

# Long Term Plan - ARC

**Subject driver - "The more you know about your past, the better you are prepared for your future" - Theodore Roosevelt**

**Intent:** This is a Skills driven curriculum to prepare students for their return to mainstream school regardless of Year group. Topics chosen are engaging to aid behaviour management. The lessons will be differentiated from years 7-9 and adapted from main school lessons.

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject driver	Anticipated misconceptions	Links to previous KS	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
1	WW1 & Case study of the Western Front	<ul style="list-style-type: none"> <li>* European empires in late 19th Century</li> <li>* The Kaiser and the naval arms race</li> <li>* The alliance system</li> <li>* Short term causes - Sarajevo</li> <li>* Different historian's views of who was to blame for starting the war</li> <li>* Recruitment and conscription</li> <li>* Key features of trench warfare on the western front</li> <li>* The Battle of the Somme, Cambrai, Arras &amp;</li> <li>* War poetry</li> <li>* The end of the war</li> <li>* State of Europe at the end of the war</li> <li>* Some positive outcomes: Medical advances, technological advances, e.g. aviation, the League of Nations</li> </ul>	<p>Cause, consequence and significance.</p> <p>Sources, evidence, interpretations, bias, reliability, evaluation.</p>	Sets the context for Modern History; actions in this unit have consequences up to the present day.	Confusion with events of WWII; War was not inevitable; war can have a positive impact;		Yr 10 - Historic environment	<p><b>Causation and consequence Step 8:</b> Learners are able to construct and explain a causal argument using historical knowledge with which they are becoming increasingly familiar. This argument will put forward a case for defining the importance of particular causes or groups of causes, but there will be a lack of organisation or sustained argument.</p> <p><b>Interpretations Step 8:</b> Learners will understand that interpretations can be tested for</p>	War and peace;	Remembrance day; impact of surgical developments e.g. plastic surgery on society today	<p>Health care sector, Armed forces careers.</p> <p>Balanced judgements essential for law, accountancy and finance.</p>
2	USA between the Wars 1919-1939	<ul style="list-style-type: none"> <li>*1920s 'Boom' - How and why prosperity was achieved,</li> <li>*Isolationism</li> <li>*impact on entertainment/industry/societal 'fads'</li> <li>Prohibition and rise of organised crime</li> <li>*1930s - Bust - Why did the US economy collapse?</li> <li>* Causes, effects and</li> </ul>	<p>Depth study;</p> <p>Cause, consequence and significance.</p> <p>Sources, evidence, interpretations, bias,</p>	Study of a different Western Culture links closely to developments in Britain. Allows for compare and contrast.	Economic boom ; Economic collapse;		Yr 11 - Paper 2 Superpower relations	<p><b>Causation and consequence Step 9:</b> Learners use knowledge to construct a causal argument.</p>	Treatment of minorities; divisions between rich and poor; law and order;	Wider knowledge of other Western cultures, and their impact on British society. Gives context to wider US	Investigation skills relevant for journalism, the police, market/ TV/government researcher

		consequences of the Wall street Crash & Depression, * FDR and the New Deal - successes and failings	reliability, evaluation.							involvement on the World Stage and how USA became a superpower.	
3	Conflict in the C20th: How was WWII fought?	*Causes of WWI *Dunkirk *Battle of Britain *Pearl Harbour *Stalingrad *D-Day landings Hiroshima & Nagazki *Evacuation *Impact of war on society.	Cause, consequence and significance. Sources, evidence, interpretations, bias, reliability, evaluation.	WWII is a modern turning point and therefore directs students to understand modern Britain	Positive bias of Britain's contribution emanating from contemporary films and media;	Society in WWII	Paper 1: MTT, Paper 2 Superpower relations in the Cold War	<b>Causation and consequence Step 9:</b> Learners use knowledge to construct a causal argument. <b>Analytical narrative Step 9:</b> Learners can construct a narrative account which shows some sound analysis and a basic understanding of how the relevant historical concept should be linked to the narrative. They are able to organise their account so that it shows some logic and an ability to plan	War and Peace;	Remembrance Day; memorials of different battles in WWII; Creation of the Welfare State	Travel and tourism, politics, museums, libraries, archaeology, History teaching
4	Life in Nazi Germany & The Holocaust	*impact of Treaty of Versailles *Democracy and dictatorship *Nazis rise to power *Control through terror and propaganda *Social impact of the Nazi regime *How and why were the JEws and other minorities persecuted. *The Final Solution *Life in Concentration Camps	Depth study  Cause, consequence and significance.  Sources, evidence, interpretations, bias, reliability, evaluation.	To give a deeper understanding of how the Nazis took power.	All people suffered under the Nazis; all Germans agreed with NAzi policy;		Paper 3: Weimar and Nazi Germany	<b>Evidence Step 9:</b> Learners are starting to make judgements about sources and how they can be used for a specified enquiry. They support the comments that they make by using precise content from sources and backing it up with sound contextual knowledge.	Democracy and dictatorship, individual liberty; tolerance; rule of law in terms of the police state, terror and repression. treatment of minorities	Treatment of minorities; dictatorship; methods of state control	Balanced judgements essential for law, accountancy and finance.
5	Conflict in C20th: How was the Cold War fought?	*Ideological differences *Impact of the end of WWII *Berlin blockade and Airlift 1948-49 *Korean War	Change, continuity, cause, consequence, significance,	A modern study that directly affects the international	Communism/ Capitalism; Cold War/Hot War;		Yr 11 - Paper 2 Superpower relations	<b>Causation and consequence Step 9:</b> Learners use knowledge to construct a causal argument.	Democracy; differing ideologies; role of UK in international	impact of Superpowers on the world; technological development	Travel and tourism, politics, museums, libraries,

		<p>*Cuban Missile Crisis 1962          *Vietnam War          *Berlin Wall; Causes, Events, Consequences of its collapse          *Collapse of USSR</p>	developing judgements	world students live in. Links to living in a global society.	Capitalism/ Communism; division of Germany and Berlin; metaphors used by key politicians.		s	<p><b>Analytical narrative Step 9:</b> Learners can construct a narrative account which shows some sound analysis and a basic understanding of how the relevant historical concept should be linked to the narrative. They are able to organise their account so that it shows some logic and an ability to plan.</p>	conflicts. individual liberty; tolerance; treatment of minorities	s Context for East/West relations today.	archaeology, History teaching
6	How to bring about change: Protest and Propaganda	<p>Differing methods of change:</p> <ul style="list-style-type: none"> <li>• War</li> <li>• Protest</li> <li>• Propaganda</li> <li>• Legal methods</li> <li>• Illegal/terrorist methods</li> </ul>	<p>Thematic study; change over time.</p> <p>Significance, Developing judgements</p>	Allows students to make links and contrasting comparisons between different methods of creating change	The effectiveness of different types of protest; propaganda is always posters,;	Yr 8 Slavery ; Year 8 Getting the Vote; Year 8 British Empire	<p>Paper 1: MTT;</p> <p>Paper 3: Weimar and Nazi Germany;</p>	<p><b>Change and continuity Step 9:</b> Learners can begin to look at lines of development over a long period of time and can select some examples to support a simple argument about change and continuity or significance.</p> <p><b>Evidence Step 9:</b> Learners are starting to make judgements about sources and how they can be used for a specified enquiry. They support the comments that they make by using precise content from sources and backing it up with sound contextual knowledge.</p>	Rule of law, methods of legal protest	Encourage active rather than passive citizens.	Investigation skills relevant for journalism, the police, market/ TV/government researcher