Subject: History

Kay Stage 5 Curriculum Plan

Year: 13

Department Information:

8 lessons a fortnight
4x lessons British Experience of Warfare, 2x lessons for coursework and 2x lessons reviewing and revising USA and South Africa units.
Exam Board - Edexcel
Staff : Mr Furkins (subject leader) Mrs Clark and Mr Burrows

Curriculum aims and intent:

The study of Edexcel A Level History Paper 3: The British Experience of Warfare, c.1790–1918 aims to develop students' understanding of how warfare shaped Britain's political, social, economic and cultural development. Students explore Britain's changing experience of conflict, examining the impact of war on governments, soldiers, civilians and society, while considering themes such as national identity, empire, technology and social change. The course develops students' ability to analyse evidence, evaluate historical interpretations, and make reasoned judgements about causation, consequence, change and continuity.

The coursework element enables students to develop as independent historians by investigating a significant historical debate through research, evaluation of evidence and interpretation. Students will strengthen their skills in historical enquiry, source analysis and extended analytical writing, preparing them for further study. Overall, the curriculum aims to foster curiosity, critical thinking and a deeper

Resources used to support learning:

Edexcel A Level History, Paper 3: The British experience of warfare c1790-1918 Student Book + ActiveBook (Edexcel GCE History 2015)

My Revision Notes: Edexcel A-level History: The British Experience of Warfare, c1790-1918

Link to specification:
https://qualifications.pearson.com/content/dam/pdf/A%
20Level/History/2015/Specification%20and%20sample%

Home Learning:

Homework - an exam question - 20 mark essay set every week.

Period 5 Study - students will be set a period 5 booklet to complete in additional timetable lesson. One booklet will be set per half term.

Assessment:

Summative- An assessment based on past paper exam questions will be carried out once a half term. Summative assessments will feed into AP1 and AP2 Data reports. Mock Examinations will take place in November and March.

Formative- on going in class through live feedback, questioning, show me boards, homework and practice exam questions completed in class.
Course work - final submission January
End of Year Exams in May - Final A level Qualification.

How parents can help their child:

Encourage regular revision and organisation.

Support exam practice – encourage them to practise exam questions

Term	Summary of work being covered	Knowledge, Understanding and skills assessed	How the work is assessed	Career Links
1	British Experience of Warfare: Aspects of Depth - The French Wars and Crimean War Courswork	Students will learn about Britain's role in the Napoleonic and Crimean Wars, examining how military leadership, strategy and naval power contributed to victory. They will assess the significance of Arthur Wellesley, Duke of Wellington, Horatio Nelson and Lord Raglan, while evaluating the economic impact of prolonged warfare on Britain. Students will also investigate the challenges of medical care, the contributions of Florence Nightingale and Mary Seacole, and the growing influence of the media through the work of Roger Fenton and William Howard Russell in shaping public opinion and government accountability. Questions that target knowledge and understanding of the period (AO1) and questions that target the ability to analyse and evaluate sources (AO2).	Essays completed at home and also 1 timed essay in class	Armed Forces / Military Careers – Understanding warfare, leadership, and strategy links directly to careers in the Army, Royal Navy, and RAF.
2	British Experience of Warfare: Aspects of Depth - Crimean War and 2nd Boer War Coursework	Students will learn about the causes and course of the Second Boer War, examining the strengths and weaknesses of the British Army and the significance of the sieges of Mafeking, Kimberley and Ladysmith, as well as the impact of Black Week. They will assess the leadership of Frederick Roberts, 1st Earl Roberts, Herbert Kitchener, 1st Earl Kitchener and Redvers Buller in securing victory, while evaluating how reporting by Winston Churchill and the humanitarian work of Emily Hobhouse influenced public opinion and perceptions of the war. Questions that target knowledge and understanding of the period (AO1) and questions that target the ability to analyse and evaluate sources (AO2).	November Mock Examinations	Historian / Academic Researcher – Skills in analysis and interpretation support university study and careers in historical research and teaching.
3	British Experience of Warfare: Aspects of Depth - World War One and War in the Air Coureswork	Students will learn about how the First World War on the Western Front developed from a war of movement into one of attrition, examining trench warfare, defensive systems and the adoption of new technologies such as machine guns, chlorine gas, tanks, No. 106 Fuze and the creeping barrage. They will assess the role of aerial reconnaissance and the development of the Royal Flying Corps, alongside the impact of Zeppelin and Gotha G.V raids on Britain. Students will also evaluate changing public attitudes to the war, government censorship, and the significance of Douglas Haig's major offensives at the Battle of the Somme, Battle of Passchendaele and the Hundred Days Offensive in securing victory and shaping historical debate. Questions that target knowledge and understanding of the period (AO1) and questions that target the ability to analyse and evaluate sources (AO2).	Essays completed at home and also 1 timed essay in class	Museum / Heritage Curator – Knowledge of war and society is valuable in museums, archives, and heritage organisations such as the Imperial War Museum.
4	British Experience of Warfare: Aspects of Breadth - Changes in organising the military, changes in weaponry and the role of the people Revision	Students will learn about how Britain's armed forces and war effort evolved between 1790 and 1918 in response to changing military demands. They will examine key reforms to the army, including the McNeill–Tulloch Report, Edward Cardwell's reforms and Richard Haldane's reforms, alongside developments in the Royal Navy, including the transition from sail to steam and the reforms of James Graham and John Fisher, 1st Baron Fisher. Students will assess changing methods of recruitment, advances in weaponry and military technology, and the growing contribution of civilians through taxation, war loans and the development of an organised home front. The Aspects in breadth focus on developments and changes over an extended timescale of at least 100 years. As well as understanding the content, students will need to develop the skills needed to be able to answer questions that target understanding of long-term changes (AO1). The Aspects in breadth also help to contextualise the Aspects in depth, but without duplicating content.	March Mock Examinations	Law / Civil Service – Strong essay writing, evidence evaluation, and critical thinking support careers in law, government, and public administration.
5	Revision of Depth and Breadth in preparation for final exams	Questions that target knowledge and understanding of the period (AO1) and questions that target the ability to analyse and evaluate sources (AO2) for Depth and The Aspects in breadth focus on developments and changes over an extended timescale of at least 100 years. As well as understanding the content, students will need to develop the skills needed to be able to answer questions that target understanding of long-term changes (AO1). The Aspects in breadth also help to contextualise the Aspects in depth, but without duplicating content.	Timed Essays under controlled exam conditions	Journalism / Media – The ability to analyse sources and construct arguments links to careers in journalism, broadcasting, and communications.
6	Final Summer Examinations		Final Summer Examinations	