





















CURIOSITY

COMPASSION

COURAGE



## Curriculum overview 2023-24

Subject British History	Year Group 13 History 1979-2007																		
<p><b>Vision statement:</b></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><b>Curriculum intent:</b></p>	<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>.</p> <p>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>																		
<p><b>Threshold Concepts (TCs):</b></p>	<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>																		
<p><b>Learner skills:</b></p>	<table border="0" style="width: 100%; text-align: center;"> <tr> <td>Critical thinking</td> <td>Organisation</td> <td>Collaboration</td> <td>Adaptability</td> <td>Oracy</td> <td>Self-quizzing</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>CRITICAL THINKING</td> <td>ORGANISATION</td> <td>COLLABORATION</td> <td>ADAPTABILITY</td> <td>ORACY</td> <td>SELF QUIZZING</td> </tr> </table>	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:		<b>Section 28, privatisation, monetarism, VAT, individualism, yuppies, the Big Bang, out-sourcing, share-holding democracy, property-owning democracy.</b>	Majorism, sleaze, underclass, Downing-Street Declaration, Council Tax, Poll Tax, Exchange Rate Mechanism, Black Wednesday, Gulf war, Maastricht Treaty.	New Labour, spin doctors, clause IV, privatisation, third-way, Blairism, Iraq, Weapons of Mass Destruction, 9/11, war on terror, 7/7, Good Friday Agreement, Constitutional Reform.	Good Friday Agreement, Sinn Fein, Anglo-Irish agreement, Bobby Sands, DUP, UUP, SDLP, Mo Mowlam, Taoiseach, Dirty Protests, Direct Rule, PIRA, Ulster, Eire, David Hulme, Ian Paisley, para-militaries, Gerry Adams, Martin McGuinness.	Revision, past-questions, mark-schemes, source analysis, seminar sessions, essays.
<b>The Big Question</b>	<b>How did Britain change 1979-2007?</b>					
<b>Big picture questions:</b>	<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 authority 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 poor leadership the most important reason why rebellions failed in the period 1485-1603?</li> </ul> <p>How did Tudor Monarchs ensure stability and order in Tudor society?</p> <p>When did Tudor Monarchs face rebellions and how did they deal with them?</p> <p>Analysing factors: Which factors made a rebellion serious?</p>	<ul style="list-style-type: none"> <li>How did society change in the post-Punk 1980s period under Thatcher?</li> <li>Did Britain witness the 'height' of neo-liberal Thatcherism 1983-7?</li> <li>Was it accurate to describe Thatcherism as a 'revolution'?</li> </ul>	<ul style="list-style-type: none"> <li>Did John Major break the Thatcherite neo-liberal legacy?</li> <li>How far did British society make dramatic progress in the period 1990-1997?</li> <li>Was John Major a softer version of Thatcher's New Right agenda?</li> </ul>	<ul style="list-style-type: none"> <li>Was the period 1997-2007 the height of globalisation? How did Globalisation change Britain?</li> <li>How far was Britain destined for the economic crash 2007-2008?</li> <li>To what extent was Blair's Britain faced with 'continuous' wars on terror 1997-2007?</li> </ul>	<ul style="list-style-type: none"> <li>Why was the Irish question effectively resolved in 1998 instead of earlier?</li> <li>Which factors were most important in reaching a resolution to the Irish question in the period 1998-2007?</li> <li>Was America significant in breaking the stalemate of Northern Ireland?</li> </ul>	



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Analysing factors: Which factors caused a rebellion?

Which factors made a rebellion fail?

How do we use and evaluate interpretations to investigate this issue further?

How do we use and evaluate sources to investigate this issue further?

What are the skills I need to begin writing up my investigation?

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, Ex -communication, agents provocateurs, decipher, ambassador, heretic.

NEA 3500- 4500 word essay.

- The difference between an interpretation and a source.



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- The difference between Mary Queen of Scots and Mary Tudor.
- The multi causal nature and precise development of the Pilgrimage of Grace.
- The potential for rebellion caused by the Papal Bull and the actual impact.
- The importance of evaluating sources and not just copying or paraphrasing them.
- 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.
- About the different religious beliefs/ legal changes of each monarch throughout the Tudor period and how that impacted rebellions.



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### Content (Linked to TCs):

<p>'Thatcher won the 1983 General Election due to the Falklands War'. Discuss. (25)</p> <p>What were the goals of Thatcher's neo-liberal agenda in her second government? (TC 1, 2)</p> <p>Is it true to describe Thatcher's 2<sup>nd</sup> government, 1983-8, as the 'pinnacle' behind Thatcherism? (TC 3, 4 and 5)</p> <p>How far did Thatcherism overturn the post-War consensus 1983-1988? (TC 4, 5, 6)</p> <p>What was the Lawson Boom? Did the Lawson boom contribute to Thatcher's election victory in 1987? (TC 2, 3, 4 and 5)</p> <p>In what respects was the period 1987-1990 a preparation for Thatcher's downfall? (TC 4, TC 5)</p>	<p>What kind of Leader was John Major? (TC, 2)</p> <p>What were the political, economic and social policies of John Major? (TC 4, 5)</p> <p>To what extent was John Major's government different than Thatcherism?(TC 4, 5)</p> <p>Did women and ethnic minorities achieve equality of opportunity 1990-1997? (TC 3, TC 4)</p> <p>How far were Major's policies towards resolving the 'Northern Ireland Question' different than Thatcher's? (TC 4, 5 and 6)</p> <p>Was it sleaze or Tony Blair which brought down Major's government in the period 1994-1997? (TC 4, 5 and 6)</p> <p>What were Major's foreign policy goals? (TC 2, 3)</p>	<p>Did Blair win the 1997 General Election due to his own personality or Conservative failures? (TC 2, TC 3 and 4)</p> <p>What was new about New Labour? (TC 2)</p> <p>What was the Third Way? What were Blair's social, economic and political goals in the period 1997-2001? (TC 2 and TC 3)</p> <p>How successful was Blair's first government 1997-2001? (TC 3, TC 4)</p> <p>Was the period 1997-2007 a successful shift towards 'multi-culturalism'? (TC 4, TC 5)</p> <p>How successful were Blair's economic policies 1997-2007? (TC 5, 6, 7)</p> <p>'Blair was much more successful in tackling Northern Ireland than John Major's government'. Discuss. (TC 5, 6, and 7)</p>	<p>What was the Irish question? (TC 2)</p> <p>What beliefs did the Republicans and Unionists hold about the Irish Question? (TC 2 TC 3).</p> <p>Compare and contrast Thatcher, Major and Blair. Which government was most successful in tackling the Irish question in the years 1979-1998? (TC 4, 5 and 6)</p>	
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		<p>How far did Thatcher lose power in 1990 due to her own conviction politics? (TC 5, TC 6)</p> <p>To what extent was Thatcher's foreign policy successful 1983-1990? (TC 5, 6 and 7)</p> <p>Was the 1980s a decade of transformative social progress? (TC 3, 4 and 5)</p>	<p>To what extent was major's foreign policy successful 1990-1997? (TC 4, 5 and 6)</p>	<p>'In the years 1997-2005, Blair's foreign policy failed on all counts'. How far do you agree? (TC 5, 6 and 7)</p>		
<b>Key vocabulary:</b>	Economic, Political, Social, New Right, Thatcherism, SPD coalition, Gang of Four, Loony Left, Falklands War, Grenada, Single European Act, rebate.	Special Relationship, Satire, Establishment, EEC rebate, privatisation, individualism, monetarism, Big Bang, share-owning democracy, neo-liberalism.	Sleaze, Maastricht, Euro-sceptics, Put up or Shut Up, Black Wednesday, Humanitarian intervention, former Yugoslavia, vote of no confidence, broken Britain, back to basics, Rwanda, Gulf War, Downing-Street Declaration, euro-sceptic bastards.	Globalisation, Iraq, Afghanistan, 9/11, 7/7, Chicago speech, Humanitarian intervention, New Labour, spin, academies, outsourcing, PFI's, Third Way, neo-liberalism, special relationship, pre-emptive strikes	Sinn Fein, IRA, PIRA, DUP, SDLP, paramilitaries, republicanism, loyalism, unionism, nationalism, demilitarise, sovereignty, EIRE, ulster, guerrilla warfare, the Bogside, Derry, Bloody Sunday, Saville enquiry, Bobby Sands, Gerry Adams, Mo Mowlam, Ian Paisley.	
<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



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### Key/Historical misconceptions in this unit:

Thatcher won the 1979 General Election due to her own popularity and that a motion of no confidence against Jim Callaghan can be dismissed as irrelevant.

A common misconception was that Thatcher implemented privatisation in the first government; whereas she only had a 44 seat working majority and so therefore was reluctant to enact her neo-liberal policies until she obtained an absolute majority, over 144 seats, in the General Election of 1983. The biggest waves of privatisation were introduced in the period 1984-1987. She also defeated the miners in 1984 and decimated the mining industry when she had a commanding majority in Parliament.

Britain's relationship with the EEC was pro-European up to the 1988 Bruges Speech despite Thatcher's sabre rattling in the 1984 rebate issue.

Thatcher's was also a Euro-phile (supporting of the EEC) until at least 1988 whereby she was sceptical of political federalism and centralisation of powers.

That the post-war consensus ended rapidly in the 1980s. Instead the PWC was gradually eroded throughout her 3 governments: privatisation, anti-trade unionism, individualism, section 28, the right to buy and the Big Bang.

The 1980s were a decade of major social regress on every single level: race riots, AIDS pandemic (the gay plague), Section 28, Stop and Search powers (SUS laws) applied to black British youth, anti-Trade Union laws, North-South divides, Generation X, YTS schemes, mass unemployment and anti-Feminism, the yuppies. It's difficult to unravel any measure of social progress. Historians have focused on the radical footlights/anti-Establishment satire movement and the New Romantics pop sub- culture which emerged to challenge the system to an extent.

That Tony Blair's New Labour resolved the Irish Question alone without the help and support from John Major and the Downing-Street Declaration.

The British economy never recovered after Black Wednesday in September 1992. Therefore the period 1992-1997 wasn't connected to economic uplift and recovery.

John Major was the first Conservative PM to open back-channel communications with Sinn Fein and the IRA to engineer Blair's Good Friday success in 1998.

John Major, as former Chancellor under Thatcher, encouraged Britain to join the ERM (Exchange Rate Mechanism) which caused Black Wednesday in September 1992.

Despite Blair and Campbell's claims to the contrary, there was never any weapons of mass destruction found in Iraq and Afghanistan. Both conflicts are seen as the forever wars and will tarnish the reputations of British governments. The weapons of mass destruction claim was a lie and this has been made palpably clear following the Chilcott Enquiry revelations.

Blair benefitted from John Major's skilful diplomacy in securing a back-channel negotiation channel with Sinn Fein and the IRA in 1992.

Over 90% of new money in the Blair era was based on personal debt and a credit card bonanza which contributed directly to the economic crash in 2008.

The Bank of England was intentionally made independent in 1997-8 and oversaw interest-rate movements thereafter.

The common misconception on Northern Ireland is that Sinn Fein never represented the political wing of the IRA.

Northern Irish politics is part of UK domestic policy.

When discussing EIRE (the Irish Republic) be aware that it can be represented as British foreign policy and the IRA should be incorporated into those discussions.

Ulster is an integral part of the United kingdom.

PIRA is the Provisional Irish Republican Army and is separate from the IRA – it's far more extreme and was formed in 1969.

Gerry Adams and Martin McGuinness (both former leaders of Sinn Fein) used to be key members of the IRA. Blair got Adams and McGuinness to meet with Dr Ian Paisley (DUP) and David Trimble (UUP) for the Good Friday Agreement 1998. This was transformative.

All of these groups are paramilitaries: UFF, UDA, PIRA, IRA and Real IRA. They resorted to guerrilla/sectarian violence.



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<b>Sequencing</b>	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.
<b>National Curriculum plus:</b>	<b>In addition to teaching the statutory elements of the national curriculum, we also include...(with justification to local context)</b>  •