



CURIOSITY

COMPASSION

COURAGE



Curriculum Overview

Subject	History
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.</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>
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
Year 12	Part 1: From Civil War to World War, 1865 – 1920. The Era of reconstruction and the Gilded age, 1865 – 90.	Part 1: From Civil War to World War, 1865 – 1920. The Era of reconstruction and the Gilded age, 1865 – 90.	Part 1: From Civil War to World War, 1865 – 1920. Populism, Progressivism and Imperialism, 1890 – 1920.	Part 1: From Civil War to World War, 1865 – 1920. Populism, Progressivism and Imperialism, 1890 – 1920.	Part 1: From Civil War to World War, 1865 – 1920. Populism, Progressivism and Imperialism, 1890 – 1920.	NEA preparation
The Big Questions	<ol style="list-style-type: none"> How did government, political authority and political parties <u>change and develop</u>? In what ways did the economy and society of the USA <u>change and develop</u>? How did the role of the USA in world affairs <u>change</u>? How important were ideas and ideology? How united was the USA during this period? How important was the role of key individuals and groups and how were they affected by developments? 					
Big picture questions:	What impact had the civil war had on the USA by 1865? To what extent was the federal government weak between 1865-1890?	Why did reconstruction end? Did President Grant achieve anything? To what extent was the Gilded Age a good time to be living in the USA?	What were the causes and consequences of immigration and urbanisation in the USA up to 1890? What impact did the Economic growth and development of the USA from 1865-1890 have on all those who lived there?	What were the reasons for the development of Populism & the progressive movement in the USA? How progressive was the era from 1890-1912?	To what extent did the USA adopt a policy of neutrality? Was it inevitable that the USA entered the war in 1917? In what ways did the USA change during the war? Why was the USA against joining the League of Nations?	



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			How and why did the USA expand/consolidate her territory?			
Content (Linked to TCs):	<p><i>Why did the Civil war happen?</i></p> <p>How does the Geography of the USA explain the problems it faced in 1865? TC 1,3</p> <p>Why did the North win the civil war?</p> <p>What was the legacy of slavery?</p> <p>Why did the frontier move?</p> <p>What was the impact of Lincoln? Why didn't Lincoln end slavery sooner? What was the impact of the assassination of Lincoln? TC 1,3</p> <p>What was the political situation in 1865? What do we mean by Democrat and Republican? TC 1,3</p> <p>Was legal action enough to make slaves</p>	<p>What were the Key scandals during the time of President Grant? TC 1,3</p> <p>How did Government, political authority & political parties change and develop? TC 1,3</p> <p>The disputed election of 1876. The Compromise of 1877. TC 1,3</p> <p>The Republican presidency 1877 – 1884</p> <p>The assassination of James Garfield and the Democratic revival. TC 1,3</p> <p>Political corruption TC 1,3</p>	<p>American Society.</p> <p>What were the consequences of immigration & urbanisation? TC 3</p> <p>What social and regional divisions existed? TC 3</p> <p>What was life like for Native Americans and African Americans? TC 3</p> <p>The American Economy.</p> <p>What were the developments in Agriculture, Urbanisation and Industry? TC 1,3</p> <p>How did railroads develop? TC 1,3</p> <p>What was the impact of Steel and Oil on the economy? TC 1,3</p> <p>How did the government deal with cartels and trusts? TC 1,3</p>	<p>What do we mean by the term PROGRESSIVISM? TC 3</p> <p>How Progressive was the presidency of Theodore Roosevelt? TC 1,3</p> <p>Focus on 2 key individuals Theodore Roosevelt and William Taft. To consider which of them was more successful in moving forward Progressivism? TC 1,3</p> <p>Consider the economic developments between 1890–1912. TC 1,3</p> <p>Did Progressivism continue under Wilson? TC 1,3</p>	<p>Wilson and moral diplomacy. Why did he intervene in Latin America? TC 1,3</p> <p>What were the reasons for neutrality for the USA? Why did this cause tensions? TC 1,3</p> <p>Why was the German policy of unrestricted submarine warfare a crucial development in this era? TC 1,3</p> <p>What were the reasons for the USA's entry into the war? TC 1,3</p> <p>What are the key events? TC 1,3</p> <p>How did the US economy change during the war? TC 1,3</p>	



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into citizens? Which was greater; The strengths or weaknesses of abolition? TC 1,3

How successful was Lincoln's reconstruction? What were the problems created by Andrew Johnson and how successful was his reconstruction?

Comparison of Lincoln and Johnson.
TC 3

What were the key policies introduced under President Grant?
TC 3

Timeline: Comparing the 3 presidents. What were the trends over time? TC 1,3

The United States and the world.

What were the limits of engagement in foreign affairs? TC ,3

Why did the USA adopt a policy of isolationism? TC 1,3

What was the Monroe Doctrine & what impact did it have? TC 1,3

The territorial consolidation of the United states. How was this achieved? TC 3

What sort of a relationship did the USA have with Canada?

What impact did the end of the frontier have?

The USA in 1890. What were the consequences of the policy of Laissez Faire? What did people think of this?

What are the different attitudes towards the

What was the New Freedom? TC 3

To what extent were Wilson's reforms progressive? TC 1,3

Why was his second term significant? TC 3

To what extent is it fair to criticise the politicians of the progressive era for allowing social injustice? TC 3

What was the impact of the Jim Crow Laws?

What was the position of African Americans and how were they treated? TC3

To what extent is it fair to criticise the politicians of the progressive era for allowing social injustice? TC 3

How far do you agree that the greatest racial tension in the U.S from 1890 -1920 was in the south? TC 3

How did Agriculture, workers and women change during the war? TC 1,3

How did the role of African Americans change during the war? TC 1,3

How important were the 14 points in influencing the peace settlement? TC 1,3

Why was the USA against joining the League of Nations? TC 1,3



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			state the USA was in by 1890?			
Key vocabulary:	American Civil war segregation abolitionist Californian Gold Rush The US constitution Declaration of Independence indigenous Pilgrim fathers The Monroe doctrine The Second Industrial revolution Emancipation impeachment reconstruction Freedmen's bureau The Ku Klux Klan	Electoral college Solid south Patronage Pork barrel politics National nominating convention Cartels and trusts Sherman Antitrust Act Tammany hall	Scalawags Yankees carpetbaggers Nativists Manifest Destiny Oklahoma Land rush sharecroppers The Alabama claims Roosevelt Corollary Platt Amendment Yellow Press Protectorate Annex Open door policy	Federal reserve board Rediscount rates Inflation Deflation Bipartisan Anarchism Labour unions Blackleg Labour State of the union address	Reparations Allies Hun Central powers British blockade of Germany Munitions unrestricted submarine warfare Belligerents Legalistic Gross National Product Mobilisation War bonds War profiteering	
Assessment:	End of unit test. Closed book. Exam conditions :1 hour 45 mins		End of unit test. Closed book. Exam conditions :1 hour 45 mins	End of unit test	Y12 PPE.	
Key/Historical misconceptions in this unit:						



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Sequencing:

Part 1: From Civil War to World War, 1865 – 1920. **The Era of reconstruction and the Gilded age, 1865 – 90.**

This teaching and learning covers developments in the USA from the end of the civil war to the end of the American involvement in the First World War and the return to isolation. The course looks at distinct blocks of time. Each era focuses on political, social, and economic change. It then looks at the position of the USA and the wider world. It includes very significant political and economic changes, including mass immigration, the plight of African Americans after emancipation and the impact of Western expansion on Native Americans.

This period which begins with the assassination of Abraham Lincoln, focuses on the aftermath of the Civil War, particularly the period of Reconstruction which has had profound long term effects on the position of African Americans. The themes of economic change and social change are often intertwined. The course then has a focus on corruption, which produces political disillusionment with government at a national and local level. **Populism, Progressivism and Imperialism, 1890 – 1920.** The teaching and learning of this period sees profound changes. It begins with the westward expansion and ends with the USA becoming the leading economic power. The USA emerged from a long period of isolation in international affairs, to greater interest and involvement in imperialism. Politically, the teaching of this course allows students to see how corruption in the Gilded Age gave way to new ideas such as populism and progressivism, which profoundly extended the role of the presidency and federal government. A series of political, economic and social reforms then led to a conflict of ideas over the role of federal government.

National Curriculum plus: