



CURIOSITY

COMPASSION

COURAGE



Academic outline 2022-23

Curriculum overview

Subject	History	Year group	9
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</p>		



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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



CRITICAL THINKING

Organisation



ORGANISATION

Collaboration



COLLABORATION

Adaptability



ADAPTABILITY

Oracy



ORACY

Self-quizzing



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 has Britain become the country it is today?

Big picture questions:

- How did the world move on from WWI in the 1920's?
- Why was there a rise in dictators in the 1920's and 30's?
- How did the Great Depression lead to Hitler's rise?
- How did Hitler control German?
- What was the main reason

- Why was so Hitler so successful at the start of the war?
- What was life like for Brits at home during the war?
- When did the Nazis start losing the war?
- How did the war end in Germany and Japan?

- How have Jewish people been persecuted through time?
- Why was there an increase in anti-Semitism after World War I?

- How were the Jews used to secure Hitler's power?
- How did the Holocaust take place?
- What was the aftermath of the Holocaust?

- How did Britain become a welfare state after WWII?
- How did race relations develop post war?

- How did gender roles change post war?
- How did culture and society change post war?



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	for the start of WWII?					
Content (Linked to TCs):	<p>What was agreed at the Treaty of Versailles? (TC 1, 4)</p> <p>How well did Germany recover from WWI? (TC 1, 2)</p> <p>How successful was the women's suffrage movement? (TC 1, 4)</p> <p>How did dictators rise in Europe? (TC 1, 2)</p> <p>How did the Wall Street Crash shock the world? (TC 1, 3)</p> <p>How did Adolf Hitler come to power? (TC 1, 3)</p>	<p>How did Hitler control the whole of Germany? (TC 1, 4)</p> <p>What was life in Nazi Germany? (TC 1, 2, 3)</p> <p>Why did Britain and France appease Hitler? (TC 1, 2)</p> <p>What was the main reason for WWII? (TC 4)</p> <p>How did Hitler take over France? (TC 1, 2)</p> <p>How successful was the Dunkirk evacuation? (TC 1, 4)</p> <p>How important was the Battle of Britain in stopping Hitler? (TC 1, 3)</p>	<p>How did the British survive the Blitz? (TC 1, 3)</p> <p>What did the British people do at home during the war? (TC 1, 2)</p> <p>How important was Alan Turing in the defeat the Nazis? (TC 1, 4)</p> <p>How did Germany lose the war on the Eastern Front? (TC 1, 3)</p> <p>Why were the D-Day landings a turning-point in the war? (TC 1, 4)</p> <p>How was victory in Europe achieved? (TC 1, 2)</p> <p>Why did America drop atomic bombs on Japan? (TC, 1, 2)</p>	<p>Why is an investigation into what happened at Clifford's Tower in 1194 important today? (TC 1, 2)</p> <p>How have Jewish people been persecuted throughout time? (TC 1, 2)</p> <p>How did anti-Semitism spread through Germany? (TC 1, 2, 3)</p> <p>How did the Nazis use propaganda to justify the Holocaust? (TC 1, 4)</p> <p>Why was Kristallnacht significant? (TC 1, 4)</p> <p>What was a Nazi concentration camp? (TC 1, 2, 3, 4)</p>	<p>Why is it important to study the horrors that occurred at Auschwitz-Birkenau? (TC 1, 2, 3)</p> <p>What does a case study of Anne Frank tell us about the Holocaust? (TC 1, 2)</p> <p>How successful were the Nuremberg Trials? (TC 1, 2, 3, 4)</p> <p>How do we uncover the lived experiences of Jewish people living in Nazi Germany? (TC 1, 3)</p> <p>Why did Britain boot out Winston? (TC 1, 2)</p> <p>What is the Welfare State? (TC 1, 2, 3)</p> <p>What is the Windrush scandal? (TC 1, 2, 3)</p>	<p>What was life like for a woman in the 1950's? (TC 1, 2)</p> <p>What was Britain like in the 1960's? (TC 1, 2, 3)</p> <p>Was any progress made in Britain in the 1960's? (TC 1, 4)</p> <p>What was Britain like in the 1970's? (TC 1, 2)</p> <p>How did British culture change in the 70's and 80's? (TC 1, 2)</p> <p>Why were there riots in the 1980's? (TC 1, 2)</p> <p>How much progress was made from 1945-1990? (TC 1, 2, 3)</p>
Key vocabulary:	Treaty of Versailles, Big Four, David Lloyd George, Woodrow Wilson, Georges Clemenceau, Orlando	Dictatorship, Kristallnacht, Act of Enabling, Appeasement, Neville Chamberlain, Sudetenland, Austria,	The Blitz, Evacuation, Air-Raid Shelter, Agriculture, Urbanisation, Gas Mask, Home Front, Dig For England, Propaganda,	The Holocaust, Anti-Semitism, Clifford's Tower, Judaism, Persecution, Migration, Germany,	Anne Frank, Netherlands, Nuremberg Trials, Consequence, Aftermath, Holocaust Survivors, Living History,	Gender, Gender Roles, Progress, Liberalism, Swinging Sixties, Culture, Music, Fashion, Edward Heath, Harold Wilson, 3-



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	Vittorio, Blame, Reparations, Military, Territory, Alsace-Lorraine, The Ruhr, League of Nations, Kaiser Wilhelm, Autocracy, Democracy, Weimar Republic, Hyperinflation, Golden Years, Gustav Stresemann, Joseph Stalin, Benito Mussolini, Adolf Hitler, Suffragettes, Suffrage, Women's Rights Movement, Wall Street, Great Depression, Global Economy, Nazi Party, Communists, Propaganda,	Annex, Poland, Nazi Soviet Pact, Blitzkrieg, Maginot Line, Dunkirk, Evacuation, Little Boats, British Expeditionary Force, Battle of Britain, Winston Churchill, The Few, RAF, Luftwaffe, Dogfight	Government, Home Guard, Dad's Army, Alan Turing, Cryptography, Cryptanalysis, Ciphers, Codes, Bletchley Park, Enigma Machine, Battle of the Atlantic, Chemical Castration, Pardon, Stalingrad, Eastern Front, Soviet Union, Red Army, D-Day Landings, Turning Point, Western Front, Eva Braun, Cyanide, Atomic Bombs, Pacific Ocean, Genocide, War Crime, Harry Truman, Albert Einstein	Nazi Germany, Propaganda, Joseph Goebbels, Reinhardt Heydrich, The Final Solution, Kristallnacht, Concentration Camp, Treblinka, Auschwitz-Birkenau	Post-War, Winston Churchill, Clement Atlee, Conservatives, Labour, Politics, NHS, Rationing, Welfare State, Windrush, Immigration, Empire, Colonies,	Day Week, OPEC, Oil, Trade Unions, Riots, Strikes, Miners, David Bowie, Punk, Brixton Riots, Race, Identity, Racism, Margaret Thatcher,
Assessment:	Mid-unit assessment progress checker. Enquiry question written assessment.	Mid-unit assessment progress checker. Enquiry question written assessment.	Mid-unit assessment progress checker. Enquiry question written assessment. Summative Assessment 1	Mid-unit assessment progress checker. Enquiry question written assessment.	Mid-unit assessment progress checker. Enquiry question written assessment.	Mid-unit assessment progress checker. Enquiry question written assessment. Summative Assessment 2
Key/Historical misconceptions in this unit:	That Germany would've been included in ToV. The Wall Street Crash only affected USA That Hitler was already in power in Germany	How dominant Germany was at the start of WWII.	Who Alan Turing was and his impact.	That the Holocaust was not an isolated event but the result of thousands of years of persecution.	The Windrush scandal and how it affects people today.	The race issues in Britain in the last 40 years.



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<p>Sequencing:</p>	<p>We have chosen to sequence the year X curriculum like this because...</p> <p>Students follow directly on from Year 8 by moving from the Armistice that ended WWI to the Treaty of Versailles shortly after. Versailles has such an impact on the outcomes of the inter-war years it is important that the students understand the events and impact of it by focussing their studies on Germany in the 1920's. Attention will be drawn to the rise of dictators in Europe to help students understand the concepts of communism, capitalism and socialism and why they clash. We take particular care to this as it is essential knowledge for later studies. The unit will end with an examination and evaluation of the causes of WWII and the role played by the allies in appeasing Hitler's imperialism. Having learned the causes of WWII, year 9 students will now then study in depth the events and outcomes of WWII. We take a chronological approach to this unit starting with the early events of the war in Blitzkrieg warfare before moving onto some of the key battles and events such as Dunkirk and the Battle of Britain. After looking at the war effort at home and questioning how civilian Brits coped with the world at war, the focus of the study turns to the "turning points" of the war in Stalingrad, Alan Turing and the D-Day landings. Students will evaluate the reasons for Allied victory before tackling the difficult topic of the dropping of the atomic bombs on Japan to finish the unit. This has been placed in this order as the atomic bomb signals the end of WWII but bridges into the next unit by introducing students to the study of morally challenging history. Students will, at this point, study The Holocaust. We have chosen to put the Holocaust at this point as we feel it is important that year 9 students have already learned and understand the key concepts which underpin this unit are taught. These include anti-Semitism and persecution, dictatorship and the impact of living in an autocratic society. Students will challenge the historiography surrounding the Holocaust and answer difficult questions such as: Who was responsible for The Holocaust? Year 9 and the key stage three curriculum ends by answering directly the big picture question for this year: How has Britain become the country it is today? Students will build upon the knowledge gained from WWII to examine what Britain was like after 1945. This study runs chronologically but the themes of race, gender and society underpin the sequences of lessons as students seek to find out how much progress was made in Britain within each decade. Students will respond to an enquiry about how much progress, in terms of gender roles and race, was made from 1945 to 1990. The key stage three curriculum, running from the Anglo-Saxons to modern Britain provides students with the appropriate knowledge and understanding of concepts to be prepared for success in GCSE and A-Level studies.</p>
	<p>Compassion: Whilst history deals in facts, it is full of opinions. Ensure that students listen to the views of others even if they don't necessarily agree</p> <p>Curiosity: Being inquisitive as to why people thought a certain way so many years ago. Encourage students to see both sides of an argument by finding out as much information as they can</p> <p>Courage: Understanding the sacrifice people went through at various stages through history and contextualising it towards modern day struggles</p>
<p>National Curriculum plus:</p>	<p>In addition to teaching the statutory elements of the national curriculum, we also include</p> <p>The opportunity to visit historical sites to support the delivery of the above content</p>