



CURIOSITY

COMPASSION

COURAGE



## Curriculum Overview

Subject	History
<p><b>Vision statement:</b></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><b>Curriculum intent:</b></p>	<p>History is all around us. The study of history ignites children's <b>curiosity</b> 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 <b>compassion</b>.</p> <p>At Landau Forte QEMS, our intent, when teaching history, is to stimulate children into showing <b>courage</b> when learning about the past by asking questions and debating difficult or morally challenging topic areas.</p>
<p><b>Threshold Concepts (TCs):</b></p>	<p><i>TC 1 - An LFAT Historian will understand <b>chronology</b> and be able to explain how events follow on from each other.</i></p> <p><i>TC 2 – An LFAT Historian will <b>describe</b>: 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.</i></p> <p><i>TC 3 – An LFAT Historian will <b>explain</b>: 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.</i></p> <p><i>TC 4 – An LFAT Historian will <b>evaluate</b>:: 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.</i></p> <p><i>TC 5 – An LFAT Historian will <b>evaluate sources</b> and reach judgements regarding their utility and reliability using contextual knowledge.</i></p> <p><i>TC 6 – An LFAT Historian will <b>analyse interpretations</b> explaining how and why people have different views about the past</i></p> <p><i>TC 7 – An LFAT Historian will <b>evaluate interpretations</b> and reach judgements about the validity of the views through comparison with their contextual knowledge.</i></p>
<p><b>KS2 National Curriculum summary:</b></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
	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
<b>Year 8</b>	The Development of the British Empire and the Transatlantic Slave Trade	The Development of the British Empire and the Transatlantic Slave Trade	The Industrial Revolution in Britain and its impact.	The Industrial Revolution in Britain and its impact.	The First World War.	The First World War.
<b>The Big Question</b>	Year 8: How did Britain develop into a Global Power 1700-1918?					
<b>Big picture questions:</b>	<ul style="list-style-type: none"> <li>How did people's experiences of empire differ?</li> <li>What was it like to be part of the Slave Trade?</li> </ul>	<ul style="list-style-type: none"> <li>Who was to blame for the Slave Trade?</li> <li>Why was Slavery Abolished?</li> </ul>	<ul style="list-style-type: none"> <li>What caused the Industrial Revolution?</li> <li>Who were the winners and losers of the Industrial Revolution?</li> </ul>	<ul style="list-style-type: none"> <li>How did Britain reform and change during the Industrial Revolution?</li> </ul>	<ul style="list-style-type: none"> <li>Why did the World go to War in 1914?</li> </ul>	<ul style="list-style-type: none"> <li>Why did so many Soldiers die in WWI?</li> <li>How did WWI change the World?</li> </ul>
<b>Content (Linked to TCs):</b>	<p>How did Britain gain an Empire? (TC 1, 3)</p> <p>What was the British Empire like in India? (TC1, 2)</p> <p>What was the British Empire like in Australia? (TC1, 2)</p> <p>How did the British Empire effect people in Britain? (TC1, 2)</p> <p>What was the Transatlantic Slave Trade? (TC 1, 2)</p>	<p>What was life like on the Middle Passage? (TC 1, 2, 5)</p> <p>What was life like on the Plantations? (TC2, 5)</p> <p>Who was to blame for the Slave Trade? (TC 1, 2, 3, 4)</p> <p>How did slaves resist slavery? (TC 1, 2, 5)</p> <p>Why was slavery abolished? (TC 1, 2, 3)</p>	<p>How did Britain change 1750-1900? (TC 1, 2)</p> <p>Why did the Industrial Revolution happen in Britain? (TC 1, 2, 6)</p> <p>What was life like in Factories for women and children during the Industrial Revolution? (TC 1, 2, 3, 5)</p>	<p>King Cholera: How did housing change and disease grow in 19th century cities? (TC 1, 2,3, 4)</p> <p>How was the factory system reformed in the 19th century? (TC 1, 2)</p> <p>What was the impact of the Reformers on 19th century society? (TC 1, 2, 6)</p> <p>What impact did the Chartists have on Britain's political landscape? (TC 1, 2, 6)</p>	<ul style="list-style-type: none"> <li>How successful was the Suffragettes movement? (TC 1, 2, 3, 4)</li> <li>How do you explain causes of complex of events? (TC 3)</li> <li>What were the long, medium, and short term causes of WWI? (TC 1, 2, 3)</li> <li>How did the Assassination of Archduke Franz Ferdinand trigger a Wold War? (TC 1, 2, 4)</li> </ul>	<ul style="list-style-type: none"> <li>Why was it so hard to attack a trench? (TC 2)</li> <li>Why did WWI become a stalemate? (TC 2)</li> <li>Was Haig to blame for the unnecessary death of his own soldiers? (TC2, 4 )</li> <li>How did WWI change attitudes to war? (TC3, 5)</li> <li>How did WWI change the lives of Women? (TC3, 5)</li> <li>How did WWI change attitudes toward the British Empire? (TC3</li> </ul>



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<p><b>Key vocabulary:</b></p>	<p>Enslaved Person Transatlantic The Slave Trade Triangle White Gold Middle Passage Shackles Flogging Plantation Cat and Nine Tails Hierarchy Overseer Field Hand</p>	<p>Kingdom of Benin Reparations Parliament Active Resistance Passive Resistance Traditions Tyrant Rebellion Abolition Abolitionist Emancipation Boycott Rhetoric Customs Officer Antiquated Royal Assent</p>	<p>Industrialisation Agriculture Economy Domestic Industry Rural Urban Entrepreneurs Infrastructure Investment Child Labour Exploitation Pneumatic diseases Legislation Laissez Faire Factories Scavengers</p>	<p>Slums Sanitation Cholera Rookeries Whitechapel Public Health Act Reformers Chartists Rotten Boroughs Suffrage</p>	<p>Trigger Cause Consequence Rivalry Empire Dreadnoughts Arms Race Alliances Navy Independence Assassination The Triple Entente Parapet No man's land Bayonet Casualties Periscope Duckboards Battle of the Marne Stalemate Advance Reconnaissance Landmines Innovation Carbon monoxide</p>	<p>Field Marshall Attrition British Expeditionary Force Bombardment Artillery Morale Fortifications Verdun Ludendorff Guilty Innocent Disfigured Propaganda Recruitment Patriotism Pacifism Civilian Enlist Suffragettes Domestic Service Working Class Chaperone Volunteer Sex Disqualification Act Munitions Breadwinner Campaign Order the White Feather Labour Duties Nationalism Independence Racial Stereotypes Regiment</p>
<p><b>Assessment:</b></p>		<p><b>KATS Test (KS3 Content 7-8)</b></p>		<p><b>KLTs TEST (Industrial Revolution)</b></p>	<p><b>KATS TEST</b></p>	<p><b>KLTs (WWI)</b></p>
<p><b>Key/Historical misconceptions in this unit:</b></p>	<p>Difference colonies and Empires. That Empire can be interpreted in negative and positive. The Empire ruled in the same way.</p>	<p>Enslaved people not slaves: slaves resisted. Africans were actually actively involved in the slave trade. Religion was used to justify and criticise slavery. There were NOT lots of slaves in England</p>	<p>Industrial revolution is not just in the Victorian Era. The lack of large towns in Britain before 1750. The majority of children did NOT attend school</p>	<p>A lack of understanding about Parliamentary Democracy and elections. Parliament only represented a small majority of the very wealthy.</p>	<p>The Assassination of Arch Duke Franz Ferdinand did NOT solely cause WWI. Hitler was NOT the leader of Germany during WWI.</p>	<p>Technology was not developed enough to overcome trenches easily: Tanks, Planes etc. The Empire had a key role, Women had a key role. Attitudes to war were POSITIVE amongst many people.</p>



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### Sequencing:

We have chosen to sequence our curriculum chronologically focusing on the development of key knowledge themes. We decided to follow a chronological approach as it allows students to build knowledge and understand through increasing their contextual understanding of beliefs, values and experiences of people in the past. We focus on the knowledge themes of: society and diversity, government and power, religion, and empire.

**Empire and Slavery 1600-1833** enables students to gain knowledge and understanding of how Britain gained an **EMPIRE** including how the economy, **POWER** and **RELIGION** impacted these developments. It will also focus on the impact of the **EMPIRE** on Indian, Australian and British **SOCIETY**. European and African countries gained **POWER** and wealth through the Slave Trade. Focusing on what the Triangular Slave Trade was to Britain and what we gained from it, for example, the expansion of **EMPIRE**. The focus will also be on the ways the British ruled over enslaved people, looking at the individual roles of people in **SOCIETY** and **GOVERNMENT**. It will analyse what was life like for enslaved people within the trade, e.g. life on the middle passage and in the plantation system. It will also focus on how as a **SOCIETY** we changed our perspective on slavery and **DIVERSITY** and moved towards Abolition, and how significant individuals were in bringing Abolition into British law. It will also evaluate how **RELIGION** was used to justify the slavery and help lead to its abolition.

**Industrial Britain 1750-1918** enables to gain knowledge and understanding of how **SOCIETY** changed in Britain as a result of the Industrial Revolution. It will look at the economic, political and social developments from the years 1750-1918, and how **GOVERNMENT** became involved in legislation to improve **SOCIETY**. It will also evaluate how **SOCIETY** changed as a result of greater levels of industrialisation, looking at both the positive and negative consequences. Students will also be able to make connections between the economic and social developments in Britain, and how it impacted the development of Britain's **EMPIRE**, allowing for greater levels of retrieval from previous topics of study.

**WWI** enables students to gain knowledge and understanding of how a range of factors linked together to cause major events in History; including how rivalries between countries and the desire to expand **EMPIRES** were an important cause of WWI. The focus will be on the developing nature **WARFARE** during WWI and how innovations in weapons led to increased casualties and developments in how wars are fought. The focus will be on how modern warfare created new pressure on **GOVERNMENT** and how they used propaganda to maintain **POWER** and support of people in Britain and across the **EMPIRE**. You will develop an understanding of how WWI changed **SOCIETY**, in particular attitudes towards women and the attitudes of people across the British Empire. The focus will be on how WWI was key to creating modern attitudes towards war.

### National Curriculum plus:

- We take topics beyond the national curriculum to explore the impacts of British events around the world and how people in society are impacted.