

# History

Curriculum Intent	<p>The curriculum is shaped by celebrating the rich diversity of LNS via the study of the 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, forming connections and shaping their perspectives on the future making them ‘Citizens of History’. Through an understanding of storytelling of key individuals, events and developments, historians are enabled to feel a sense of personal connection to the topics studied, through a recognition of representation and relevance.</p> <p>Historical skills including critical thinking, using evidence, chronological understanding and research are developed incrementally through a pursuit of a variety of enquiry questions. Historians will become experts at expressing their developing historical understanding through increasingly sophisticated communication - from project based homeworks to essays - using subject specific vocabulary with fluency.</p>			
Year 7	Year 8	Year 9	Year 10 & 11 (AQA)	Year 12 & 13 (AQA)
<b>Theme: Shaping Britain’s State and People</b>	<b>Theme: Ideology, Interactions and Identities</b>	<b>Theme: International War and Social Conflicts</b>	<b>Year 10</b>	<b>Year 12</b>
<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: What effect did Henry VIII and the break with Rome have on sixteenth and seventeenth century life?</b> The reformation is studied to look at the contribution of changes throughout Tudor reign.</p> <p><b>T5: How has protest been used to bring about social change?</b> A study of how different social groups have brought change and equality to society.</p> <p><b>T6: How did the Industrial Revolution change Britain?</b> Students ask questions about the nature of changes which took place to people’s lives during industrialisation.</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 Empire Mad?</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 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: 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>T1: How far did Russia change between the Romanovs and Stalin?</b> Students will build on knowledge of political ideologies from the previous unit, weighing up the changes.</p> <p><b>T2: 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>T3: How was the Holocaust allowed to happen?</b> Victims, Perpetrators and Bystanders. Attributing responsibility for the Holocaust - is it possible?</p> <p><b>T4: 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>T5: What has been the impact of the rise of terrorism?</b> Focusing on post-WWII conflicts, this unit considers the impact of terrorism and puts it into historical context.</p> <p><b>T6: Introduction to GCSE course</b> Selection of lessons focussing on key events from USA paper. Honing in on GCSE skills.</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 style="text-align: center;"><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> Battle of Hastings Impact of the Norman Conquest. Historic Environment study.</p>	<p><b>Unit one: The Tudors - Consolidation of the Tudor Dynasty: England, 1485–1547</b> Henry VII &amp; Henry VIII</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 style="text-align: center;"><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, 1929–1941, The Great Patriotic War and Stalin’s Dictatorship, 1941–1953</p>