



CURIOSITY

COMPASSION

COURAGE



Curriculum overview

Subject	History	Year group	10			
Vision statement:	<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>					
Curriculum intent:	<p>History is all around us. The study of history ignites children’s curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, children understand how the past influences the present. History enables children to develop a context for their growing sense of identity and enables them to understand others and show compassion.</p> <p>At Landau Forte QEMS, our intent, when teaching history, is to stimulate children into showing courage when learning about the past by asking questions and debating difficult or morally challenging topic areas.</p>					
Threshold Concepts (TCs):	<p>TC 1 - An LFAT Historian will understand chronology and be able to explain how events follow on from each other.</p> <p>TC 2 – An LFAT Historian will explain the causes behind significant events and understand consequence.</p> <p>TC 3 – An LFAT Historian will be able to understand and explain when and why things have changed and when and why things have continued.</p> <p>TC 4 – An LFAT Historian will be able to analyse and examine contemporary historical sources and understand why people view the past differently.</p>					
KS2 National Curriculum summary:	<p>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.</p>					
Learner skills:	Critical thinking	Organisation	Collaboration	Adaptability	Oracy	Self-quizzing



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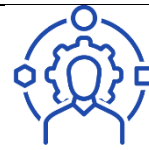
CRITICAL THINKING



ORGANISATION



COLLABORATION



ADAPTABILITY



ORACY



SELF QUIZZING

Term 1 Aug-Oct

Term 2 Nov-Dec

Term 3 Jan-Feb

Term 4 Mar-Apr

Term 5 Apr-May

Term 6 Jun-Jul

The Big Question

How did crimes, punishments and law enforcements change and stay the same from c1000 to present? What were the reigns of Kings Richard and John like?

Big picture questions:

Crime & Punishment in Medieval England. 1000-1500
What criminal activity took place?
Which methods were used to enforce the law?
What were the methods used to punish criminals?

Crime & Punishment in Medieval England. 1500 -1700
1700-1900
What criminal activity took place?
Which methods were used to enforce the law?
What were the methods used to punish criminals?

Crime & punishment 1900 – present
Whitechapel
What criminal activity took place?
Which methods were used to enforce the law?
What were the methods used to punish criminals?

Richard and John
What was Life and the Government like in England from 1189-1216?

Richard and John
Why was Richard involved overseas in the Third Crusade? Why did Richard and John lose Normandy?

Richard and John
Why did King John fall from power 1105-16?

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
1700-1900
New crimes. The Tolpudde martyrs.
Prison reforms.
Punishments: pentonville prison, the bloody code, transportation.

Modern day society:
Changing crimes: Social crimes. Changes in Punishment: Derek Bentley, conscientious objectors. The development of law enforcement.
Whitechapel case study: Using source material. Causation enquiry.

The Feudal system
John's accession to the throne.
Royal government & Royal finances
The church
Life for peasants
Life in towns
Life for Jews

The concept of crusades.
Richard's motives as a leader.
Successes and failures
After the crusade
Normandy and Richard
John as King

The dispute with the papacy
Financial problems
The Rebellion of 1215
Magna Carta
The First Barons War
The problem of succession



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<p>Key vocabulary:</p>	<p>Crimes against property Crimes against the person Crimes against authority Collective Responsibility Moral Crimes Wergild Oaths Forest Laws Murdrum fine</p>	<p>Treason Heresy Roman catholic Protestant Recant Royal supremacy Excommunication Recusancy Religious tolerance Trade Union Tolpuddle Martyr Home Secretary Quakers</p>	<p>Hate crime Homophobic Injunction Neighbourhood watch</p>	<p>Feudal hierarchy Feudalism Homage Knight service Labour service Forfeiture</p>	<p>Crusade Ransom Penance Indulgence Purgatory Papal bull Holy Roman Emperor Pilgrimage True Cross Envoy Trade embargo Betrothed</p>	<p>Sacrament Bishopric Abbacy Arbitrary Judicial Eyre Coronation charter Baggage train Crown jewels</p>
<p>Assessment:</p>	<p>Practice question: The system of law and order became harsher after the Norman conquest’. How far do you agree?</p> <p>You may use the following in your answer: Public execution Benefit of the clergy</p>	<p>Explain why there was a change in law enforcement between the years 1000-1700?</p> <p>Why did the problem of highway robbery <i>increase</i> and then <i>decrease</i> in the period 1700-1900? You may use the following in your answer:</p> <ul style="list-style-type: none"> • Increased wealth • The death penalty <p>You must include information of your own. [12 marks]</p>	<p>Summative Assessment 1 (Date)</p> <p>Sample assessment paper from 2016</p>	<p>The main difference between life in medieval towns and villages was that town dwellers were free’. How far do you agree? Explain your answer. You may use the following in your answer:</p> <ul style="list-style-type: none"> • The villein • The guilds. <p>You must also use information of your own. 16 marks</p>	<p>Explain why Richard failed to recapture Jerusalem from Muslim control. You may use the following in your answer:</p> <ul style="list-style-type: none"> - Army supplies. - Jerusalem’s defences. <p>You must also use information of your own (12 marks).</p>	<p>‘The <u>excommunication</u> of the king was the main <u>consequence</u> of the quarrel between King <u>John</u> and <u>Pope Innocent III</u> in the years <u>1205-13.</u>’ How far do you agree? Explain your answer. You may use the following in your answer:</p> <ul style="list-style-type: none"> • <u>The Interdict</u> • <u>Royal revenues</u> <p>You must also use information of your own. 16 marks</p>
<p>Key/Historical misconceptions in this unit:</p>	<p>Lack of understanding of the concept of wergild. Not being fully aware of the collective</p>	<p>Underestimating the role of Religion at this time. Appreciating the importance of the concept of Heresy.</p>	<p>The different factors which influenced the abolition of the death penalty.</p>	<p>Understanding the concept of the Feudal system.</p>	<p>Understanding the Battle of Acre/ Arsuf. Awareness of the death of Richard and the failure to regain Jerusalem.</p>	<p>Students are able to understand the fall out between John and the Pope. However they can be less confident with</p>



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responsibility aspect to the Hue and Cry

Grappling with the religious terms such as Recusancy.

Understanding of modern crimes and the contrast between smuggling of goods in the 1700s to the smuggling of drugs& people in the present. Understanding of fraud & extortion can take time.

Awareness of the provenance of sources and how newspapers criticised the police.

Understanding the concepts of Primogeniture, Homage, Knight service, Labour service and Forfeiture

the chronology of the end of the course (The Rebellion of 1215, Magna Carta, The First Barons War, The problem of succession)

Sequencing:

We have chosen to sequence the year 10 and 11 curriculum like this because...

Students follow the Pearson Edexcel GCSE History exam specification. We have decided to teach students in year 10 the crime and punishment module first as it is the breadth study which covers a thousand years of British history. By teaching the various fundamental concepts which come up in this module such as monarchy, democracy, religion and warfare, there is greater scope for interleaving with future modules. Students will then be taught the first module of their second exam paper, Richard and John. This module is set in the medieval period and so we aim to quickly re-establish some of the higher order concepts, that students often struggle to grasp, like primogeniture and the importance of religion, as close to the crime and punishment paper as possible. By doing so, we reinforce these concepts and leave less of a gap than if it were to be taught again later. Students will then learn the Weimar and Nazi Germany course. The fundamental concepts which underpin this study, such as systems of government, conflict and power are all also important to the last module: Superpower Relations. We feel that by teaching them first in the Germany course, students have a greater understanding when it comes to studying the Cold War. Students will then finish their Year 11 studying Superpower relations. This course tends to have the most high-order concepts out of the four and we feel that by teaching it them last, they will already have attained much of the foundational knowledge required in order to access them.