









CURIOSITY

COMPASSION

COURAGE



## Curriculum Overview 2023-24

Subject: History Modern Britain			Year Group 12			
Vision statement:	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.					
	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:					
	'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.'					
	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.					
Curriculum intent:	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.					
Threshold Concepts (TCs):	TC 1 - An LFAT Historian will understand chronology and be able to explain how events follow on from each other. 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. 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. 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. TC 5 – An LFAT Historian will evaluate sources and reach judgements regarding their utility and reliability using contextual knowledge. TC 6 – An LFAT Historian will analyse interpretations explaining how and why people have different views about the past TC 7 – An LFAT Historian will evaluate interpretations and reach judgements about the validity of the views through comparison with their contextual knowledge.					
Learner skills:	Critical thinking	Organisation	Collaboration	Adaptability	Oracy	Self-quizzing
	 CRITICAL THINKING	 ORGANISATION	 COLLABORATION	 ADAPTABILITY	 ORACY	 SELF QUIZZING



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	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
Year 12:	Conservative government 1951-1964. Post War Consensus, Stop-Go Economics, Mods and Rockers, Housewives.	<b>Immigration, Windrush, Communism, Empire, Decolonisation, Scandal, Satire.</b>	Decimalisation, In Place of Strife, Strikes, Death Penalty, Homosexuality.	Labour Government policies, Relationship of Britain and the USA, Vietnam War, Continuing Decolonisation.	The policies of the Heath, Wilson and Callaghan Gov., changing nature of UK US relations, disintegration of Gov. relations with unions.	Punk and the rise of youth culture, divisions within the Labour Party, rise of the "New Right" and Margaret Thatcher.
<b>The Big Question</b>	<b>How did Britain change 1951-1979?</b>					
<b>Big picture questions:</b>	<ul style="list-style-type: none"> <li>Why did the Conservatives dominate politics 1951-1964?</li> <li>To what extent was 1951-1964 an age of affluence?</li> <li>How did society change in the 1950s?</li> </ul>	<ul style="list-style-type: none"> <li>How did society change in the 1950s cont.?</li> <li>What key factors most influenced Britain's foreign policy 1951-1964?</li> <li>Why did the Conservatives lose the 1964 election?</li> </ul>	<ul style="list-style-type: none"> <li>What were Labours policies under Harold Wilson?</li> <li>Were Labour responsible for the economic difficulties of the 1960s?</li> <li>How did society change under the Labour Government 1964-1970?</li> </ul>	<ul style="list-style-type: none"> <li>How did society change under the Labour Government 1964-1970 cont.?</li> <li>How far did Economic Factors determine Britain's Foreign Policy 1964-70 cont.?</li> <li>Why did Labour lose the 1970 election?</li> <li>How successful were the policies of Edward Heath's Government 1970-1974?</li> </ul>	<ul style="list-style-type: none"> <li>What were the policies of Wilson and Callaghan 1974-1979?</li> <li>How did attitudes to Foreign Policy change in the 1970s?</li> <li>How did society change in the 1970s?</li> <li>Why did the Conservatives win the 1979 election?</li> </ul>	<ul style="list-style-type: none"> <li>In the context of the years 1485 to 1587, how far did Tudor rebellions pose a serious threat to the stability of the Tudor Monarchy?</li> <li>To what extent was socio-economic grievances the most important cause of rebellion 1485-1603?</li> <li>To what extent was a lack of popular support the most important reason why rebellions failed in the period 1485-1603</li> </ul>
<b>Content (Linked to TCs):</b>	<p>What are the Key concepts of Modern Britain? (TC 1)</p> <p>What was Post-War Consensus, 1945-1951? (TC 2, 3)</p> <p>What were Conservative Policies 1951-1964? (TC 1, 2, 5)</p> <p>Why were Labour divided 1951-1964? (TC 3, 5)</p>	<p>How did attitudes to immigration change in the 1950s? (TC 5)</p> <p>Why was Britain's relationship with America "Special"? (TC 4, 5)</p> <p>What was Britain's relationship like with her Empire? (TC 4, 5)</p>	<p>What kind of Leader was Harold Wilson? (TC, 2)</p> <p>What were the political and economic policies of Labour 1964-1970? (TC 4, 5)</p> <p>To what extent was Liberal reform led by the Labour Government? (TC 4, 5)</p>	<p>To what extent was immigration accepted in Britain in the 1960s? (TC 1, 5)</p> <p>Who benefitted more from the Special Relationship: USA or UK? (TC 4)</p> <p>To what extent was the EEC a priority for Wilson? (TC 5)</p>	<p>What were the consequences of Heath's policies in Northern Ireland (TC 3, 5,)</p> <p>Were Labour given an effective mandate to govern in the 1974 election? (TC 4,5)</p> <p>How did Britain's attitude to America change during the 1970s? (TC 3,5)</p>	<p><b>How did Tudor Monarchs ensure stability and order in Tudor society?</b></p> <p><b>When did Tudor Monarchs face rebellions and how did they deal with them?</b></p> <p><b>Analysing factors: Which factors made a rebellion serious?</b></p> <p><b>Analysing factors: Which factors caused a rebellion?</b></p>



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	<p>What was the economic policy of the Conservatives 1951-1964? (TC 2, 3)</p> <p>To what extent did women's lives change during the 1950s? (TC 4, 5)</p> <p>How did a Teenage subculture emerge in the 1950s? (TC 5)</p>	<p>What was Britain's relationship with Europe like? (TC 4,5)</p> <p>Who were the Establishment? (TC 3)</p> <p>How did the Profumo Affair damage the Conservative Government? (TC 3, 5)</p> <p>Why did the Conservatives lose the 1964 election? (TC 1,3,5)</p>	<p>How did women's lives change in the 1960s? (TC 1)</p> <p>To what extent was youth culture permissive during the 1960s? (TC 5)</p> <p>How did media and leisure change during the 1960s? (TC 3, 5,)</p>	<p>To what extent did Britain maintain its status as a Global Power? (TC 4, 5)</p> <p>Why did Labour lose the 1970 election? (TC 1)</p> <p>What were the policies and aims of the Heath Government 1970-1974? (TC 3)</p> <p>What caused the downturn in relations between Heath's government and the trade unions? (TC 3)</p>	<p>Why did Britain finally enter the EEC? (TC 2)</p> <p>How did Wilson and Callaghan deal with Northern Ireland? (TC 3)</p> <p>How did Punk define the 1970s? (TC 3, 5)</p> <p>Did liberalisation laws change women's lives significantly in the 1970s? (TC 4,5)</p> <p>Was Britain an accepted multi-cultural society in the 1970-s? (TC 4, 5)</p> <p>Why did the Conservatives win the 1979 General Election? (TC 3)</p>	<p>Which factors made a rebellion fail?</p> <p>How do we use and evaluate interpretations to investigate this issue further?</p> <p>How do we use and evaluate sources to investigate this issue further?</p> <p>What are the skills I need to begin writing up my investigation?</p>
<b>Key vocabulary:</b>	Economic, Political, Social, Post War Consensus, Stop-Go Economics, Inflation, Divisions, Buttskellism, Elections.	Nationalism, Empire, Special Relationship, Satire, Establishment	Permissive Society, Liberalisation, Reform, In Place of Strife, Taxation, Strike, Picket, White Paper, Homosexuality, Capital Punishment.	Global Influence, European Economic Community, Nationalisation, East of Suez, Rivers of Blood, Enoch Powell, Vietnam.	Flying Pickets, Internment, Curfew, Inflation, Decimatisation, Immigration, Marriage laws, divorce, punk, EDL, Feminism, Environmentalism.	Progress, Ward of the Roses, Feudal System, Acts of Attainder, Imposter, Pretender, Obedience, Yorkist, Lancastrian, Lord Lieutenants, Justices of the Peace. Henrician Reformation, visitations, Dissolution, Pilgrimage of Grace, Amicable Grant, Uniformity, Protestantism, iconoclasm, enclosure, usurp, coup d'état. Counter-Reformation, xenophobia, pardon,



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						Ex -communication, agents provocateurs, <b>decipher, ambassador, heretic.</b>
<b>Assessment:</b>	Mid-unit assessment progress checker.  Enquiry question written assessment.	Mid Point MCQ  End of Topic Assessment – Describe, Source Evaluation, Explanation, Evaluation	Mid Point MCQ  Enquiry question written assessment.	Mid Point MCQ  End of Topic Assessment – Describe, Source Evaluation, Explanation, Evaluation	Mid Point MCQ End of Topic Assessment – Describe, Source Evaluation, Explanation, Evaluation  Summative Assessment	<b>NEA 3500- 4500 word essay.</b>
<b>Key/Historical misconceptions in this unit:</b>	Conservatives followed stop-go economics which involved the use of taxation and freezing of wages to help keep inflation under control.	Britain still had an Empire in the 1950s/1960s but it was slowly diminishing.  1960s was seen as a time of change, but it was often based on class and geography.	Liberal Reform laws often led by others outside of the Labour Cabinet.	Despite laws to help immigrants, social acceptance of immigration was at an all-time low by the end of the 1960s in the UK.		<ul style="list-style-type: none"><li>• The difference between an interpretation and a source.</li><li>• The difference between Mary Queen of scots and Mary Tudor.</li><li>• The multi causal nature and precise development of the Pilgrimage of Grace.</li><li>• The <i>potential</i> for rebellion caused by the Papal Bull and the <i>actual impact</i>.</li><li>• The importance of evaluating sources and not just copying or paraphrasing them.</li><li>• The importance of comparing 2 different interpretations using the background information on the historian. Being critical of the lens they are looking at the past through. Not just describing what they say.</li></ul>



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						<ul style="list-style-type: none"><li>About the different religious beliefs/ legal changes of each monarch throughout the Tudor period and how that impacted rebellions.</li></ul>
<b>Sequencing</b>	<p>We have sequenced Modern Britain in this way because it is vital to teach the course in chronological order, so that students understand key concepts of cause and consequence. It is also vital that they understand key thematic developments throughout each time period e.g. how have the lives of women, immigrants, young people changed as a result of different government plans and ideas. By Term 6 of Y12 students will have experience in handling historical interpretations in their USA breadth study, for Question one. They are used to flipped learning and research. This has been drilled into them throughout Y12. In term 6, for the NEA, Students have the opportunity to study the Tudor era 1485-1603 as a new era of knowledge. They are used to learning through a thematic approach in their USA breadth study, which is divided into Political, Social, Economic, and Wider World studies. This thematic approach should be natural to them now they are at the end of Y12 and should form a basis for the structure of their NEA. Students gain an overview of the 17 rebellions in the era. They adopt a bird's eye view of the core period and then pick out specific examples of rebellions. They compare and group together examples. Students at this point are ready to research into the background of historians who have produced academic work on the different aspects of rebellions. Students are at the right stage of their learning to explore primary sources in depth. They research their own primary sources which are appropriate to their NEA. They evaluate the value of the source to their study. Students are taught how to plan and scaffold their own answer to a question chosen by them out of 3. They make an informed decision on which question they are going to commit to and then spend the summer vacation conducting their own research. Students focus on producing their introductions for when they return in Y13. Throughout Term 1 of Y13 they focus on further research, planning, writing and editing their NEA. They are given verbal feedback from their teachers and go through a sequence of drafting and redrafting. They have a deadline in November to produce their final draft and submit for marking.</p>					
<b>National Curriculum plus:</b>	<p><b>In addition to teaching the statutory elements of the national curriculum, we also include...(with justification to local context)</b></p> <ul style="list-style-type: none"><li></li></ul>					