"> - Causation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity 	<p>Skills</p> <ul style="list-style-type: none"> - Causation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity 	<p>Skills</p> <ul style="list-style-type: none"> - Interpretation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity 	<p>Skills</p> <ul style="list-style-type: none"> - Interpretation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity
<i>Impact of WWI DMT</i>	<i>America/India hybrid AF1</i>	<i>Consult and confront DMT</i>	<i>America/India hybrid AF2</i>	<i>Road to independence DMT</i>	<i>Warfare CH1 DMT</i>

Wider Learning



PSHE: Global affairs, politics and international relations, equality
CEIAG: Historian/Lawyer/Journalist/International Relations/Writer
Enrichment: Y13 trip to Portsmouth harbour, occasional HA lectures
Cross Curricular: Geography – understanding the geographical element of both India as a country and Britain/France. RS with religious dimension
Literacy & Numeracy: Research skills, analysing sources and interpretations, use of abstract maths skills in e.g. living graphs. Key vocabulary, constructing arguments and written skills.

Diversity:

- The role of the British Empire in a wider sense, with specific examples of its role in repression and perpetuating subservience, e.g. Amritsar Massacre
- The role of women in grassroots campaign, e.g. Salt March
- Appreciation of Indian society and the nuances it entails when compared with British ideals
- Diverse nature of armies in Napoleonic era, e.g. Nelson's crew



Tolworth Girls' School Curriculum Map

Y13 History: Warfare through time



Y13

**GCSE:
Edexcel**



5 Hours Per
Fortnight

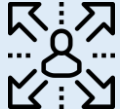
Brief Overview:



In Year 13 you will study the British experience of warfare and the many facets this entails, for example civilian impacts, changes in journalism, healthcare, etc.

Assessment Opportunities

Wider Learning



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Crimean War	The Boer War	Trench warfare and war in the air	Changes in military organisation	Changes in the role of people	Public Exams
<p>Knowledge</p> <ul style="list-style-type: none"> - Preliminary battles and strategies - Lord Raglan and his role in the charge of the light brigade <ul style="list-style-type: none"> - The work of Florence Nightingale and Mary Seacole - William Russell and The Times 	<p>Knowledge</p> <ul style="list-style-type: none"> - Geographical context and relative strengths - Black Week and its impact on British morale - Buller, Roberts, and Kitchener - Humanitarian crisis in the concentration camps 	<p>Knowledge</p> <ul style="list-style-type: none"> - The war of movement to attrition - Trench warfare and fighting techniques - Public perception on the Home Front, censorship, etc. - Haig and the war in the air 	<p>Knowledge</p> <ul style="list-style-type: none"> - Government intervention in quality of the military - Changes in the navy - Changes in methods of recruitment 	<p>Knowledge</p> <ul style="list-style-type: none"> - Developments in weaponry and artillery - The changing role of the civilian population - Organising the home front and financing the various wars 	
<p>Skills</p> <ul style="list-style-type: none"> - Causation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity 	<p>Skills</p> <ul style="list-style-type: none"> - Causation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity 	<p>Skills</p> <ul style="list-style-type: none"> - Causation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity 	<p>Skills</p> <ul style="list-style-type: none"> - Causation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity 	<p>Skills</p> <ul style="list-style-type: none"> - Interpretation - Historical significance - Analysis - Construction of historical arguments - Debating skills - Change and continuity 	
Crimean War/America AF1	Boer War DMT	Hybrid paper & Partial warfare AF2	Full Warfare & Hybrid mock AF3	3.1 & 3.2 DMT	

PSHE: Global affairs, politics and international relations, equality
CEIAG: Historian/Lawyer/Journalist/International Relations/Writer
Enrichment: Local links to Kingston's aviation history highlighted
Cross Curricular: Geography – Regular use of map skills
Literacy & Numeracy: Research skills, analysing sources and interpretations, use of abstract maths skills in e.g. living graphs. Key vocabulary, constructing arguments and written skills .

Diversity:

- Changing demographic of armies through time
- Debates over recognition in e.g. Nightingale and Seacole, linking to commemoration
- Role of Britain internationally, linking to previous study of India in e.g. South Africa
- Role of women on the Home Front but also in the war theatres studied as e.g. camp followers