

1. What is History?

We begin studying in Year 7 by introducing the historical skills of knowledge, analysis, using sources, analysing interpretations and making judgements.



3. Medieval England (1066 – 1485)

How the Normans changed England, The Anarchy, Thomas Becket, The Crusades, Magna Carta, Black Death, revolting peasants, Agincourt and the Wars of the Roses.



5. Crown and Parliament (1603 – 1745)

The Gunpowder Plot, Witches and the battle for power between the crown and the state. The creation of the United Kingdom.

2. The Black Peoples of America (c.1500 – 1968)

The Slave Trade, the life of a slave, resistance, abolition and Civil Rights.

3. Industrial Revolution (c.1700 – 1860)



Changes in the countryside, towns and cities. What changed for the nation and the individuals who lived through it?

4. The British Empire (c.1587 – 1947)



The First settlement in America, piracy, trade, India's independence and Britain's role in the world since 1945.

5. Health and Disease (c.5,000BC – 2022)



The study of a significant theme in world history that has impacted our lives so much in recent years.

1. World War I (1914-19)

Causes, recruitment, propaganda, key battles, the home front and peace.



2. Nazi Germany and the Holocaust (1919-46)

The rise of Hitler, life in Nazi Germany, prejudice, discrimination and genocide.



Key Stage 3

Year 7

Year 8

Year 9

Year 11

Key Stage 4

Year 10

Key Stage 4 Option subject

1. Anglo-Saxon and Norman England c. 1060-88

Anglo-Saxon society, how the Normans conquered England and established control of the nation.



4. Tudor England (1485 – 1603)

Henry VII, Henry VIII, Edward VI, Mary I, Elizabeth I. How the power of the church and monarch shaped the world.



1. Revolution in France (c.1780 – 1800)

The fall of an 'ancient regime', the birth of a Republic and then Napoleon!



5. The Qing Dynasty (1644 – 1911)

Securing control, the Opium Wars, the fall and a new superpower.



4. The Franchise (1832 – 1929)

Democracy today, the Chartists, Victorian Britain and the question of equality.



3. World War II (1939-45)

Causes, warfare key battles, the homefront and the nuclear bomb.



2. Superpower relations and the Cold War c. 1941-91

The Grand Alliance between East and West, emerging tension after WWII, crisis around the world and the threat of nuclear war. The fall of Communism and the end of the Cold War.

3. USA: Conflict at home and abroad 1954-75

Civil Rights: Prejudice, discrimination and segregation in the south. Peaceful protest, a changing society, violent protest and key individuals. Vietnam War: French rule, US involvement, methods of fighting, protest at home and the end / cost of the war.



4. Crime and Punishment c. 1000 – present day.

What changes and what stays the same in the way that society defines crime, punishes offenders and enforces the law. Special study on Whitechapel and the crimes of Jack the Ripper.



There will be an interim assessment in each unit; strengths and areas for development will be identified.



Year 7 History at CLHS

1. What is History? At the end of this unit you will be confident in explaining what **chronology** is and why it is so important to Historians, you will be able to practice this skill when you describe what happened to the Tollund Man and the Princes in the Tower. We will introduce you to **Primary** and **Secondary sources** and you will know how each are useful to Historians. You will begin to look at the provenance of a source, analysing why it was created, by whom, where, when and how all of these aspects can make it useful. We will teach you to use our first five **analysis skills** of **cause, consequence, significance, change** and **continuity**. We will introduce you to the first stage of looking at interpretations where you practice identifying what different historians think; you will also begin to think why historians may have different views.



Year
7

Half
Term
1

Half
Term
2



Assessment 1: (October)
You will show you can understand and use key skills from above. You will show you can identify different interpretations.



Assessment 2: (December)
We will test your knowledge and understanding of the unit. Extended writing based on causation and identify more complex interpretations.



Half
Term
3

4. Tudor England (1485 – 1603)



You will develop a strong understanding of **chronology** in this unit as you will learn to describe how the power on the **monarch** and the power of the **church** interacted over the period. We will predominately use our **analysis skills** of **continuity, change, cause** and **consequence**. We will further develop our source skills as we both draw information from them and then make a judgement on the usefulness of key sources for historians. Our focus on the lives of the peasants in **society** picks up the theme of **rebellion** where we judge whether or not they were **significant** threats to the power of the **monarchy**.

Assessment 4: (May)

We will test your knowledge and understanding of the unit, you will explain why an event took place and now further assess interpretation skills to now include why they may be different.



Half
Term
4

Assessment 3: (March)
We will test your knowledge and understanding of the unit. We will additionally assess how different sources are useful to us as historians.



Half
Term
5

5. Crown and Parliament (1603 – 1745)



This unit eventually sees a huge clash between the power of the **monarch** and the power of the **state**. Additionally, we see the power of the **church** beginning to decline and developments in **society** that include leisure activities and the beginning of a decline in superstitious beliefs. Our next **local history focus** looks at the Pendle Witches. Our skills focus for this unit is predominately based around analysis and we identify and then explain the **significance** of **causes, consequences, changes** and **continuities**. Our **source** skills are based on drawing **inference** and assessing **usefulness** based on **provenance**.



3. Medieval England (1066 – 1485)

We begin assessing who pupils think should rule England in 1066 and why? We assess why the actions of William I and why castles, the Domesday book, The Harrying of the North and the Feudal system were **significant**. After the death of William I in 1088, we begin to see how the power of the **monarchy** was challenged by the **church** and wealthy Barons. We see assess how key events such as the Black Death and Peasants revolt affected **society** and the lives of the peasants. Our first focus on **local history** is on the Domesday Book and the Wars of the Roses where our unit finishes in 1485. Additionally we develop our skills of drawing key information from **sources**.



Assessment 5: (July)

We will test key knowledge, explanation of causes and consequences, inference from sources and usefulness of sources.



There will be an interim assessment in each unit; strengths and areas for development will be identified.



Year 8 History at CLHS

1. Revolution in France (c.1780 – 1800)



We begin our year 8 studies with in France where we pick up our key Year 7 themes of the power of the **Monarchy**, the **State**, the **Church** and of **Society**. We will make comparisons with what we have studied in Year 7 with the revolt of the Peasants and English Civil War. We begin by looking at society in France before the revolution and why so many people were so unhappy. We will introduce you to the key concept on **Enlightenment** thinking in this unit which is theme that we will on over Year 8. Our key historical skills will focus on, drawing information from **sources**, explaining why **interpretations** may differ and the **consequences** of events. You will also make judgements of **significance** and **chronological knowledge**. This is quite a 'gory' unit!



2. The Black Peoples of America (c.1500 – 1968)

We begin our unit in the African Kingdom on Benin at the same time the Tudor family we studied in Year 7 were on the throne in. We develop an understanding of how the Triangular Slave Trade developed between Europe, Britain and the Americas. We start a key theme for Year 8, focusing on the role Britain played in the wider world of the **Enlightenment**. You will focus on **cause** and **consequence**. You will

make judgements on how the power of the **church changes** and **who** in **society** has most power as **economics** becomes a driving factor that may challenge the **state** and **monarchy** for power. We will learn about the lives of slaves from their capture onwards. We focus increasingly on **sources** as we work to understand abolition and the Civil Rights movement in the USA during the 1950s and 1960s. Our **local History focus** will be on the role Lancaster played in the Slave Trade.

3. Industrial Revolution (c.1700 – 1860)



We now bring our focus back to Britain in the **Enlightenment** and how life in the country, town and city begins to change. Our focus for this unit is less on **church**, **state** and **monarchy** and more on **society**. Our key analysis skills are **cause**, **consequence**, **change** and **significance**. We study **sources** that show the impact on life as we begin to make a judgement on whether the changes were good for Britain or not. You will learn about the importance of coal, wool, textiles, individuals and why the fast flowing streams of Lancashire were significant in our **Local History focus**.



Assessment 5: (July)

We will test key knowledge, you will write a narrative account and draw inferences from more complex sources.



5. Health and Disease (c.5,000BC – 2022)

One of our biggest aims in History is to support an understanding of why events in the past have such a great relevance and importance today. In this unit focus on this issue in world history and how it interconnects with some of our other units and themes. We begin in March 2020 and assess the roles that the **Church**, **State** and **economy** had in shaping this key issue for society. We will re-visit key periods of study from Year 7 and Year 8 as we chart this issue over time. Our analysis skills of **cause**, **consequence**, **change** and **continuity** will see the greatest focus.



Assessment 4: (May)

We will test your knowledge and understanding of the unit and source analysis.



Assessment 3: (March)
We will test your knowledge and understanding of the unit. Additionally, drawing information from sources, interpretations and writing a narrative account.



Half Term 4

Assessment 1: (October)
We will assess your knowledge and understanding of the unit, draw information from sources, a narrative account and why interpretations differ.



Assessment 2: (December)
We will test your knowledge and understanding of the unit. Extended writing based on writing a narrative and we assess your developing source skills.



Half Term 3

Half Term 2

Year 8

Half Term 1



4. The British Empire (c.1587 – 1947)

With our Year 8 focus on Britain's role in the wider world, there is no better example than the British Empire. We will chart the story from the two perspectives of India and America as we use our analysis skills to assess **similarities** and **differences** between the two. We return again to our **interpretation** skills as we assess different judgements on the **consequences** of the Empire for different groups of people. In our **source** skills we focus on the usefulness of sources for historians as we assess provenance in greater detail. We assess who is driving the expansion of the Empire and the role played by **state**, **church**, the **economy** and the **monarchy**. This unit is the greatest breadth studied so far in a single unit as we chart Britain's power rising and then falling after 1945 where Britain's role in the world dramatically changes. We return to the theme of rebellion that we looked at in the Tudor unit and key individuals who resisted the Empire.



There will be an interim assessment in each unit; strengths and areas for development will be identified.



Year 9 History at CLHS



1. World War I (1914-19)

Our Year 9 studies bring us to focus predominantly on the Twentieth Century. This starts with looking at Europe before the war and how alliances, nationalism, militarism and a desire for empire **caused** war in the continent. We learn about life fighting on the front line, weapons used, why men wanted to join the war, life back in Britain and how those who opposed the war were treated. You will assess different **interpretations** of key battles, explain consequences and understand why it was so important for the **state** to take control of the media. Our **Local History focus** is on the Lancaster Kings own regiment First Battalion. You will assess the **significance** of events and **changes** in **society** through **sources** and assess whether or not peace was established in 1919.



4. The Franchise (1832 – 1929)



We begin our unit by focusing on the how those running the **state** are put in power by the **society** whom they serve. We then work back to study **society** in 1832, assessing the **similarities** and **differences** as we begin the journey from the **government's** 1832 Reform Act onwards with a particular focus on the experiences of women in society. We develop an understanding of the Charrtists, the experience of women in Victorian **society** and how groups and individuals campaigned for equality and **change**. We assess the **causes** and the extent to which **change** took place up until May 1929 where women were allowed to vote on the same terms as men in a British election. Our **Local History focus** is on the Suffragist activities in the city of Lancaster and the impact that was felt beyond the city from their actions. Throughout this unit we aim to identify both intentional and unintentional prejudice in our society today.

Assessment 4: (May)
We will test your knowledge and understanding of the unit with a focus on source analysis.



5. The Qing Dynasty (1644 – 1911)



The story of the Twentieth Century should not be told without an understanding of the growth and development of China. Our focus of study is the Qing Dynasty and how it battled challenge and adversity to remain in power for nearly 300 years. We look back to the British Empire from Year 8 and see how the East India Company exploited **society** with the Opium trade. We end our studies in Year 9 by looking at the rise of China beyond 1911, and consider the world in which we live today with a view of **church, state, society, monarchy** and the **economy**.

Assessment 5: (July)
We will test key knowledge, you will write a narrative account and draw information from key sources.

2. Nazi Germany and the Holocaust (1919-46)



We pick up our story with the **consequences** of the Treaty of Versailles on German **society**. We assess the role that the German **state** played in trying to address the key **economic** issues that they faced. We develop our understanding of why the world plunged into depression in the 1930s and the extreme conditions experienced in German **society** that led to rise of Hitler and the Nazi ideology. As Hitler begins to control the **state**, we assess what **caused** this and why **society** accepted the brutal **changes** that were made. Our focus is never far away from the experience of the Jewish communities of Europe. We see how Jewish communities have been persecuted the world over for over 2,000 years and how the Nazi **government's** prejudice led to discrimination, violence, murder and then the genocide of the Holocaust.



3. World War II (1939-45)



We begin our WWII focus by looking at the **causes** and how the actions of Hitler, Britain and France's appeasement of him and the Treaty of Versailles led to war. We develop an understanding of **similarities** and **differences** in warfare compared to WWI. We see how **society** in Britain was affected by the war and use a variety of **sources** to assess different **interpretations** of key operations such as Dunkirk, the D-Day landings and the use of the Atomic bomb on two Japanese cities in August 1945. Our **Local History focus** is on life in Lancaster during the war and we finish our unit by considering Britain's **changing** role in the world since 1945.

