

Option 12

Topic pack



**Warfare and British society, c1250–present
and London and the Second World War, 1939–45**

GCSE (9-1) History

Pearson Edexcel Level 1/Level 2 GCSE (9-1) in History (1HI0)

Option 12: Warfare and British society, c1250–present and London and the Second World War, 1939–45

Warfare and British society, c1250–present

The process of change

- In studying the content defined below in strands 1 and 2, students should understand how key features in the development of warfare on land were linked with the key features of society in Britain in the periods studied.
- They should develop an understanding of the nature and process of change. This will involve understanding patterns of change, trends and turning points, and the influence of factors inhibiting or encouraging change within periods and across the theme. The key factors are: governments and individuals; science, technology and communications; and attitudes in society.
- They should also understand how factors worked together to bring about particular developments at particular times.
- The selected case studies in strand 3 of each period exemplify, in context, elements defined in strands 1 and 2. They provide opportunities to explore the operation of the key factors and to make detailed comparisons over time.

c1250–c1500: Medieval warfare and English society

1 The nature of warfare	<ul style="list-style-type: none"> • The composition of the army, including the roles of the infantry, archer and the mounted knight. The link between social structure and army command. • The impact on warfare (strategy, tactics and combat) of new weapons and formations, including the longbow and schiltrons. The importance of gunpowder and the development of cannon. The decline of the mounted knight.
2 The experience of war	<ul style="list-style-type: none"> • The recruitment and training of combatants in the medieval feudal army. • The impact of war on civilians, including the impact of feudal duties and army plunder on civilian lives.
3 Case studies	<ul style="list-style-type: none"> • The Battle of Falkirk, 1298: reasons for its outcome; the roles of William Wallace and Edward I. • The Battle of Agincourt, 1415: reasons for its outcome; the role of Henry V.

c1500–c1700: Warfare and English society in the early modern period	
1 The nature of warfare	<ul style="list-style-type: none"> Continuity and change in the composition of the army in the sixteenth and seventeenth centuries, including the role of the musketeer, pikemen, dragoons and the cavalry. The development of a standing army. The impact on warfare of developments in weaponry, including new muskets and pistols.
2 The experience of war	<ul style="list-style-type: none"> The recruitment and training of combatants, including the New Model Army. The impact of war on civilians, including recruitment and requisitioning.
3 Case study	<ul style="list-style-type: none"> The Battle of Naseby, 1645: reasons for its outcome; the role of Oliver Cromwell.
c1700–c1900: Warfare and British society in the eighteenth and nineteenth centuries	
1 The nature of warfare	<ul style="list-style-type: none"> Continuity and change in the composition of the army, including the decline of the cavalry. Impact on warfare of changes in weaponry, including the use of rifles and bullets, and the development of field guns and heavy artillery. The impact on warfare of industrialisation, including steam-powered transport and the mass production of weapons.
2 The experience of war	<ul style="list-style-type: none"> The recruitment and training of combatants, including Cardwell's army reforms and professionalisation. The impact of war on civilians, including recruitment and requisitioning. The impact on popular attitudes of the growth of newspaper reporting and photography in the nineteenth century, exemplified in the Crimean and Boer Wars.
3 Case studies	<ul style="list-style-type: none"> The Battle of Waterloo, 1815: reasons for its outcome; the role of the Duke of Wellington. The Battle of Balaclava, 1854: reasons for its outcome; the role of Lord Raglan.
c1900–present: Warfare and British society in the modern era	
1 The nature of warfare	<ul style="list-style-type: none"> Continuity and change in the composition of the army, including the growth of a logistics corps and specialised bomb disposal units. The impact on warfare of developments in weaponry, transport and surveillance, including machine guns, tanks, chemical and nuclear weapons, the use of radar and aircraft. The impact of computerised high-tech warfare. The increasing use of motor and air transport and aerial support. Dealing with guerrilla warfare in the twenty-first century.
2 The experience of war	<ul style="list-style-type: none"> The recruitment and training of combatants, including the introduction of conscription, national service, the recruitment of women and the development of a professional army. The impact of war on civilians, including recruitment and the organisation of a Home Front during the First and Second World Wars and fear of nuclear war post-1945. Attitudes to conscientious objectors. The influence of war reporting in the period on attitudes, including increased concern for casualties. Government use of censorship and propaganda in wartime.
3 Case studies	<ul style="list-style-type: none"> The Western Front during the First World War and the Battle of the Somme, 1916: the nature of trench warfare and war of attrition; reasons for the outcome of the Somme; role of General Haig. The Iraq War 2003: reasons for its outcome; use of high-tech weaponry and surveillance techniques.

London and the Second World War, 1939–45

The historic environment

1 London and the Second World War, 1939–45

- The context of London in the Second World War, including its role in national government, significance as a target, importance as a port and industrial centre and its accessibility for German bombers. Preparations for war in London, 1939 and ongoing measures to safeguard the population: implementation of plans for evacuation, provision of Anderson shelters and gas masks.
- The nature of attacks on London. Attacks on the docks and industries of the East End, including Black Saturday (7 September 1940), and the V2 attack on Deptford, 1944. Types of bomb used in 1940–41 and 1944–45, the scale of attack and extent of devastation, including problems dealing with incendiaries and V1 and V2 rockets.
- The impact of the Blitz on civilian life in London: air-raid precautions, including the use of underground stations and 'Mickey's shelter'; the impact of the South Hallsville School, (1940) and Bethnal Green (1943) disasters. The continuance of leisure activities in London, including dancehalls and theatre. The extent of disruption to daily life and work, and government concerns about morale.
- London's response to the war. The continued presence of the royal family and government ministers; the Cabinet War Rooms. Measures taken to safeguard art and important buildings. The use of public spaces, including Victoria Park and the Tower of London moat, as part of the 'Dig for Victory' campaign.
- The historical context of the Second World War: the nature and purpose of the Blitz. Government use of propaganda and censorship to influence attitudes about the Blitz.

2 Knowledge, selection and use of sources for historical enquiries

- Knowledge of local sources relevant to the period and issue, e.g. personal accounts and photographs, local newspapers, local council records.
- Knowledge of national sources relevant to the period and issue, e.g. government records, newspapers, Mass Observation reports, newsreels, memoirs.
- Recognition of the strengths and weaknesses of different types of source for specific enquiries.
- Framing of questions relevant to the pursuit of a specific enquiry.
- Selection of appropriate sources for specific investigations.

Warfare and British society, c1250–present

Introduction

Warfare may be offensive – to conquer land and people – or defensive but the basic aim of defeating an enemy through combat does not change. However, the composition of the army, the weapons used, the tactics and strategy employed have all changed greatly during the last 1,000 years. Feudal armies of untrained peasants required to serve for 40 days have changed to a professional volunteer army. Weapons developed from the spear, sword and bow to the cannon and gun and then the computer-guided missile. Yet even when change is dramatic, there are often elements of continuity, for example cavalry was still used during the First World War.

This unit looks at change and continuity in these themes of the nature of warfare and the experience of war since c1250. To encourage students to see broad trends over time, the timescale has been divided into four sections: c1250–c1500; c1500–c1700; c1700–c1900; c1900–present. Case studies are also included in each section to allow a more in-depth study of significant battles or developments.

Key factors which have affected both change and continuity during these four sections are governments and individuals; science, technology and communications; and attitudes in society. The study focuses on the reasons for change, the speed and development of change, the significance of change, and the parallel elements of change and continuity. The coverage of an extended period in a thematic study means that questions will cover long time periods or will ask students to make comparisons between two different sections of the chronology.

Content guidance

It is important that students have an understanding of the context and society during each time period and how these influenced developments in warfare. A grasp of contemporary societies will also help students to avoid misunderstandings. For example, students should realise that archers ‘shoot’ or ‘fire’ their arrows long before the invention of gunpowder. They should also understand that the role of the king or the government in 1250 was very different from the role in today’s society and that ordinary people had few rights or freedoms before the twentieth century. Therefore concepts such as the role of the king, feudal society, the physical lifestyle of ordinary people, the level of literacy and the uncertain aspects of food and health are all important when explaining the composition of a feudal army.

Students should also understand the key features of weapons in order to appreciate their impact on battle tactics. In the period c1250–c1500 they should know about the shortbow, crossbow and longbow, the spear, pike, schiltrons, gunpowder and cannon, and the protection of the armour of the mounted knight and the helmet and breastplate of foot soldiers. The focus is on the impact of weapons, so students would not need to be able to name different parts of armour or provide technical details of the schiltrons but would need to be able to explain how they affected combat and battle tactics.

In the period c1500–c1700, students should recognise the broad elements of continuity in the social hierarchy and formation of the army, despite technical developments such as the printing press, gunpowder and cannon. Students would not need to know the details of why the Civil War happened but they should understand why a war fought within the country has a greater impact on the civilian population than one fought abroad against another country. They should also understand that the need for an experienced military commander was recognised in this period.

For the section c1700–c1900, students would not need to know the details of why Britain was at war in Europe in the nineteenth century but they should understand

the logistical difficulties of fighting a war abroad and the growing importance of industry, steam power and improved communications. They should also be aware of the role of the military commander, the growing importance of government and the decline of the personal role of the monarch. The growing importance of social attitudes is also highlighted by improvements in communications and the development of war reporting.

During the modern period students should understand the increased role of government and the importance of military commanders but also the importance of changes in social attitudes and the effect on recruitment and the 'war effort' during the world wars. The impact of new weapons and total war on both combatants and civilians should be understood and the increasingly technical nature of warfare. Students will not need to explain specific differences between models of guns, tanks or other weapons but they should be able to explain the impact of such weapons.

Key terms

It may be useful to provide students with a list of key terms and concepts that they will need to be familiar with at the start of the course. The list of terms below is not intended to be a comprehensive checklist, rather simply a useful starting point for teachers to produce their own list of terms that their students may not fully understand or have difficulty spelling.

Students should understand chronological terms such as the nineteenth century, medieval, early modern, modern.

Other key vocabulary for this option includes: feudal levy, monarch, government, parliament, commander, recruitment, propaganda, volunteer, conscription, conscientious objector, national service, professional.

Specialist terms that should be known include: foot soldier, cavalry, knight, archer, pikeman, musketeer, dragoon, infantry, mercenary, volunteer, professional, conscription, conscientious objector, shortbow, crossbow, longbow, spear, pike, schiltrons, cannon, artillery, explosive, shrapnel, Western Front, total war, home front, high-tech, guerrilla war, foraging, provisioning, requisition, billeting, logistics.

Resources

The tables below list a range of resources that could be used by students and teachers for this topic. Inclusion of resources in this list does not constitute endorsement of those materials. While these resources — and others — may be used to support teaching and learning, the official specification and associated assessment guidance materials are the only authoritative source of information and should always be referred to for definitive guidance. Links to third-party websites are controlled by others and are subject to change.

Resources for students

Details of new resources published to support this specification will be added when these become available.

Resource	Details
<i>Edexcel GCSE History (9-1) Warfare through time, c1250-present</i> (Pearson, 2016)	Student book written for this option in the new GCSE specification.
<i>Hodder GCSE History for Edexcel: Warfare through time, c1250–present</i> (Hodder Education, 2016)	Student book written for this option in the new GCSE specification.
John Child, Steve Waugh, <i>Edexcel GCSE History B, Schools History Project, Warfare and the Impact of War</i> (Pearson 2009, revised edition 2014)	Textbook produced for the previous version of this thematic study, good on broad themes of change and continuity.
Paul Turner, <i>War & Warfare</i> (Folens, 2003)	KS3 textbook but contains relevant information on certain aspects of the specification and easily accessible.
Paul Dowswell, <i>Weapons and Technology of World War I</i> (Heinemann, 2002)	Good detail on developments in weapons and tactics during the First World War.
Ruth Brocklehurst, Henry Brook, <i>Usborne Introduction to the First World War</i> (Usborne, 2007)	Very visual book, attractive and informative.
www.historylearningsite.co.uk	Good general website, with pages on individual battles and key developments.
Docklands and the Blitz www.portcities.org.uk/london/server/show/ConNarrative.53/chapterId/780/Docklands-and-the-Blitz.html	Site with information and images.

Resources for teachers

Resource	Details
Osprey Publishing https://ospreypublishing.com/	A range of titles on specific wars.
Peter Browning, <i>The Changing Nature of Warfare</i> (Cambridge University Press, 2002)	A-level textbook covering 1792–1945.
Geoff Stewart, <i>The Experience of Warfare in Britain 1854–1929</i> (Pearson, 2008)	AS textbook covering Crimea, Boer and the First World War.
Richard Holmes, <i>Redcoats</i> (Harpercollins, 2001)	Richard Holmes is an authority on warfare and the British army.
John Lewis Stempel, <i>The Autobiography of the British Soldier</i> (Headline publishing, 2007)	Good use of detail to illustrate different aspects of warfare during different periods.
Imperial War Museum www.iwm.org.uk	Website has excellent details and sources on a range of conflicts and aspects of warfare.
National Army Museum www.nam.ac.uk Specific pages include: Naseby: www.nam.ac.uk/exhibitions/online-exhibitions/britains-greatest-battles/naseby Waterloo: www.nam.ac.uk/exhibitions/online-exhibitions/britains-greatest-battles/waterloo Balaclava: www.nam.ac.uk/exhibitions/online-exhibitions/britains-greatest-battles/balaklava Western Front: www.iwm.org.uk/learning/resources/the-western-front Somme: www.nam.ac.uk/exhibitions/online-exhibitions/britains-greatest-battles/somme	Website has good detail on aspects of warfare and the experiences of soldiers.
Battlefields Trust www.battlefieldstrust.com/default.asp	Detailed accounts of individual battles.
http://spartacus-educational.com/	Good general website, with pages on specific battles and often providing primary source extracts.
www.agincourt600.com	Website includes articles and places related to Agincourt.

Overview frame

Factor	c1250–1500	c1500–c1700	c1700–c1900	c1900–present
Context				
Nature of warfare				
Recruitment				
Impact on civilians				