



CURIOSITY

COMPASSION

COURAGE



## Recovery curriculum outline 2022-23

	Subject
	Term 6 Jun-Jul
Year 7:	<p><b>English Civil War:</b> Due to the impact of COVID 19, year 7s came to us with various gaps in key historical concepts. In response to this, we have focussed on deepening the units to further explore the concepts of monarchy, power, conflict, war, government. Our unit on the English Civil War has been adapted to reflect this, including deeper vocabulary instruction, academic, scholarly texts and retrieval practice that tests understanding of historical concepts.</p>
Year 8:	<p><b>British Empire:</b> Year 8 conclude their year of study with a scheme of learning on the British Empire. This unit has been adapted in response to COVID 19. We found that students in year 8 had misconceptions surrounding conflict, empire, and power which were identified in the first world war and second world war. Because of this, we have moved this unit to ensure year 8 students have a deep understanding of these concepts.</p>
Year 9:	<p><b>Medieval and Early Modern England Depth Study:</b> Due to the impact of COVID, students revisit the key themes and concepts that underpin the key stage three curriculum. We identified that students had gaps in knowledge surrounding England in the medieval period, particularly regarding religious and societal changes. Students also had significant gaps in knowledge within the early modern period that was also taught during COVID. The final term of Year 9 has been planned as a bridge to support the understanding of these concepts before students enter key stage four.</p>
Year 10: GCSE	<p><b>Superpower Relations – GCSE:</b> The order of sequence of the GCSE has been altered to bring superpower relations into year 10 having recognised a lack of understanding in the key concepts and themes that underpin the GCSE course. For example, the concepts of communism, capitalism and conflict which are key for all GCSE units are fully explored within the superpower relations course. As there was a greater focus on content during COVID 19 rather than historical skills, there has been a focus on source analysis within lessons.</p>



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## Curriculum overview

Subject	History			Year group	7	
<b>Vision statement:</b>	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>‘A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.’</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>					
<b>Curriculum intent:</b>	<i>Must include school values (3Cs)</i>					
<b>Threshold Concepts (TCs):</b>	<p>TC 1 - An LFAT Historian will understand <b>chronology</b> and be able to explain how events follow on from each other.</p> <p>TC 2 – An LFAT Historian will explain the <b>causes</b> behind significant events and understand <b>consequence</b>.</p> <p>TC 3 – An LFAT Historian will be able to understand and explain when and why things have <b>changed</b> and when and why things have <b>continued</b>.</p> <p>TC 4 – An LFAT Historian will be able to analyse and <b>examine contemporary historical sources</b> and understand <b>why people view the past differently</b>.</p>					
<b>KS2 National Curriculum summary:</b>	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.					
<b>Learner skills:</b>	<p>Critical thinking</p>  <p>CRITICAL THINKING</p>	<p>Organisation</p>  <p>ORGANISATION</p>	<p>Collaboration</p>  <p>COLLABORATION</p>	<p>Adaptability</p>  <p>ADAPTABILITY</p>	<p>Oracy</p>  <p>ORACY</p>	<p>Self-quizzing</p>  <p>SELF QUIZZING</p>



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Term 6 Jun-Jul

### The Big Question

How does Britain develop from the dark ages to the early modern period?

### Big picture questions:

- How does the relationship between Parliament and the king break down during the 1600's?
- Why was there a series of civil wars in Britain during the 1600's?
- What was the outcome of the English Civil War?
- What was England like as a commonwealth republic under Cromwell?

### Content (Linked to TCs):

- What problems did James I face? (TC 1, 4)
- Why was there a witchcraft craze in England? (TC 1, 2)
- Why did people try to blow up Parliament? (TC 1, 2, 3)
- Why was Charles I an unpopular king? (TC 1, 2)
- What caused the English Civil War? (TC 1, 2, 4)
- What happened at the English Civil War? (TC 1, 2, 3, 4)
- Why did the Roundheads win the Civil War? (TC 1, 2, 3, 4)
- Why was the king executed? (TC 1, 4)
- What was England like under Oliver Cromwell? (TC 1, 2)
- Why did England restore the monarchy? (TC 1, 2, 3, 4)

### Vocabulary Instruction:

James I, succession, King James Bible, Gunpowder Plot, favourites, Duke of Buckingham, Cadiz, Presbyterian, Puritan, Parliament, Divine right of kings, British Union, witchcraft, Daemonology, Matthew Hopkins, accusation, intolerance, hanging, the rack, conspirators, rebellion, assassination, Catesby, Fawkes, Charles I, personal rule, long parliament, short parliament, ship money, monopolies, taxes, Bishops Wars, tyranny, English Civil War, Roundhead, Royalist, Prayer Book, Henrietta Maria, Irish Rebellion, Finances, Economy, Ship Money, Monopolies, Tax Avoidance, Parliament, Petition of Right 1629, John Pym, Grand Remonstrance, Pike and shot infantry, muskets, New Model Army, Oliver Cromwell, Prince Rupert, Thomas Fairfax, Naseby, Edge Hill, canons, death warrant, execution, Levellers, pamphlets, Quakers, Lord Protector, Commonwealth, Republic, Restoration, Charles II, Regicides.

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<b>Assessment:</b>	<p><b>Mid-unit assessment progress checker.</b></p> <p><b>Enquiry question written assessment.</b></p> <p><b>Summative Assessment 2</b></p>
<b>Key/Historical misconceptions in this unit:</b>	<p>Different monarchies in Scotland England, Guy Fawkes not orchestrating GP, most witches were not dunked in water, English Civil War, Parliament and its nature and purpose, Divine right of kings</p>
<b>Sequencing:</b>	<p><b>We have chosen to sequence the Year X Recovery Curriculum like this because...</b></p> <p>An exploration into <b>local Tamworth history</b> in which students are introduced to and explicitly taught our key threshold concepts: the history skills. Students learn about King Offa as the ruler of the Kingdom of Mercia in which Tamworth was the capital. Students are first introduced to the concept of the changing power of the monarchy and how England is formed. Students are taught about the <b>Norman Conquest of Saxon England</b>. Students are first introduced here as to why conflict occurs by looking at the battles of Stamford Bridge and Hastings. Students then re-examine the changing nature of monarchical power by studying how William the Conqueror consolidates his power over the English people. Students are introduced to the concept of religion in England with unity under one church. Students continue their studies by examining <b>England in the Middle Ages</b> under Plantagenet rule as part of the Angevin Empire. Students further develop the concept of religion through case studies of Thomas Beckett and the Crusades and further examine the changing nature of ruling power as the Magna Carta is signed under King John. The concept of empire is introduced to students which is a key theme throughout key stage three study. The Black Death is taught to students as an event which causes significant change within the period of study. The second half of year 7 begins with a study of the <b>Tudor Royal Family</b> starting from the year 1485. Students further develop their knowledge of conflict with a study of the Battle of Bosworth. Students really focus upon the changing nature of power by looking at the monarchical changes that take place under the Tudor monarchs. The concept of religion is a key feature of this study with the Reformation, Counter-Reformation and eventual religious settlement under Elizabeth I. Students finish their study on the Tudors by looking at the Spanish Armada; its causes and consequences. Students finish year 7 by following directly on from their studies of the Tudors by looking at the Stuarts and the causes leading up to the <b>English Civil Wars</b>. Students will deepen their understanding on the importance and changing nature of religion as evidenced within the Gunpowder Plot 1605 and will consolidate their</p>
<b>Values</b>	<p><b>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</b></p> <p><b>Compassion</b></p> <p><b>Curiosity</b></p> <p><b>Courage</b></p>



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<b>National Curriculum plus:</b>	In addition to teaching the statutory elements of the national curriculum, we also include...(with justification to local context)
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Subject	History	Year group	8			
<b>Vision statement:</b>	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>					
<b>Curriculum intent:</b>	<i>Must include school values (3Cs)</i>					
<b>Threshold Concepts (TCs):</b>	<p><i>TC 1 - An LFAT Historian will understand <b>chronology</b> and be able to explain how events follow on from each other.</i></p> <p><i>TC 2 - An LFAT Historian will explain the <b>causes</b> behind significant events and understand <b>consequence</b>.</i></p> <p><i>TC 3 - An LFAT Historian will be able to understand and explain when and why things have <b>changed</b> and when and why things have <b>continued</b>.</i></p> <p><i>TC 4 - An LFAT Historian will be able to analyse and <b>examine contemporary historical sources</b> and understand <b>why people view the past differently</b>.</i></p>					
<b>KS2 National Curriculum summary:</b>	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.					
<b>Learner skills:</b>	Critical thinking	Organisation	Collaboration	Adaptability	Oracy	Self-quizzing



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CRITICAL THINKING



ORGANISATION



COLLABORATION



ADAPTABILITY



ORACY



SELF QUIZZING

Term 6 Jun-Jul

## The Big Question

**How do the growth of empires create the modern world?**

## Big picture questions:

- Why did Britain begin building an empire?
- How did Britain own a quarter of the world?
- How did the British use Australia?
- How do we uncover the lived experience of those ruled by Empire in Africa?
- How and why did the transatlantic slave trade begin?
- How do we uncover the lived experience of enslaved people?

## Content (Linked to TCs):

What empires existed around the world in the 1600's? (TC 1, 2)

What was the East India Trading Company? (TC 1, 2, 4)

Why was there an uprising in India? (TC 1, 2, 4)

How did the American War of Independence impact the empire? (TC 1, 2, 4)

How did the British use Australia? (TC 1, 2, 4)

Why were empires "scrambling" for Africa? (TC 1, 2)

How did colonialism impact the African continent? (TC 1, 3, 4)

## Vocabulary Instruction:

Empire, Seminole, slave, Morocco, Galleon, Sloop, Brig, Man at War, Privateer, pirates Galley slave, Indentured servants, East India Trading Company, slave triangle, Nat Turner, Slave Triangle, Hulk prison, Southern states, USA, Transatlantic, Virginia, Florida, passive resistance, active resistance, the blues, railroad, middle passage, abolishment, American War of Independence, Oloudah Equiano, Martin Delany, Alexander Dumas



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<b>Assessment:</b>	<b>Mid-unit assessment progress checker.</b>
<b>Key/Historical misconceptions in this unit:</b>	<p>What an empire is.</p> <p>How much land Britain actually colonised.</p> <p>The impact Britain had on its colonies.</p>
<b>Sequencing:</b>	<p><b>We have chosen to sequence the Year X Recovery Curriculum like this because...</b> We take a chronological approach. Students in year 8 begin their historical studies directly on from where they finished in year 7 in which the <b>British Empire</b> expands from the creation of the commonwealth as a result of the English Civil War. We have decided to teach students about the reasons for the creation of the British Empire and how it operated with other empires around the world during this time and finally examining how the Empire impacted people around the world and at home. Empire is one of our key themes that run throughout our key stage three curriculum. Having learned the causes and consequences of the British Empire, students follow directly on with a focussed study of the <b>Transatlantic Slave Trade</b> along with its causes and impact. Students use their foundational knowledge acquired through their study of the Empire to explain the reasons why Britain were so involved in the export of Africans across the Atlantic. Students take careful examination of the lived experience of enslaved Africans and take a bottoms up approach to the unit. This way, students move their attention to the experiences of those living in North America as a global depth study and return to studying Britain to question the success of abolition attempts. Having explored the British Empire abroad, students then examine its impact at home through the lens of the <b>Industrial Revolution</b> in which great strides were made in forming the Britain we know and understand today. Students will first learn about the changes that took place in Britain including industrialisation and new technologies that helped modernise towns and cities before evaluating key societal changes that were taking place such as the creation of the police force. This is taught to our students due to the clear link to local history with Robert Peel as the creator of the police force. Students will investigate the history surrounding the Ripper murders as the first high profile crime case the police force had to deal with. Students will end their study of the industrial revolution revisiting one of our key historical themes by evaluating the progress of women’s rights through a study of the Suffragettes. Students finish year 8 history with a study of the <b>First World War</b>. The first part of the unit revisits one of our key themes in questioning why conflict occurs by examining the causes of the Great War before studying the conditions and horrors of war and how everyday Brits were impacted. Students are taught about the key events of the war such as some battles and features of warfare which will provide them with a clear chronology and narrative. Students will finish their final unit of year 8 by analysing the different events that took place to bring about the conclusion of the war. This will set students up for their opening studies of year 9 which follow directly on with the Treaty of Versailles.</p>
<b>Values</b>	<p><b>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</b></p> <p>Compassion</p> <p>Curiosity</p>



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	<b>Courage</b>
<b>National Curriculum plus:</b>	<b>In addition to teaching the statutory elements of the national curriculum, we also include...(with justification to local context)</b>

Subject	History	Year group	9
<b>Vision statement:</b>	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
<b>Curriculum intent:</b>	<i>Must include school values (3Cs)</i>		
<b>Threshold Concepts (TCs):</b>	<p>TC 1 - An LFAT Historian will understand <b>chronology</b> and be able to explain how events follow on from each other.</p> <p>TC 2 – An LFAT Historian will explain the <b>causes</b> behind significant events and understand <b>consequence</b>.</p> <p>TC 3 – An LFAT Historian will be able to understand and explain when and why things have <b>changed</b> and when and why things have <b>continued</b>.</p> <p>TC 4 – An LFAT Historian will be able to analyse and <b>examine contemporary historical sources</b> and understand <b>why people view the past differently</b>.</p>		
<b>KS2 National Curriculum summary:</b>	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and		



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significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

### Learner skills:

Critical thinking

Organisation

Collaboration

Adaptability

Oracy

Self-quizzing



CRITICAL THINKING



ORGANISATION



COLLABORATION



ADAPTABILITY



ORACY



SELF QUIZZING

Term 6 Jun-Jul

### The Big Question

How did religion and society change from the medieval to early modern period?

### Big picture questions:

- What was Anglo-Saxon England like?
- How did England change under the Normans?
- What was England like in the later medieval period?
- How did religious changes in the Tudor period impact society?
- How did England change during the 1600's?

### Content (Linked to TCs):

- Anglo Saxon society** : crime and punishment. Law enforcement.
- Change and continuity
- Norman society** : crime and punishment. Law enforcement.
- Change and continuity
- Later middle ages society** : crime and punishment. Law enforcement.
- Change and continuity
- Early modern society** : crime and punishment. Law enforcement.
- Religious changes.
- Witchcraft
- The gun powder plot
- Change and continuity

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<b>Vocabulary Instruction:</b>	Crimes against property Crimes against the person Crimes against authority Collective Responsibility Moral Crimes Wergild Oaths Forest Laws Murdrum fine Treason Heresy Roman catholic Protestant Recant Royal supremacy Excommunication Recusancy Religious tolerance
<b>Assessment:</b>	<b>Knowledge and Skills based assessment.</b>
<b>Key/Historical misconceptions in this unit:</b>	Lack of understanding of the concept of wergild.  Not being fully aware of the collective responsibility aspect to the Hue and Cry

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<b>Sequencing:</b>	<b>We have chosen to sequence the Year X Recovery Curriculum like this because...</b> Due to the impact of COVID, students revisit the key themes and concepts that underpin the key stage three curriculum. We identified that students had gaps in knowledge surrounding England in the medieval period, particularly regarding religious and societal changes. Students also had significant gaps in knowledge within the early modern period that was also taught during COVID. The final term of Year 9 has been planned as a bridge to support the understanding of these concepts before students enter key stage four.
<b>Values</b>	<b>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</b>  <b>Compassion</b>  <b>Curiosity</b>  <b>Courage</b>
<b>National Curriculum plus:</b>	<b>In addition to teaching the statutory elements of the national curriculum, we also include...(with justification to local context)</b>

<b>Subject</b>	<b>History</b>	<b>Year group</b>	<b>10</b>
<b>Vision statement:</b>	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		



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<b>Curriculum intent:</b>	<i>Must include school values (3Cs)</i>					
<b>Threshold Concepts (TCs):</b>	<ul style="list-style-type: none"> <li>· Change and continuity</li> <li>· Significance</li> <li>· Causation and consequence</li> <li>· Interpretation</li> </ul>					
<b>KS2 National Curriculum summary:</b>	Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.					
<b>Learner skills:</b>	Critical thinking  CRITICAL THINKING	Organisation  ORGANISATION	Collaboration  COLLABORATION	Adaptability  ADAPTABILITY	Oracy  ORACY	Self-quizzing  SELF QUIZZING
Term 6 Jun-Jul						
<b>The Big Question</b>	<b>How close did the world come to crisis between 1958-70?</b> <b>Why did the Cold War come to an end between 1970-1991?</b>					
<b>Big picture questions:</b>	<u><b>Superpower Relations:Key Question 2. Cold War crises. 1958-70.</b></u> What was the impact of the Cuban Missile Crisis? What was the significance of events in Czechoslovakia 1968-69.? <u><b>Superpower Relations Key Question 3. End of the cold war.1970-1991</b></u> How effective were the attempts to reduce the tension between East and west, 1969-1979?					



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	What were the flashpoints of conflict between 1979-84?
<b>Content (Linked to TCs):</b>	<p><u>Cold War crises. 1958-70.</u></p> <p>What were the causes of the Cuban Missile Crisis? What were the consequences of the Cuban Missile Crisis? What was the significance of events in Czechoslovakia 1968-69.? What was the “Prague Spring”? What was the soviet reaction to this? What was the Brezhnev doctrine? Why did the USA &amp; the USSR follow a policy of détente at this time? How significant were the agreements made in the Helsinki accords? What were the flashpoints of conflict In Afghanistan in 1979? Why did the USA lead a boycott of the 1980 Olympic games? What were Ronald Reagan’s policies? Why are these known as the second Cold War? What was new about Gorbachev’s “new thinking” policy? Why did soviet control of eastern Europe collapse between 1985-91?</p>
<b>Vocabulary Instruction:</b>	Ultimatum. Hawks. Brinkmanship. Non proliferation. socialism. doctrine. Détente. Interim. Ratification. Shah. Economic sanctions. Abdicate. Mujahideen.
<b>Assessment:</b>	Low stakes quizzes Exam question practice. History department timed/ no notes assessments.
<b>Key/Historical misconceptions in this unit:</b>	Understanding of Eastern bloc countries such as Czechoslovakia and their histories, which may be completely new to students.  The Teaching of Afghanistan has to be done carefully in order to explain the Religious angle in a way which considers the diversity of students in the classroom.



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<p><b>Sequencing:</b></p>	<p><b>We have chosen to sequence the Year 10 Recovery Curriculum like this because</b> we wanted to bring superpower relations into year 10 having recognised a lack of understanding in the key concepts and themes that underpin the GCSE course. For example, the concepts of communism, capitalism and conflict which are key for all GCSE units are fully explored within the superpower relations course. As there was a greater focus on content during COVID 19 rather than historical skills, there has been a focus on source analysis within lessons. This is particularly important when coaching students to be able to understand and evaluate the message in political cartoons, which are plentiful in this period.</p> <p>The Key stage 4 curriculum builds on what has been taught in key stage 3 lessons. For example, students will have a knowledge of the outbreak of World War Two. They will know about the rise of Hitler, and some elements of Life in Nazi Germany from 1933-39. Students will have a knowledge of the Holocaust from their studies at key stage 3, which will be useful when they study the persecution of the Jews and Kristallnacht in Year 11 in Key stage four. GCSE allows them the opportunity to study the Weimar Republic in more depth to nurture a deeper understanding.</p> <p>Their studies of Superpower relations and the Cold war at GCSE will then be useful if they choose to study Advanced level history at key stage 5. At Key stage 5 the AQA Advanced level course “The Making of a Superpower: the USA 1865-1975” will be studied. This means that students will benefit from knowledge gained in Y11 on events such as The Berlin Airlift, The Cuban Missile Crisis, and the Arms Race. The knowledge and understanding of the differing political ideologies of the USA and Russia, which are gained in key stage four will provide a firm foundation for study in Key Stage 5.</p>
<p><b>Values</b></p>	<p><b>This scheme of work promotes the school values of Compassion, Curiosity and Courage by:</b></p> <p><b>Compassion:</b> we are constantly considering what it was like to live in East Germany and experience censorship, low standards of living and a lack of freedom of speech. To contrast that with the freedoms experienced in West Germany and in our own society. To discuss the value of such freedoms.</p> <p><b>Curiosity:</b> Students are encouraged to discover the History of Afghanistan, which will have an impact on their understanding of current affairs.</p> <p><b>Courage:</b> Students are encouraged to not be afraid of learning the names of many new leaders  . They are frequently tested and encouraged to recall their learning.</p>
<p><b>National Curriculum plus:</b></p>	