



CURIOSITY

COMPASSION

COURAGE



Curriculum Overview

Subject	History
<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 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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p> <p><i>TC 5 – An LFAT Historian will evaluate sources and reach judgements regarding their utility and reliability using contextual knowledge.</i></p> <p><i>TC 6 – An LFAT Historian will analyse interpretations explaining how and why people have different views about the past</i></p> <p><i>TC 7 – An LFAT Historian will evaluate interpretations and reach judgements about the validity of the views through comparison with their contextual knowledge.</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
Year 9:	Term 1 Aug-Oct World War II	Term 2 Nov-Dec World War II	Term 3 Jan-Feb Britain after World War II	Term 4 Mar-Apr Britain after World War II	Term 5 Apr-May The Cold War	Term 6 Jun-Jul The Cold War
The Big Question	Year 9:					
Big picture questions:	<ul style="list-style-type: none"> How did Hitler rise to power? What caused World War II? 	<ul style="list-style-type: none"> How was World War II won? Why was the Holocaust allowed to happen? 	<ul style="list-style-type: none"> How far did the lives of people improve after World War II in Britain? 	<ul style="list-style-type: none"> How did Britain's role in the world change after World War II? How far did Britain achieve equality after World War II? 	<ul style="list-style-type: none"> Who was to blame for the Cold War? 	<ul style="list-style-type: none"> How close was the world to being destroyed during the Cold War? Why did the Cold War end?
Content (Linked to TCs):	<p>Was the Treaty of Versailles fair? (TC 1, 4)</p> <p>Why did people vote for the Nazis? (TC 1, 2)</p> <p>What were Hitler's Aims? (TC 1, 2)</p> <p>How did Hitler's Actions cause WWII? (TC1, 3)</p> <p>How did Appeasement cause WWII (TC 6)</p> <p>How did the Nazi-Soviet Pact cause WWII? [TC 5]</p>	<p>Why was D-Day a success? (TC 1, 3)</p> <p>How did Turing help win WWII? (TC 1, 5)</p> <p>How did WWII affect British Civilians? (TC 1, 5)</p> <p>How did Antisemitism develop in Europe? (TC 1, 2)</p> <p>Why was Hitler anti-Semitic? TC 1, 3)</p> <p>How was the Holocaust allowed to happen? (TC 5)</p>	<p>Why did Churchill lose the 1945 Election? (TC 1, 3)</p> <p>How far did Labour's Social Reforms improve the lives of the people? (TC 4)</p> <p>Why did Britain lose its Empire after WWII (TC 1, 6)</p> <p>Has the Commonwealth maintain Britain's status as a global power? (TC 1, 3)</p>	<p>To what extent has gender equality been achieved in post war Britain? (TC 1, 4, 5)</p> <p>To what extent have homosexuals achieved equality in post war Britain? (TC 1, 4, 5)</p> <p>To what extent is there race equality in post war Britain? (TC 1, 4, 5)</p>	<p>Why were the USA and USSR so different in 1945? [TC 1, 3]</p> <p>Why were the USA and USSR allies in 1945? [TC 1, 5]</p> <p>Who was to blame for the Cold War? [TC 1, 4]</p> <p>Who was to blame for the Berlin Crisis 1948? [TC 1, 3, 4]</p>	<p>Was the Berlin Crisis 1958-1961 resolved? [TC 1, 3, 4]</p> <p>Why did the USA invade Cuba? [TC 1, 3]</p> <p>How did the world avoid nuclear war over Cuba? [TC 1, 3]</p> <p>Did Détente help end the Cold War? [TC 1, 4]</p> <p>How did the Cold War end? [TC 1, 3]</p>



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	<p>Why did Germany lose WWII? (1, 4)</p> <p>Why did Britain win the Battle of Britain? (TC 1,3)</p> <p>Why did Operation Barbarossa fail? (TC 1, 4)</p>	<p>How was Kristallnacht a turning point in the Holocaust (TC5)</p> <p>Life in Concentration Camps (TC1,2)</p> <p>Who was most to blame for the Holocaust (TC 1, 4)</p>				
Key vocabulary:	<ol style="list-style-type: none"> 1. Peace Treaty 2. Diktat 3. Propaganda 4. The Great Depression 5. Lebensraum 6. Communism 7. Remilitarisation 8. Anschluss 9. Unification 10. Appeasement 11. League of Nations 12. Soviet Union 	<ol style="list-style-type: none"> 13. Radar 14. Scorched earth 15. Eastern front 16. Second front 17. Western front 18. Enigma code 19. Cipher 20. Evacuation 21. The Blitz 22. Incendiary 23. Anti-Semitism 24. Persecution 25. Legislation 26. Ghettoization 	<ol style="list-style-type: none"> 27. Liberalisation 28. Welfare State 29. Decolonisation 30. Commonwealth 	<ol style="list-style-type: none"> 31. Gender 32. Stereotypes 33. Repression 34. Permissive Society 35. Homosexuality 36. Government 37. Immigration 38. Emigration 39. Racism 40. Election 	<ol style="list-style-type: none"> 41. Ideology 42. Capitalism 43. Communism 44. Conference 45. Reparations 46. Eastern Bloc 47. Blockade 48. Airlift 	<ol style="list-style-type: none"> 49. Ultimatum 50. Regime 51. ICBMs 52. Détente 53. Cold War 54. Escalation 55. Diplomacy
Assessment:		Key Assessment Task 1 (Y7-9 Content)		Key Learning Task (Post War Britain)	Key Assessment Task 2 (Y7-9 Content)	Key Learning Task (The Cold War)
Key/Historical misconceptions in this unit:	<ul style="list-style-type: none"> • That Germany were fully to blame for WWI – They were only partially to blame • That Germany was an authoritarian country before Hitler – actually they were quite liberal. • That most people in Germany voted for Hitler and the Nazis – they actually never got over 50% of the vote. 	<ul style="list-style-type: none"> • That Britain won World War II- It was actually multi-causal and the role of the Soviet Union was important. • That Hitler was able to kill Jewish people as soon as he was leader of Germany. • That only Hitler and the Nazis were to blame for the Holocaust – actually lots of different people in society were implicit. 	<ul style="list-style-type: none"> • That Churchill was a great Prime Minister who ruled England for a long time – was only a war-time PM and returned in 1951 for 4 years. • That Britain always had a NHS and that it has always been accepted. • That Britain still has an empire in today's world. 	<ul style="list-style-type: none"> • That women had similar rights and freedoms after World War II as they do today. • That Britain had been more multicultural before WWII than it actually was. 	<ul style="list-style-type: none"> • That USA and Russia were quite similar. • That Russia was the same then as it is now. The USSR was more than just the country of Russia. • That Germany was not that important in the Cold War. • That Germany was never split into two separate countries. 	<ul style="list-style-type: none"> • That the Cold War involved actual fighting between Russia and USA.



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Sequencing:

The sequencing of the Year 9 history curriculum is designed to provide students with a comprehensive understanding of significant historical events and their impact on the world.

1) The curriculum begins with a focus on World War 2, allowing students to delve into the rise of Hitler and the factors that led to the war. This depth study enables students to explore the manipulation of power by leaders and the consequences of such actions on a global scale. By examining the causes and outcomes of World War 2, students gain insight into the complexities of international conflicts and the reasons behind the ultimate victory of the Allies.

2) Following the exploration of World War 2, the curriculum moves on to the study of Britain after the war. This unit serves as a synthesis of the key themes and concepts students have learned throughout their high school history education. By examining the transformation of Britain's government and the end of its empire, students gain a broader understanding of how historical events shape the development of societies. This unit also allows students to analyse the impact of historical events on contemporary British society, emphasizing the continuity and change in the nation's political and social structures.

3) The curriculum concludes with a depth study of the Cold War, which serves as a culmination of students' key stage 3 history studies. This unit explores the causes of tension between the United States and Russia, known as the Soviet Union during the Cold War era. Students delve into the ideological, political, and military conflicts that characterized this period, including the threat of nuclear war. Understanding the causes and resolution of the Cold War provides students with a comprehensive perspective on international relations and the impact of global conflicts on the world order.

By sequencing the curriculum in this manner, our students progress from a focused study of World War 2 to a broader examination of post-war Britain and finally to a comprehensive exploration of the Cold War. This sequence enables students to develop a deep understanding of the historical events, their causes, and their consequences, while also honing their critical thinking and analytical skills. Moreover, the sequencing allows students to make connections between different historical periods and events, fostering a holistic understanding of the interconnectedness of history.

National Curriculum plus:

In addition to teaching the statutory elements of the National Curriculum, we provide a wide range of cross curricular links. We also include the opportunity for students to develop their own moral compass which will enhance their developing life skills. By providing the opportunity for discussion and debate we introduce them to key concepts which include: power and status, social injustice, religious beliefs, different cultures and beliefs.