



CURIOSITY

COMPASSION

COURAGE

Curriculum overview









Subject	History	Year group	11
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 did relations break down between East and West in 1945? Who was to blame for the start of the Cold War 1945-9? How did events in Asia increase tensions between East and West? Who won the Arms Race? 	<ul style="list-style-type: none"> How did the Hungarian Uprising effect the Cold War? Was the Berlin Wall a defeat for everyone? Who won the Cuban Missile Crisis? How did the Prague Spring effect the Cold War? 	<ul style="list-style-type: none"> Why did Détente happen? How did Elizabeth govern England? To what extent was it a Golden Age? 	<ul style="list-style-type: none"> How did the voyages of discovery transform England? How significant were religious threats to Elizabeth? Why did England and Spain go to war? Historical Site Study 	<ul style="list-style-type: none"> Revision 	<ul style="list-style-type: none">
Content (Linked to TCs):	<ul style="list-style-type: none"> The end of the Second World War: Yalta and Potsdam Conferences; the division of Germany; contrasting attitudes and ideologies of the USA and the USSR, including the aims of Stalin, Churchill, Roosevelt, Attlee and Truman; effect of the dropping of the atom bomb on post-war superpower relations. The Iron Curtain and the evolution of East-West rivalry: Soviet expansion in East Europe; US policies; the Truman Doctrine 	<ul style="list-style-type: none"> The 'Thaw': Hungary, the protest movement and the reforms of Nagy; Soviet fears, how they reacted and the effects on the Cold War; the U2 Crisis and its effects on the Paris Peace Summit and the peace process. Berlin Wall: reasons for its construction and Kennedy's response. Tensions over Cuba: Castro's revolution, the Bay of Pigs and the missile crisis: the roles of Castro, Khrushchev, Kennedy; fears of the USA and reaction to missiles on Cuba; 	<ul style="list-style-type: none"> Easing of tension: sources of tension, including the Soviets' record on human rights; the reasons for Détente and for SALT 1; the part played by key individuals Brezhnev and Nixon. Elizabeth I and her court: background and character of Elizabeth I; court life, including patronage; key ministers. The difficulties of a female ruler: relations with Parliament; the problem of marriage and the succession; the strength of Elizabeth's 	<ul style="list-style-type: none"> English sailors: Hawkins and Drake; circumnavigation 1577–1580, voyages and trade; the role of Raleigh. Religious matters: the question of religion, English Catholicism and Protestantism; the Northern Rebellion; Elizabeth's excommunication; the missionaries; Catholic plots and the threat to the Elizabethan settlement; the nature and ideas of the Puritans and Puritanism; Elizabeth and her government's 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">



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	<p>and Marshall Plan, their purpose and Stalin's reaction; Cominform; Comecon; Yugoslavia; the Berlin Blockade and Airlift</p> <ul style="list-style-type: none"> The significance of events in Asia for superpower relations: USSR's support for Mao Tse-tung and Communist revolution in China, and the military campaigns waged by North Korea against the UN and by the Vietcong against France and the USA. Military rivalries: the arms race; membership and purposes of NATO and the Warsaw Pact; the space race, including Sputnik, ICBMs, Polaris, Gagarin, Apollo. 	<p>dangers and results of crisis.</p> <ul style="list-style-type: none"> Czechoslovakia: Dubeck and the Prague Spring movement; USSR's response to the reforms; the effects the Prague Spring had on East-West relations, including the Warsaw Pact; the Brezhnev Doctrine. 	<p>authority at the end of her reign, including Essex's rebellion in 1601.</p> <ul style="list-style-type: none"> A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; attitudes to the theatre. The poor: reasons for the increase in poverty; attitudes and responses to poverty; the reasons for government action and the seriousness of the problem. 	<p>responses and policies towards religious matters.</p> <ul style="list-style-type: none"> Mary Queen of Scots: background; Elizabeth and Parliament's treatment of Mary; the challenge posed by Mary; plots; execution and its impact. Conflict with Spain: reasons; events; naval warfare, including tactics and technology; the defeat of the Spanish Armada. 		
<p>Key vocabulary:</p>	<p>Cold War Communism Capitalism Containment Alliances Democracy Dictatorship Domino Theory Arms Race Liberation</p>	<p>Doctrine Escalation Revolution Colonialism Censorship Repression</p>	<p>Détente Demilitarisation Human Rights Collaboration Patronage Parliament Privy Council Heir Patriarchy Prosperity Nobility Gentry Hierarchy Succession Poverty Vagabonds Enclosures</p>	<p>Circumnavigate Colonies Privateers Trade Compromise Settlement Uniformity Supremacy Puritan Excommunicate Papal Seminary Missionary Rebellion Armada</p>		



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Assessment:	KLT – Origins of the Cold War 1945-48	Y11 PPE 1	KLT – Development of the Cold War 1949-72	Y11 PPE 2 KLT – Elizabethan Government and Society	KLT Elizabethan Religion and Foreign Policy	
Key/Historical misconceptions in this unit:	Everyone was equal under communism. Only the USSR tried to gain control and influence over Europe. The cold War was restricted to Europe. The Communist were always in the wrong the USA were always n the right.	Groups within Eastern Europe did not resist Soviet control or that no-one in Eastern Europe opposed Soviet control.	There was no reduction in Cold War tensions until the late 1980's. Elizabeth came to the reign at a time of stability and with secure power. That parliament ran the country and had more power than the monarch.	Elizabeth as a protestant persecuted Catholics and had no opposition from protestants (Puritans). England were a dominant European and Naval power with an Empire at the start of Elizabeth's reign and that Spain were an inferior power.		
Sequencing:	Students follow the AQA GCSE History exam specification. We have decided to teach students the Germany module first as it is the depth study which follows on from and builds on the 20th Century Studies students completed in Y9 on Nazi Germany and WWII. By teaching the various fundamental concepts which come up in this module such as democracy, communism and warfare, there is greater scope for interleaving with future modules. 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. 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.					
National Curriculum plus:	In addition to teaching the statutory elements of the national curriculum, we also include...(with justification to local context)					