



CURIOSITY

COMPASSION

COURAGE

## Curriculum overview



| Subject                                 | History   | Year group | 10 |
|---|---|------------|----|
| <b>Vision statement:</b>                | <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>            |            |    |
| <b>Curriculum intent:</b>               | <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>. 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>   |            |    |
| <b>Threshold Concepts (TCs):</b>        | <p>TC 1 - An LFAT Historian will understand <b>chronology</b> and be able to explain how events follow on from each other.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>TC 5 – An LFAT Historian will <b>evaluate sources</b> and reach judgements regarding their utility and reliability using contextual knowledge.</p> <p>TC 6 – An LFAT Historian will <b>analyse interpretations</b> explaining how and why people have different views about the past</p> <p>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.</p> |            |    |
| <b>KS2 National Curriculum summary:</b> | <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<br><br>CRITICAL THINKING  | Organisation<br><br>ORGANISATION   | Collaboration<br><br>COLLABORATION   | Adaptability<br><br>ADAPTABILITY   | Oracy<br><br>ORACY   | Self-quizzing<br><br>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>Big picture questions:</b>   | <ul style="list-style-type: none"> <li>Why did relations break down between East and West in 1945?</li> <li>Who was to blame for the start of the Cold War 1945-9?</li> <li>How did events in Asia increase tensions between East and West?</li> <li>Who won the Arms Race?</li> </ul>   | <ul style="list-style-type: none"> <li>How did the Hungarian Uprising effect the Cold War?</li> <li>Was the Berlin Wall a defeat for everyone?</li> <li>Who won the Cuban Missile Crisis?</li> <li>How did the Prague Spring effect the Cold War?</li> <li>Why did Détente happen</li> </ul>  | <ul style="list-style-type: none"> <li>Why was there little progress in medicine and surgery in the medieval period?</li> <li>Why was Public Health so bad in the Medieval Period?</li> <li>Why did surgery begin to improve during the Early Modern Period?</li> </ul>   | <ul style="list-style-type: none"> <li>How did Hospitals improve surgery, medicine and Public Health in the Early Modern Period?</li> <li>What factors influenced the development of Surgery in the Industrial period?</li> <li>Why did diagnosis and treatments improve rapidly in the 19<sup>th</sup> Century?</li> </ul>   | <ul style="list-style-type: none"> <li>What was the most important factor in improving public health in the 19th Century?</li> <li>What was the most important factor in improving medicine, surgery in the Modern Period?</li> <li>How did the Government improve Public Health in the 20<sup>th</sup> C?</li> </ul>   | <ul style="list-style-type: none"> <li>What Was Germany like before WWI?</li> <li>Why did the Second Reich collapse?</li> <li>What was the biggest Problem for The Weimar Republic 1918-1923?</li> <li>What was the biggest Problem for The Weimar Republic 1918-1923?</li> </ul>  |
| <b>Content (Linked to TCs):</b> | <ul style="list-style-type: none"> <li>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.</li> <li>The Iron Curtain and the evolution of East-West rivalry: Soviet expansion in East</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> <li>Berlin Wall: reasons for its construction and Kennedy's response.</li> <li>Tensions over Cuba: Castro's revolution, the Bay of Pigs and the missile crisis: the roles of Castro, Khrushchev, Kennedy; fears of the</li> </ul> | <ul style="list-style-type: none"> <li>What factors affected the development of medicine? (TC1, 2)</li> <li>How significant were Hippocrates and Galen for the development of treatment and surgery? (TC2, 3)</li> <li>How effective were medieval medical practitioners? (TC2)</li> <li>Did religion have a positive or negative impact upon medicine and health in the medieval period? TC1, 3, 4)</li> <li>How far did Surgery improve in the</li> </ul> | <ul style="list-style-type: none"> <li>Was there significant progress in medicine 1650-1750? (TC1, 2, 3)</li> <li>How did Hospitals change 1540-1800? (TC1, 2, 3)</li> <li>How did John Hunter improve Surgery? (TC1, 2, 3)</li> <li>How did Jenner improve treatments? (TC1, 2, 3, 5)</li> <li>What was the most important factor in the development of health and medicine in the Early Modern period? (TC4)</li> </ul> | <ul style="list-style-type: none"> <li>Why was the Cholera epidemic so deadly? (TC1, 2, 3)</li> <li>How did Cholera lead to improvements in Public Health? (TC1, 2, 4)</li> <li>How was the first antibiotic developed? (TC1, 3, 4)</li> <li>How did WWI and WWII improve surgery? (TC1, 2, 3, 4)</li> <li>Why did the Government act to improve public health after 1900? (TC12, 3)</li> <li>What was the impact of the Welfare State</li> </ul> | <ul style="list-style-type: none"> <li>Was the Kaiser a Dictator? (TC1, 2)</li> <li>What problems did the Kaiser face? (TC2)</li> <li>How did people interpret the Naval Laws (TC6)</li> <li>How did WWI Affect the German People? (TC3)</li> <li>Why did Kaiser Wilhelm II Abdicate (TC1, 3)</li> <li>What problems did WWI create for the WR (TC2, 3)</li> <li>What problems did the Treaty of Versailles</li> </ul> |



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|                        | <p>Europe; US policies; the Truman Doctrine and Marshall Plan, their purpose and Stalin's reaction; Cominform; Comecon; Yugoslavia; the Berlin Blockade and Airlift</p> <ul style="list-style-type: none"> <li>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.</li> <li>Military rivalries: the arms race; membership and purposes of NATO and the Warsaw Pact; the space race, including Sputnik, ICBMs, Polaris, Gagarin, Apollo.</li> </ul> | <p>USA and reaction to missiles on Cuba; dangers and results of crisis.</p> <ul style="list-style-type: none"> <li>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.</li> <li>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</li> </ul> | <p>medieval period? (TC1, 4, 5)</p> <ul style="list-style-type: none"> <li>How far did public Health improve in the Medieval Period? (TC1, 2,3,4, 5)</li> <li>What were the consequences of the Black Death on Public Health, medicine and attitudes? (TC1, 3)</li> <li>Which factor had the most impact on medicine and health in the medieval period? (TC4)</li> <li>How did the Renaissance lead to medical improvements? (TC2, 3)</li> <li>Who had the greatest impact on surgery and anatomy: Vesalius, Pare or Harvey? (TC1, 3, 4)</li> <li>What does the great plague of 1666 tell us about Renaissance medicine and public health? (TC1, 2, 3)</li> </ul> | <ul style="list-style-type: none"> <li>How was pain conquered in the 19th Century? (TC1, 2, 3)</li> <li>How were infections conquered in the 19th Century? (TC1, 3)</li> <li>How did Germ Theory come to be accepted in Britain? (TC1, 2, 3)</li> <li>Whose work was more significant Koch or Pasteur? (TC4, 5)</li> </ul> | <p>and the NHS? (TC1, 2, 3)</p> <ul style="list-style-type: none"> <li>How far have modern treatments overcome diseases? (TC1, 2, 4, 5)</li> <li>What was the most significant development in modern surgery? (TC1, 2, 4)</li> </ul> | <p>create for the WR? (TC2, 3)</p> <ul style="list-style-type: none"> <li>Did the Constitution solve the WR political problems? (TC2, 4)</li> <li>What problems did Hyperinflation create for the Weimar Government? (TC 2, 3, 4)</li> <li>Was the Weimar Government to blame for Germany's problems 1918-23 (TC1, 4)</li> </ul> |
| <b>Key vocabulary:</b> | <p>Cold War<br/>Communism<br/>Capitalism<br/>Containment<br/>Alliances<br/>Democracy<br/>Dictatorship<br/>Domino Theory<br/>Arms Race<br/>Liberation</p>  | <p>Doctrine<br/>Escalation<br/>Revolution<br/>Colonialism<br/>Censorship<br/>Repression<br/>Détente<br/>Demilitarisation<br/>Human Rights<br/>Collaboration</p>   | <p><b>Treatment</b><br/><b>Surgery</b><br/><b>Public Health</b><br/><b>Diagnosis</b><br/><b>Four Humours</b><br/><b>Physician</b><br/><b>Astrology</b><br/><b>Pilgrimage</b><br/><b>Trepanning</b><br/><b>Cauterisation</b><br/><b>Anatomy</b></p>  | <p>Amputation<br/>Circulatory<br/>Vaccination<br/>Inoculation<br/>Anaesthetic<br/>Mortality rate<br/>Scientific method<br/>Systematic observation<br/>Hypothesis<br/>Spontaneous Generation<br/>Microbe<br/>Specificity</p>  | <p>Social Reform<br/>Slums<br/>Urbanisation<br/>Electoral Reform<br/>Liberal Reforms<br/>Pensions<br/>National Insurance<br/>Plastic Surgery<br/>Transfusion<br/>Anti-biotic<br/>Pharmaceutical<br/>Transplant Surgery</p>           | <p>Unification<br/>Reich<br/>Reichstag<br/>Industrialisation<br/>Imperialism<br/>Socialism<br/>Urbanisation<br/>Militarism<br/>Democracy<br/>Dictator<br/>Censorship<br/>Mutiny</p>  |



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|  |  |   | Dissection<br>Monastery<br>Cesspit<br>Contamination<br>Miasma<br>Epidemic<br>Flagellants<br>Quarantine  | Listerism<br>Antiseptic<br>Aseptic  | Cloning<br>Alternative medicine<br>Drug Resistant   | Malnutrition<br>Armistice<br>Abdicate<br>Reparations<br>Demilitarisation<br>Disarmament<br>Plebiscite<br>Constitution<br>Proportional Representation<br>Coalition Government<br>Hyperinflation<br>Wandervogel<br>Nationalism                     |
| <b>Assessment:</b>                                 | KLT – Origins of the Cold War 1945-48  | Y11 PPE 1<br>KLT – Development of the Cold War 1949-72  | KLT 1 – Medieval Medicine   | KLT 2- Medicine 1000-1800   | KLT 3 – Industrial Medicine<br>KLT 4 – Medicine 1000-Present  | KLT 5 – Kaiser and Weimar Germany 1890-1929  |
| <b>Key/Historical misconceptions in this unit:</b> | 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.<br><br>There was no reduction in Cold War tensions until the late 1980's. | Galen and Hippocrates were Medieval Doctors.<br><br>Religion only had a negative impact on Medieval Medicine<br><br>Natural explanations were progress from supernatural and therefore explanations were right.<br><br>Anatomy and Surgery are the same | Hospitals provided effective treatment.<br><br>Scientific approaches were quickly accepted and eradicated flawed treatments like bloodletting.<br><br>Anti-contagionists like Florence Nightingale correctly diagnosed the causes of disease. | Fleming was responsible for the development of the penicillin and acceptance of it as the first antibiotic.<br><br>The government did little to improve public health before 1948 and the establishment of the NHS.<br><br>Modern Medicine is always scientific and doesn't cause harm: shock treatment, Thalidomide, opioids etc | Understanding what a constitution is and how the Weimar Republic may have been doomed from the start.<br><br>Understanding the crucial difference between left and right politics, in order to appreciate the Kapp Putsch & Spartacist uprising. |
| <b>Sequencing:</b>                                 | 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 <sup>th</sup> 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><b>National Curriculum plus:</b></p> | <p>In addition to teaching the statutory elements of the national curriculum, we also include...(with justification to local context)</p>   |