



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"> 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? 	<ul style="list-style-type: none"> 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 	
Content (Linked to TCs):	<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) How did Hitler's speeches gain support for the Nazis (3, 6) Why did different groups support the Nazis? (3) 	<ul style="list-style-type: none"> Did the Nazis solve Germany's Economic Problems? (TC1, 2, 4) How did the Nazi 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) Did Christians provide significant opposition to the Nazis? (TC1,2, 4) 	<ul style="list-style-type: none"> 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 authority at the end of her reign, including Essex's rebellion in 1601. A 'Golden Age': living standards and fashions; growing prosperity and the rise of the gentry; the Elizabethan theatre and its achievements; 	<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 responses and policies 		



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	<ul style="list-style-type: none"> • 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 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) 	<p>attitudes to the theatre.</p> <ul style="list-style-type: none"> • 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>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>Munich Putsch Propaganda Mein Kampf Marxist Unemployment State Benefits Concordat Enabling Act Oath Fuhrer Police State Concentration Camps Culture</p>	<p>Trade Union Economic Conscription Depopulation Mortgage Self-sufficient Indoctrination Ideology Eugenics Aryan Birth rate Totalitarian Untermensch Eugenics Passive Resistance Rebellion Holocaust Anti-Semitism Synagogue Rationing Refugees Morale</p>	<p>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 6- Rise of the Nazis 1923-1934	PPE		Y11 PPE 2 KLT – Elizabethan Government and Society		
Key/Historical misconceptions in this unit:	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.	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. 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 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 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)					



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