



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. 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 describe: causes and consequences of historical events, change and continuity within time periods, similarities and differences across different time periods and significance in the short term and long term.</p> <p>TC 3 – An LFAT Historian will explain: causes and consequences of historical events, change and continuity within time periods, similarities and differences across different time periods and significance in the short term and long term.</p> <p>TC 4 – An LFAT Historian will evaluate: causes and consequences of historical events, change and continuity within time periods, similarities and differences across different time periods and significance in the short term and long term.</p> <p>TC 5 – An LFAT Historian will evaluate sources and reach judgements regarding their utility and reliability using contextual knowledge.</p> <p>TC 6 – An LFAT Historian will analyse interpretations explaining how and why people have different views about the past</p> <p>TC 7 – An LFAT Historian will evaluate interpretations and reach judgements about the validity of the views through comparison with their contextual knowledge.</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>		









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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
Big picture questions:	<ul style="list-style-type: none"> Why was there little progress in medicine and surgery in the medieval period? Why was Public Health so bad in the Medieval Period? Why did surgery begin to improve during the Early Modern Period? 	<ul style="list-style-type: none"> How did Hospitals improve surgery, medicine and Public Health in the Early Modern Period? What factors influenced the development of Surgery in the Industrial period? Why did diagnosis and treatments improve rapidly in the 19th Century? 	<ul style="list-style-type: none"> What was the most important factor in improving public health in the 19th Century? What was the most important factor in improving medicine, surgery in the Modern Period? How did the Government improve Public Health in the 20th C? 	<ul style="list-style-type: none"> What Was Germany like before WWI? Why did the Second Reich collapse? What was the biggest Problem for The Weimar Republic 1918-1923? What was the biggest Problem for The Weimar Republic 1918-1923? 	<ul style="list-style-type: none"> How far did the Weimar Republic Recover 1924-28? Why did people Support the Nazis? How did Hitler become a dictator by 1934? How did Nazis control Germany? 	<ul style="list-style-type: none"> How successful were the Nazi Economic Policies? How did the Nazis try to transform Germany into a Totalitarian State? How significant was opposition to the Nazis?
Content (Linked to TCs):	<ul style="list-style-type: none"> What factors affected the development of medicine? (TC1, 2) How significant were Hippocrates and Galen for the development of treatment and surgery? (TC2, 3) How effective were medieval medical practitioners? (TC2) Did religion have a positive or negative impact upon medicine and health in the medieval period? TC1, 3, 4) How far did Surgery improve in the 	<ul style="list-style-type: none"> Was there significant progress in medicine 1650-1750? (TC1, 2, 3) How did Hospitals change 1540-1800? (TC1, 2, 3) How did John Hunter improve Surgery? (TC1, 2, 3) How did Jenner improve treatments? (TC1, 2, 3, 5) What was the most important factor in the development of health and medicine in the Early Modern period? (TC4) 	<ul style="list-style-type: none"> Why was the Cholera epidemic so deadly? (TC1, 2, 3) How did Cholera lead to improvements in Public Health? (TC1, 2, 4) How was the first antibiotic developed? (TC1, 3, 4) How did WWI and WWII improve surgery? (TC1, 2, 3, 4) Why did the Government act to improve public health after 1900? (TC12, 3) What was the impact of the Welfare State 	<ul style="list-style-type: none"> Was the Kaiser a Dictator? (TC1, 2) What problems did the Kaiser face? (TC2) How did people interpret the Naval Laws (TC6) How did WWI Affect the German People? (TC3) Why did Kaiser Wilhelm II Abdicate (TC1, 3) What problems did WWI create for the WR (TC2, 3) What problems did the Treaty of Versailles 	<ul style="list-style-type: none"> How far did they Weimar Germany Recover (TC1, 2, 4, 6, 7) Did the Cultural Boom help the Weimar Government (TC4,6) Why did Hitler try and take power in 1923? (TC1, 3) To what extent was the Munich Putsch a Failure? (TC1, 3, 4) How did the Great Depression weaken the WR? (TC1, 2, 3) 	<ul style="list-style-type: none"> Did the Nazis solve Germany's Economic Problems? (TC1, 2, 4) How did the Nazis Economic Policies help control Germany? (TC2, 4) What was the purpose of Nazi Education? (TC2, 3) Did young people enjoy the Hitler Youth? (TC1, 2, 4, 6) How did the role of women change under the Nazis? (TC1, 2, 3) Who did the Nazis want to remove from Germany? (TC2, 5)



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	<p>medieval period? (TC1, 4, 5)</p> <ul style="list-style-type: none"> How far did public Health improve in the Medieval Period? (TC1, 2,3,4, 5) What were the consequences of the Black Death on Public Health, medicine and attitudes? (TC1, 3) Which factor had the most impact on medicine and health in the medieval period? (TC4) How did the Renaissance lead to medical improvements? (TC2, 3) Who had the greatest impact on surgery and anatomy: Vesalius, Pare or Harvey? (TC1, 3, 4) What does the great plague of 1666 tell us about Renaissance medicine and public health? (TC1, 2, 3) 	<ul style="list-style-type: none"> How was pain conquered in the 19th Century? (TC1, 2, 3) How were infections conquered in the 19th Century? (TC1, 3) How did Germ Theory come to be accepted in Britain? (TC1, 2, 3) Whose work was more significant Koch or Pasteur? (TC4, 5) 	<p>and the NHS? (TC1, 2, 3)</p> <ul style="list-style-type: none"> How far have modern treatments overcome diseases? (TC1, 2, 4, 5) What was the most significant development in modern surgery? (TC1, 2, 4) 	<p>create for the WR? (TC2, 3)</p> <ul style="list-style-type: none"> Did the Constitution solve the WR political problems? (TC2, 4) What problems did Hyperinflation create for the Weimar Government? (TC 2, 3, 4) Was the Weimar Government to blame for Germany's problems 1918-23 (TC1, 4) 	<ul style="list-style-type: none"> How did Hitler's speeches gain support for the Nazis (3, 6) Why did different groups support the Nazis? (3) How did Propaganda increase support or the Nazis? (3) How did Hitler become Chancellor? (TC1, 3) How did Hitler become a Dictator? (TC1, 3, 4) How did the Police State help the Nazis control Germany? (TC2, 3) How did Propaganda and Censorship control the German people? (TC2, 3) What was more effective in controlling Germany: Police State or Propaganda? (TC2, 4) 	<ul style="list-style-type: none"> Did Christians provide significant opposition to the Nazis? (TC1,2, 4) Did Resistance provide a significant challenge to the Nazis? (TC1, 2, 4) How and why did Nazis persecute Jews (TC1, 2, 3) How did WWII affect Germany? (TC1, 2, 3)
Key vocabulary:	<p>Treatment Surgery Public Health Diagnosis Four Humours Physician Astrology Pilgrimage Trepanning Cauterisation Anatomy</p>	<p>Amputation Circulatory Vaccination Inoculation Anaesthetic Mortality rate Scientific method Systematic observation Hypothesis Spontaneous Generation Microbe Specificity</p>	<p>Social Reform Slums Urbanisation Electoral Reform Liberal Reforms Pensions National Insurance Plastic Surgery Transfusion Anti-biotic Pharmaceutical Transplant Surgery</p>	<p>Unification Reich Reichstag Industrialisation Imperialism Socialism Urbanisation Militarism Democracy Dictator Censorship Mutiny</p>	<p>Munich Putsch Propaganda Mein Kampf Marxist Unemployment State Benefits Concordat Enabling Act Oath Fuhrer Police State Concentration Camps</p>	<p>Trade Union Economic Conscription Depopulation Mortgage Self-sufficient Indoctrination Ideology Eugenics Aryan Birth rate Totalitarian</p>



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	Dissection Monastery Cesspit Contamination Miasma Epidemic Flagellants Quarantine	Listerism Antiseptic Aseptic	Cloning Alternative medicine Drug Resistant	Malnutrition Armistice Abdicate Reparations Demilitarisation Disarmament Plebiscite Constitution Proportional Representation Coalition Government Hyperinflation Wandervogel Nationalism	Culture	Untermensch Eugenics Passive Resistance Rebellion Holocaust Anti-Semitism Synagogue Rationing Refugees Morale
Assessment:	KLT 1 – Medieval Medicine	KLT 2- Medicine 1000-1800	KLT 3 – Industrial Medicine KLT 4 – Medicine 1000- Present	KLT 5 – Kaiser and Weimar Germany 1890-1929	KLT 6- Rise of the Nazis 1923-1934	PPE
Key/Historical misconceptions in this unit:				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.
Sequencing:	Students follow the AQA GCSE History exam specification. Students will then be taught the first module of their British Paper: Britain Health and the People. This module covers 1000 years of History and introduces some higher order concepts, that students often struggle to grasp, like the importance of religion, significance, monarchical power, scientific discoveries and knowledge, and the changing role of the state. By doing so, we introduce many of the concepts which will be revisited in greater depth in the Elizabethan unit. We have decided to teach students the Germany module as it is the depth study which follows on from and builds on the 20 th Century Studies students completed in Y9 on Nazi Germany and WWII. By teaching the various fundamental concepts which come up in this					



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	<p>module such as democracy, communism and warfare, there is greater scope for interleaving with future modules. Students will then learn Conflict between East and West 1945-1972. The fundamental concepts which underpin this study, such as systems of government, conflict and power, political ideologies are introduced in the Germany Depth study. 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 by Studying Elizabethan England. 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.</p>
<p>National Curriculum plus:</p>	<p>In addition to teaching the statutory elements of the national curriculum, we also include...(with justification to local context)</p>