



History





KEVI HWGA Curriculum Map

Curriculum Purpose:

	Beyond KEVI HWGA:	History offers a number of pathways for students leading onto further study in History or related subjects such as Law, English and Philosophy in Higher Education. Those who study History should be experienced in applying lessons of the past to help resolve problems of the present, and have the ability to apply an analytical mind set to all kinds of situations and challenges. These problem-solving and analytical skills are relevant in every industry that has a focus on current societies and future developments, particularly in the fields of business, politics, and academia. Those with a passion for the subject often end up in careers such as banking and commerce, law, journalism, museums and galleries, teaching and a wide variety of social work and careers in the Civil Service.
Context	KS5	Students who go on to study History at A-Level at KEVI HWGA will deepen their knowledge of historical themes and concepts in British and World History and the debates within the discipline. Students are given the tools and guidance to become independent learners and prepare them for future study and work-based settings. We follow the OCR History A level course in studying some of the most significant events of the last five hundred years and how they have shaped the world around us. Students are expected to become critical and reflective thinkers, capable of forming their own explanations and justifying these as they progress through their studies.
	KS4	At GCSE students build upon and reinforce the sequence of learning from their Key Stage 3 History studies. Our curriculum follows the Pearson Edexcel GCSE (9-1) History qualification. The curriculum has been constructed so that students can understand the methods of historical enquiry, including how evidence (sources and interpretations) can be used to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. Students should also gain an increasing historical perspective by being able to place their growing knowledge into different contexts understanding the connections between local, regional, national and international history, and between cultural, economic, military, political, religious and social history, and between long and short term timescales, with a consideration of change and continuity over the last 1000 years.
	KS3	Students in Year 7 are introduced to the essential Historical skills and features at the beginning of their studies before going onto explore these concepts in greater depth through thematic studies of particular periods of British and World History across Year's 7 to 9. They begin recognising and discussing the characteristics of different historical periods, analysing historical interpretations and working with sources of historical information to make well reasoned judgements. The focus of the History curriculum is broadly chronological. Students complete a number of topics in each year that are based on a key enquiry question for the students to work towards. Key Stage 3 History continues to be an important part of enabling the girls who study with us to ask important questions, develop empathy through understanding of other cultures and traditions and act as good global citizens who engage positively in their communities and beyond. KS3 History at KEVI HWGA finishes with two breadth units that help contextualise students learning of chronology from another perspective these are how migration shaped Britain and how crime and punishment has changed over time.

KS1/2	The History curriculum at KEVI HWGA seeks to build upon, but does not rely on, any specific study of History at KS1 and 2. All students will have had some exposure to historical concepts such as change and continuity, significance and the value of evidence which will be reinforced during their studies at Secondary School. Students will build upon their understanding of past civilisations of Britain and elsewhere prior to 1066, completing chronology challenges to recall and extend their knowledge of different historical periods. Depth studies will seek to allow students to make comparisons across different periods of time building upon those already studied to give them a coherent narrative of the History of Britain and the World.
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  <p style="text-align: center;">KEVI HWGA Curriculum Map</p>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 13	<p><i>Protest, agitation and parliamentary reform in Britain, c1780 – 1928:</i></p> <p><i>Aspects in breadth study: Reform of Parliament, c1780-1928</i></p> <p><i>NEA: Students to complete research and plans for coursework</i></p>	<p><i>Protest, agitation and parliamentary reform in Britain, c1780 – 1928</i></p> <p><i>Aspects in breadth: Changing influences in parliament: the impact of parliamentary reform, c1780-1928</i></p> <p><i>Aspect in depth: Radical reformers, c1790=1819</i></p> <p><i>NEA: Students to analyse historians views and research to write first draft of coursework</i></p>	<p><i>Protest, agitation and parliamentary reform in Britain, c1780 – 1928</i></p> <p><i>Aspect in depth: Chartism, c1838-c1850</i></p> <p><i>Aspect in depth: Contagious Diseases Act and the campaign for their repeal, 1862-86</i></p> <p><i>NEA: Students to respond to feedback provided and submit final coursework to be marked and moderated.</i></p>	<p><i>Protest, agitation and parliamentary reform in Britain, c1780 – 1928</i></p> <p><i>Aspect in depth: The Women’s Social and Political Union, 1862-86</i></p> <p><i>Aspect in depth: Trades union militancy, 1915-27</i></p>	<i>Revision and consolidation activities</i>	<i>Exams</i>
Key Concepts	<p style="text-align: center;">Power</p> <p style="text-align: center;">Change over time</p> <p style="text-align: center;">Cause and consequence</p> <p style="text-align: center;">Perspective</p> <p style="text-align: center;">Significance</p> <p style="text-align: center;">Persecution</p> <p style="text-align: center;">Democracy</p>	<p style="text-align: center;">Power</p> <p style="text-align: center;">Change over time</p> <p style="text-align: center;">Cause and consequence</p> <p style="text-align: center;">Perspective</p> <p style="text-align: center;">Significance</p> <p style="text-align: center;">Persecution</p> <p style="text-align: center;">Democracy</p>	<p style="text-align: center;">Power</p> <p style="text-align: center;">Change over time</p> <p style="text-align: center;">Cause and consequence</p> <p style="text-align: center;">Perspective</p> <p style="text-align: center;">Significance</p> <p style="text-align: center;">Persecution</p> <p style="text-align: center;">Democracy</p>	<p style="text-align: center;">Power</p> <p style="text-align: center;">Change over time</p> <p style="text-align: center;">Cause and consequence</p> <p style="text-align: center;">Perspective</p> <p style="text-align: center;">Significance</p> <p style="text-align: center;">Persecution</p> <p style="text-align: center;">Democracy</p>	<p style="text-align: center;">Power</p> <p style="text-align: center;">Change over time</p> <p style="text-align: center;">Cause and consequence</p> <p style="text-align: center;">Perspective</p> <p style="text-align: center;">Significance</p> <p style="text-align: center;">Persecution</p> <p style="text-align: center;">Democracy</p>	

HPL ACPS	<i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation Connection Finding Critical or logical thinking</i>	<i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation Connection Finding Critical or logical thinking</i>	<i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation Connection Finding Critical or logical thinking</i>	<i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation Connection Finding Critical or logical thinking</i>	<i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation Connection Finding Critical or logical thinking</i>	
VAs	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>	
Feedback & Assessment	<i>Students to complete Russia Unit 5 interpretations questions and be provided individual feedback</i>	<i>Students to complete full Russia Mock paper with individual feedback</i>	<i>Students to complete 20 mark knowledge based essay on protest, agitation and reform in Britian</i>	<i>Students to complete 20 mark source based essay on protest, agitation and reform in Britian</i>	<i>A range of exam questions from all three units to be completed</i>	
EDI	Equality Protests	Equality Protests Democracy	Equality Protests Races Gender	Gender Social classes Democracy		
Careers	Politics, Member of Parlaiment, Politics teacher, charity sector, local council					

<p>Year 12</p>	<p><i>Britian 1910 – 1997: Enquiry topic: Churchill, 1929-1951</i></p> <p><i>Churchill’s view of events and Churchill as Wartime prime minister</i></p> <p><i>Russia: 1894-1941: The rule of Tsar Nicholas II</i></p>	<p><i>Britian 1910 – 1997: Enquiry topic: Churchill, 1929-1951</i></p> <p><i>Churchill and international diplomacy</i></p> <p><i>Russia: 1894-1941: The 1917 Revolutions</i></p>	<p><i>British period study: Britain 1951-1997</i></p> <p><i>Conservative domination, 1951 – 1964</i></p> <p><i>Russia: 1894-1941: The Civil War and Lenin</i></p>	<p><i>British period study: Britain 1951-1997</i></p> <p><i>Labour and Conservative governments, 1964-79</i></p> <p><i>Russia: 1894-1941: The Rule of Stalin</i></p>	<p><i>British period study: Britain 1951-1997</i></p> <p><i>Thatcher and the end of consensus, 1979-97</i></p> <p><i>NEA : Research and preparation</i></p>	<p><i>British period study: Britain 1951-1997</i></p> <p><i>Britain’s position in the world, 1951-97</i></p> <p><i>NEA : Research and preparation</i></p>
<p>Key Concepts</p>	<p>Power Change over time Cause and consequence Perspective Significance Persecution Democracy</p>	<p>Power Change over time Cause and consequence Perspective Significance Persecution Democracy</p>	<p>Power Change over time Cause and consequence Perspective Significance Persecution Democracy</p>	<p>Power Change over time Cause and consequence Perspective Significance Persecution Democracy</p>	<p>Power Change over time Cause and consequence Perspective Significance Persecution Democracy</p>	<p>Power Change over time Cause and consequence Perspective Significance Persecution Democracy</p>
<p>HPL ACPS</p>	<p><i>Big Picture Thinking Intellectual Confidence Intellectual Playfulness Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i></p>	<p><i>Big Picture Thinking Intellectual Confidence Intellectual Playfulness Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i></p>	<p><i>Big Picture Thinking Intellectual Confidence Intellectual Playfulness Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i></p>	<p><i>Big Picture Thinking Intellectual Confidence Intellectual Playfulness Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i></p>	<p><i>Big Picture Thinking Intellectual Confidence Intellectual Playfulness Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i></p>	<p><i>Big Picture Thinking Intellectual Confidence Intellectual Playfulness Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i></p>
<p>VAs</p>	<p><i>Collaborative Practice Enquiring Perseverance</i></p>	<p><i>Collaborative Practice Enquiring Perseverance</i></p>	<p><i>Collaborative Practice Enquiring Perseverance</i></p>	<p><i>Collaborative Practice Enquiring Perseverance</i></p>	<p><i>Collaborative Practice Enquiring Perseverance</i></p>	<p><i>Collaborative Practice Enquiring Perseverance</i></p>

Feedback & Assessment	Britain 1910-1997: 30 mark Enquiry source question with individual feedback provided Russia: 1894-1941: 10 mark question on the rule of Tsar Nicholas I with individual feedback provided	Britain 1910-1997: 30 mark Enquiry source question with individual feedback provided Russia: 1894-1941: 10 mark question on the Russian Revolution with individual feedback provided	British period study: 20 mark question on Conservative domination with individual feedback Russia: 1894-1941: 20 mark question on the Civil War and Lenin	British period study: 20 mark question on Labour and Conservative governments with individual feedback Russia: 1894-1941: 20 mark question on the Rule of Stalin	British period study: 20 mark question Thatcher and the end of consensus with individual feedback	Full Russia 1894-1941 paper to be completed for Finals in June with individual feedback for students
EDI	<i>Difference of opinions Democracy Role of Empire in WW2 Beliefs and ideas</i>	<i>Difference of opinions Democracy Populism</i>	<i>Difference of opinions Democracy Populism</i>	<i>Difference of opinions Democracy Dictatorship</i>	<i>Difference of opinions Democracy</i>	
Careers	Politics, Member of Parliament, diplomat, foreign ambassador, Museum curator, education officer					
Year 11	The American West. C1835-c1895 KT1: The Early settlement of the West, c1835-c1862 KT2: Development of the Plains, c1862-c1876	The American West, c1835-c1895 KT3: Conflict and conquest, c1876-1895 Weimar and Nazi Germany, 1918-1939 The Weimar Republic, 1918-1929	Weimar and Nazi Germany, 1918-1939: Hitler's rise to power, 1919-33 Weimar and Nazi Germany, 1918-1939: Nazi control and dictatorship, 1933-39	Weimar and Nazi Germany, 1918-1939: Nazi control and dictatorship, 1933-39 Weimar and Nazi Germany, 1918-1939: Life in Nazi Germany, 1933-39	Revision activities	Exams
Key Concepts	Power Change over time Cause and consequence Perspective Significance	Power Change over time Cause and consequence Perspective Significance	Power Change over time Cause and consequence Perspective Significance Persecution Democracy	Power Change over time Cause and consequence Perspective Significance Persecution Democracy		
HPL ACPs	<i>Big Picture Thinking Intellectual Confidence</i>	<i>Big Picture Thinking Intellectual Confidence</i>	<i>Big Picture Thinking Intellectual Confidence</i>	<i>Big Picture Thinking Intellectual Confidence</i>		

	<i>Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i>	<i>Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i>	<i>Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i>	<i>Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i>		
VAs	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>		
Feedback & Assessment	The American West: Explain two consequences of (8 mark question) Write a narrative account (8 mark question) Individual feedback provided for students	Early Elizabethan England full paper with American West Paper (Paper 2). Individual feedback will be provided for the students	Weimar and Nazi Germany: 4 Mark inference Questions 12 mark explain why 8 Mark how useful	Weimar and Nazi Germany: 4 mark – What is the main difference between the interpretations 4 Mark – why are the interpretations different 16 Mark – How far do you agree with interpretation X?		
EDI	Equality Democracy Diversity	Equality Democracy Diversity	Equality Democracy Dictatorship Women	Persecution of minorities Marginalisation Stereotypes Dictatorship		
Careers	Historian, investigator, museum curator, biographer, journalist					
Year 10	Medicine through time: Medicine in medieval England The Medical Renaissance in England	Medicine through time: Medicine in the 18 th and 19 th – century Britain	Medicine through time: c1900-present: Medicine in modern Britain British sector of the Western front, 1914-18: injuries, treatments and the trenches	Queen, government and religion, 1558-69	Challenges to Elizabeth at home and abroad, 1569-88	Elizabethan society in the Age of Exploration, 1558-88

Key Concepts	<p>Change over time Cause and consequence Perspective Significance Similarity and difference</p>	<p>Change over time Cause and consequence Perspective Significance Similarity and difference</p>	<p>Change over time Cause and consequence Perspective Significance Similarity and difference</p>	<p>Power Similarity and difference Cause and consequence Significance Democracy</p>	<p>Power Similarity and difference Cause and consequence Significance Democracy</p>	<p>Power Similarity and difference Cause and consequence Significance Democracy</p>
<i>HPL ACPs</i>	<p><i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i></p>	<p><i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i></p>	<p><i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i></p>	<p><i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i></p>	<p><i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i></p>	<p><i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i></p>
<i>VAs</i>	<p><i>Collaborative Practice Enquiring Perseverance</i></p>	<p><i>Collaborative Practice Enquiring Perseverance</i></p>	<p><i>Collaborative Practice Enquiring Perseverance</i></p>	<p><i>Collaborative Practice Enquiring Perseverance</i></p>	<p><i>Collaborative Practice Enquiring Perseverance</i></p>	<p><i>Collaborative Practice Enquiring Perseverance</i></p>
Feedback & Assessment	<p>Medicine through time:</p>	<p>Medicine through time:</p>	<p>Medicine through time: Western Front:</p>	<p>Early Elizabethan England:</p>	<p>Early Elizabethan England:</p>	<p>Early Elizabethan England:</p>

	12 mark: Explain why...question 16 marks (+4 marks SPAG): How far do you agree...? question	16 mark: How far do you agree...? Question 4 mark: Difference/similarity question	4 mark: Describe two features of...question 8 mark: How useful are sources A and B for an enquiry into...question 4 mark: Study source...How could you follow up Source...to find out more about...? Question	4 mark: Explain one way...question 16 marks (+4 marks SPAG): How far do you agree...? question	4 mark: Explain one way...question 12 mark: Explain why...question -	4 mark: Explain one way...question 12 mark: Explain why...question 16 marks (+4 marks SPAG): How far do you agree...? question
EDI	Social equality Religion Health equity	Social equality Health equity	Privilege Inequality	Democracy Religion Diversity Hierarchy	Foreign relations Religious divides Tensions	Poverty Social classes Exploration
Careers	Medical industry, scientists, journalists, historian, archivist, human resource officer, marketing executive, business consultant					
Year 9	How did the Civil Rights movement change lives for African Americans?	To what extent have civil rights for women and LGBTQ+ improved since the 1900s?	Why did Britain merge Victorious from WW2?	How and why did the Holocaust happen?	How has migration shaped Britain?	What period saw the biggest changes to crime and punishment?
Key Concepts	Change over time Cause and consequence Perspective Significance Persecution Democracy	Change over time Cause and consequence Perspective Significance Persecution Democracy	Power Change over time Cause and consequence Perspective Significance	Change over time Cause and consequence Perspective Significance Persecution Democracy	Similarity and difference Change over time Cause and consequence Perspective Significance	Similarity and difference Change over time Cause and consequence Perspective Significance
HPL ACPS	Big Picture Thinking Intellectual Confidence	Big Picture Thinking Intellectual Confidence	Big Picture Thinking Intellectual Confidence	Big Picture Thinking Intellectual Confidence	Big Picture Thinking Intellectual Confidence	Big Picture Thinking Intellectual Confidence Connection Finding

	<i>Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i>	<i>Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i>	<i>Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i>	<i>Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i>	<i>Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i>	<i>Seeing alternative perspectives Self-regulation Generalisation</i>
VAs	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>	<i>Collaborative Practice Enquiring Perseverance</i>
Feedback & Assessment	- WCF to be provided to students mid unit on a written task. Students to complete end of enquiry assessment with individual feedback and time for reflect, correct and improve	WCF to be provided to students mid unit on a written task. Students to complete end of enquiry assessment with individual feedback and time for reflect, correct and improve	WCF to be provided to students mid unit on a written task. Students to complete end of enquiry assessment with individual feedback and time for reflect, correct and improve	WCF to be provided to students mid unit on a written task. Students to complete end of enquiry assessment with individual feedback and time for reflect, correct and improve	WCF to be provided to students mid unit on a written task. Students to complete end of enquiry assessment with individual feedback and time for reflect, correct and improve	WCF to be provided to students mid unit on a written task. Students to complete end of enquiry assessment with individual feedback and time for reflect, correct and improve
EDI	Protest, equality, Freedom, activists, Martin Luther King, Malcolm X and Rosa Parks	Protest, equality, freedom, activists, Alan Turing, Stonewall riots, same sex marriage	Alliances in WW2, role of women, role of Empire	Antisemitism throughout History, treatment of minority groups, misconceptions about the holocaust and how it should be remembered	Migration, equality, changes to society, treatment of groups in society, stereotypes	Treatment of civilians, equality, law and order, prosecution
Careers	Paragel, Citizens advice Bureau, museum curator, librarian, researcher, historian, documentary maker, journalist, exhibitionist, anchorist.					
Year 8	What was life like in Tudor England?	How much did England change in the 1600s?	What was the Trans-Atlantic Slave Trade?	What impact did the British Empire have on its colonies?	How did the Industrial Revolution change Britain?	Was a war at the turn of the century inevitable?
Key Concepts	Power	Power		Power Similarity and difference	Power	Power

	<p>Similarity and difference Change over time Cause and consequence Perspective</p>	<p>Similarity and difference Change over time Cause and consequence Perspective Significance</p>	<p>Similarity and difference Change over time Cause and consequence Perspective Significance Persecution</p>	<p>Change over time Cause and consequence Perspective Significance Persecution Democracy</p>	<p>Similarity and difference Change over time Cause and consequence Perspective Significance Persecution Democracy</p>	<p>Similarity and difference Change over time Cause and consequence Perspective Significance Persecution Democracy</p>
<i>HPL ACPs</i>	<p><i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i></p>	<p><i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i></p>	<p><i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i></p>	<p><i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i></p>	<p><i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i></p>	<p><i>Big Picture Thinking Intellectual Confidence Seeing alternative perspectives Self-regulation Generalisation Connection Finding</i></p>
<i>VAAAs</i>	<p><i>Collaborative Practice Enquiring Perseverance</i></p>	<p><i>Collaborative Practice Enquiring Perseverance</i></p>	<p><i>Collaborative Practice Enquiring Perseverance</i></p>	<p><i>Collaborative Practice Enquiring Perseverance</i></p>	<p><i>Collaborative Practice Enquiring Perseverance</i></p>	<p><i>Collaborative Practice Enquiring Perseverance</i></p>
Feedback & Assessment	<p>- WCF to be provided to students mid unit on a written task. Students to complete end of enquiry assessment with individual feedback and time for reflect, correct and improve</p>	<p>WCF to be provided to students mid unit on a written task. Students to complete end of enquiry assessment with individual feedback and time for reflect, correct and improve</p>	<p>WCF to be provided to students mid unit on a written task. Students to complete end of enquiry assessment with individual feedback and time for reflect, correct and improve</p>	<p>WCF to be provided to students mid unit on a written task. Students to complete end of enquiry assessment with individual feedback and time for reflect, correct and improve</p>	<p>WCF to be provided to students mid unit on a written task. Students to complete end of enquiry assessment with individual feedback and time for reflect, correct and improve</p>	<p>WCF to be provided to students mid unit on a written task. Students to complete end of enquiry assessment with individual feedback and time for reflect, correct and improve</p>
Year 7						

	individual feedback and time for reflect, correct and improve	individual feedback and time for reflect, correct and improve	individual feedback and time for reflect, correct and improve	individual feedback and time for reflect, correct and improve	individual feedback and time for reflect, correct and improve	individual feedback and time for reflect, correct and improve
EDI	Social classes and hierarchy, marginalised, equity, accessibility, assimilation	Assimilation, cultural identity, diversity, equality and equity.	Conquered, hostility, assimilation, exclusion, predominance	Religious divisions, assimilation, accountability, tensions, cultural identity	Social class, hierarchy, oppression, divisions, accessibility	Gender divide, power, social divisions, dominance, religion, royalty
Careers	Water analyst, heritage manager, academic researcher, genealogist, tourist guide, historical site manager, political analyst.					