

## History

History				
Curriculum Intent	<p>Through the study of the diverse history of Britain and the wider world, historians will learn to relate to the past, enjoying and valuing history. They will develop a historical consciousness, making connections and shaping their perspectives on the future. Through the understanding of interactions between the past and the present historians are enabled to feel a sense of personal connection to the topics studied.</p> <p>Historical skills including critical thinking, using evidence, and chronological understanding are developed incrementally through a pursuit of a variety of enquiry questions. Historians will become expert at expressing their developing historical understanding through increasingly sophisticated communication, using subject specific vocabulary with fluency.</p>			
Year 7	Year 8	Year 9	Year 10 & 11 (AQA)	Year 12 & 13 (AQA)
<p><b>Theme: Shaping Britain’s State and People</b></p> <p><b>T1: Why is the Titanic so significant?</b> A local study introducing the context to the foundation of LNS school in 1915 as well as building historical skills.</p> <p><b>T2: To what extent did the Norman conquest change Britain?</b> An in-depth study focused on change and continuity in the political landscape of Britain.</p> <p><b>T3: How did medieval society develop?</b> Extending the previous in-depth study to explore the impact of changes to religion and society in Britain.</p> <p><b>T4: To what extent did religion dominate sixteenth and seventeenth century politics?</b></p>	<p><b>Theme: Ideology, Interactions and Identities</b></p> <p><b>T1: What was it like to live in the Golden Age of the Islamic Empire 750-1750?</b> This unit explores the social, political and cultural lives of people in the Islamic world and the legacy of the empire.</p> <p><b>T2: Why were Europeans <i>Empire Mad</i>?</b> A comparative study of the growth of Spain and Britain’s imperial growth. Students study the growth and effects of the British Empire.</p> <p><b>T3: How did the British empire affect transatlantic slave trade?</b> Sources from a Jamaican perspective, building on the previous unit.</p> <p><b>T4: How has 1000 years of migration shaped British identity?</b> Relating the story of Britain’s multi-ethnic history to the students’ world</p>	<p><b>Theme: International War and Social Conflicts</b></p> <p><b>T1: Why was 1917 a pivotal year for Russia?</b> Students will build on knowledge of political ideologies from the previous unit, weighing up a range of reasons why 1917 became a pivotal moment.</p> <p><b>T2: To what extent did life in Germany change between 1919 – 1939</b> A political, economic and social study into the impact of the rise of the Nazis</p> <p><b>T3: World War 1939 - 45. What were the key turning points?</b> Students build up a chronology of WWII, focusing on turning points of the major battles across different theatres of war</p> <p><b>T4: How was the Holocaust allowed to happen?</b></p>	<p><b>Year 10</b></p> <p><b>T1-3: USA 1920-1973 Opportunity and Inequality.</b> Isolationism, American Boom, the Great Depression. The New Deal. Impact of the Second World War. Civil rights and Feminist movement.</p> <p><b>T4-6: Conflict and Tension in Asia, 1950 - 1975.</b> Korean War, causes and impact Vietnam War, causes and impact.</p> <p><b>Year 11</b></p> <p><b>T 1-3: Empire, Migration and People c790 to present day.</b> Creation of Empire, migration to and from the UK. Reasons for and impact of migration.</p> <p><b>T 4-5: Norman England 1066-1100</b></p>	<p><b>Year 12</b></p> <p><b>Unit one: The Tudors - Consolidation of the Tudor Dynasty: England, 1485–1547</b> Henry VII &amp; Henry VII</p> <p><b>Unit Two: The Russian Revolution and the Rise of Stalin, 1917–1929</b> - Dissent and Revolution 1917, Bolshevik consolidation 1918-24, Stalin’s rise to power 1924-29.</p> <p><b>Year 13</b></p> <p><b>Unit one: The Tudors - England: turmoil and triumph, 1547–1603</b> Mary I, Edward VI &amp; Elizabeth I</p> <p><b>Unit two: Stalin’s Rule, 1929–1953</b> - Economy and society, 1929–1941, Stalinism, politics and control, 1929–</p>

<p>The reformation is studied and evaluated for its contribution to politics in this period.</p> <p><b>T5: When was it safest to catch a disease?</b> A history of medicine from prehistoric times to the present day.</p> <p><b>T6: Did the Industrial Revolution ‘unleash exceptional violence’ on Britain?</b> Students ask questions about the nature of changes which took place to people’s lives during industrialisation.</p>	<p>today, with peoples of many faiths, ethnic origins and varied cultural heritage contributing to Britain’s ongoing development.</p> <p><b>T5: Why did Britain go to war in 1914?</b> A study into the immediate build up to world war I, in order to understand the international nature of the war.</p> <p><b>T6: When did Britain become a democracy?</b> Students develop political literacy, studying the ancient roots of Democracy, through nineteenth century British changes to the franchise, focusing on popular agitation as well as structural reform.</p>	<p>Victims, Perpetrators and Bystanders. Attributing responsibility for the Holocaust - is it possible?</p> <p><b>T5: What was the British Black Civil Rights Movement and how did it help with racial equality?</b> Focus is on civil rights in Britain post 1945 and the arrival of the Windrush.</p> <p><b>T6: Was the rise of terrorism a new phenomenon?</b> Focusing on post-WWII conflicts, this unit considers the impact of terrorism and puts it into historical context.</p>	<p>Battle of Hastings Impact of the Norman Conquest. Historic Environment study.</p>	<p>1941, The Great Patriotic War and Stalin’s Dictatorship, 1941–1953</p>
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#### Literacy Link:

Reading as a part of every lesson including articles from History magazines, ‘Meanwhile Elsewhere’ worksheets require students to read through specific websites with targeted research, keywords with definitions - spelling tests.

Students to maintain glossaries (Key terms) for every topic of topic specific vocabulary

Active teaching of writing structures