



CURIOSITY

COMPASSION

COURAGE



Academic outline 2022-23

Curriculum overview

Subject	History	Year group	11
<p>Vision statement:</p>	<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>		
<p>Curriculum intent:</p>	<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>		
<p>Threshold Concepts (TCs):</p>	<p><i>TC 1 - An LFAT Historian will understand chronology and be able to explain how events follow on from each other.</i></p> <p><i>TC 2 – An LFAT Historian will explain the causes behind significant events and understand consequence.</i></p> <p><i>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.</i></p> <p><i>TC 4 – An LFAT Historian will be able to analyse and examine contemporary historical sources and understand why people view the past differently.</i></p>		
<p>KS2 National Curriculum summary:</p>	<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>		



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Learner skills:	Critical thinking  CRITICAL THINKING	Organisation  ORGANISATION	Collaboration  COLLABORATION	Adaptability  ADAPTABILITY	Oracy  ORACY	Self-quizzing  SELF QUIZZING
The Big Question	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
Big picture questions:	What was the fallout from 20 th century hostilities?					
	Superpower Relations <u>Key Question 1. Origins of the Cold War.</u> What were the early tensions between East and West? Why did the Cold war develop? <u>Key Question 2. Cold War crises. 1958 -70.</u> Why was there increased tension in Berlin from 1958-63? What was the building of the Berlin Wall?	Superpower Relations <u>Key Question 2. Cold War crises. 1958-70.</u> What was the impact of the Cuban Missile Crisis? What was the significance of events in Czechoslovakia 1968-69? <u>Key Question 3. End of the cold war.1970-1991</u> How effective were the attempts to reduce the tension between East and west, 1969-1979? What were the flashpoints of conflict between 1979-84? Why did soviet control of eastern Europe collapse between 1985-91?	Weimar & Nazi Germany What were the Origins of the Weimar Republic? Was it doomed from the start? How serious were the challenges to the Republic? How did Stresemann’s strategy help the Republic to recover? To what extent did the Weimar republic encourage huge changes in the social habits of the German people?	Weimar & Nazi Germany How did Hitler rise to power 1919-33? How did the Nazi party develop from 1920-1922? Why was the Munich Putsch significant and why were the years 1923 – 1929 important for the growth of the Nazi party? Why did the Nazi party benefit from the wall St. Crash and depression in Germany?1929-1932? How did Hitler become Chancellor from 1932 - 33?	Weimar & Nazi Germany Nazi Control & dictatorship 1933 -34. How did Hitler and the Nazi party create a dictatorship from 1933-34? How was a Police state established? How did the Nazi Party control and influence the attitudes of all the citizens of Germany? How were people who opposed the Third Reich treated?	Weimar & Nazi Germany Life in Nazi Germany 1933-39 What were the Nazi views on women and the family? How effective were Nazi policies towards women? What were the aims of Nazi policies towards the young? How did the Nazi’s improve unemployment? Did the standard of living improve in Nazi Germany for all people? How and why were minorities persecuted in Germany?



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Content (Linked to TCs):

Introduction to the concept of Cold War rivalry.
 Decisions made at the 3 Conferences: Yalta, Potsdam, Tehran.
 The Dropping of the Atomic bomb
 The emergence of the Satellite states & Truman doctrine.
 The emergence of Cominform and Comecon.
 The Berlin Crisis.
 The NATO pact 1949.
 The Warsaw Pact 1955.
 The significance of the arms race. The Hungarian Uprising 1956 and the impact of the event on international relations.
Key Question 2. Cold War crises. 1958 -70.
 Khrushchev's Berlin ultimatum. The Summit meetings of 1959-61.
 Building the Berlin Wall.
 The impact of the wall on the USA and Soviet Union.

Cold War crises. 1958-70.
 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 & 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?

The Legacy of World War One.
 The German revolution 1918-19.
 The Setting up of the Weimar Republic.
 The strengths and weaknesses of the Weimar Constitution.
 The early challenges to the Republic 1919-23:
 The impact of the Treaty of Versailles.
 The Kapp Putsch and the Spartacist Uprising.
 1923: The French occupation of the Ruhr.
 Hyperinflation.
 The reasons for the recovery of the Republic 1924-29. Stresemann's strategy.
 Changes in the standard of living in the Weimar Republic.
 Changes in the role of women.
 Cultural changes. (Art, Architecture etc)

How did Hitler join the DAP?
 How did he take over the DAP and form the NSDAP?
 How was the party organised?
 What were the causes of the Munich putsch?
 Why did the Munich putsch fail?
 What were the consequences of the Munich putsch?
 How did Hitler reorganise the party following his time in prison?
 What were the key ideas in Mein Kampf?
 Why did the Nazi party benefit from the Wall St. Crash?
 Why did people support the Nazi party?
 How did Hitler become Chancellor from 1932 - 1933?
 What were the political developments in 1932?

Why was the Reichstag Fire significant?
 Why was the Enabling Act significant?
 How significant was the Night of the Long knives?
 Why was the death of Hindenburg significant?
 What role did the SS and gestapo play in the Police State?
 How was the legal system controlled?
 How were Religious views controlled?
 How did the Nazi Party use the media to control people?
 How did the Nazi Party use rallies to control people?
 How did the Nazi Party use sport to control people?
 How did the Nazi Party use culture & the arts to control people?
 Which groups in society opposed Hitler and the Nazi Party?

How was the Hitler Youth organised?
 How was the League of German maidens organised?
 Did the Nazi youth groups achieve Nazi aims?
 How did the Nazi's seek to control the young through their education?
 How did the Nazi policies aim to reduce unemployment?
 How did the Labour Front (DAF), Strength through joy(KDF) and the Beauty of labour (SDA) help to improve the lives of workers?
 How did the Nazi Party use eugenics to justify their policies?
 What were the policies towards the minority groups? (Slavs, Gypsies, homosexuals, people with disabilities)
 What sort of role did the German people play in the persecution of minorities?
 How were Jews persecuted?
 What was the significance of The Nuremberg Laws and Kristallnacht?



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Key vocabulary:	Ideology. Capitalism. Communism. Democracy. Satellite states. Reparations. Conventional weapons. Deterrent. Containment. Isolationism.	Ultimatum. Hawks. Brinkmanship. Non proliferation. socialism. doctrine. Détente. Interim. Ratification. Shah. Economic sanctions. Abdicate.	Kaiser. Mutiny. Reichstag. Abdication. Communist. Republic. Armistice. Constitution. Anarchy. Trade union. Electorate. Democracy. Coalition. Moderate. Nationalists. Allies. Putsch. Passive Resistance. Inflation. League of Nations.	Democracy. Propaganda. Reich. Nationalist. Socialist. Fascists. Patriotic. Stock exchange. Shares. Investment. Electorate. Middle Class. Lebensraum. Decrees. Dictatorship.	Liberties. Trade Union. Purge. Dictatorship. Police state. Informant. Concentration camp. Pure German. Aryan. Undesirables. Trial by Jury. Legal system. Pastor. Nazified. Totalitarian state. Censorship. Propaganda. Comradeship.	Aryan. Rallies. Ideology. Indoctrination. Charismatic. Comradeship. Anti-Semitism. Eugenics. Racial hygiene. Persecution. Synagogues. Evict. Deportation. Sterilised. Boycott. Cleansed.
Assessment:	Exam style question; Explain two consequences of the decisions made by the Grand alliance at the Yalta conference in February 1945. (8 marks.)	Exam style question Explain 2 of the following: * the importance of Kennedy’s 1963 speech for the future of Germany *the importance of the “Bay of Pigs “incident for the future of Cuba. * the importance of the “Prague Spring” for relations between the USA and the Soviet Union. 16 marks.	Exam style question Study Source B and Source F How useful are Source B and source F for an enquiry into the recovery of the Weimar Republic between 1923 and 1929? Explain your answer using both sources and your knowledge of the context. (8marks.)	Exam style question; Explain why the Munich Putsch failed. You may use *The German Army. *Bavarian leaders. You must use information of your own. (12 marks.)	Exam style question; Explain why the Nazi police state was successful between 1933 and 1939. You may use the following in your answer:* the Gestapo *concentration camps. You must use information of your own. (12 marks.)	Exam style question; How far do you agree with Interpretation 1 about the events of Kristallnacht in 1938? You must use interpretations 1 and 2 and your knowledge of the historical context. (16 marks.)
Key/Historical misconceptions in this unit:	Understanding of the differences between Communism and Capitalism. Maintaining interest in organisations such as Cominform/ Comecon/ Nato/ Warsaw pact etc.	Understanding of Eastern bloc countries such as Czechoslovakia and their histories, which may be completely new to students.	Understanding what a constitution is and how the Weimar Republic may have been doomed from the start. Understanding the crucial difference between left and right politics, in order to appreciate the Kapp Putsch & Spartacist uprising.	Getting students to understand the political intrigue behind how Hitler was allowed to become Chancellor in 1933. The role of different characters.	Getting students to understand how each of these lessons link together to explain why the Nazi’s were able to extend their power. Not to see them as separate reasons.	To widen student’s views on how the Nazi’s tackled unemployment. To get them to realise that there were groups in society which were not included in unemployment figures.



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**Sequencing:**

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.