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.

Key

Stage



Year

2. Roman and Anglo-Saxon

Why did the Romans come to

Britain? What did they change and why

Saxons come to England and how much

did they leave? Why did the Anglo-

did they change it?

England (55BC - 1066)

3. Medieval England (1066 - 1485)

4. Tudor England

Henry VII, Henry VIII,

Edward VI, Mary I, Elizabeth I.

How the power of the church

and monarch shaped the

world.

Key

Stage

4

Year

10

(1485 - 1603)

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



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



Central Lancaster History at CLHS

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

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



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.

impacted our lives so much in recent years.

1. World War I (1914-19)

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

the Holocaust (1919-46)

The rise of Hitler, life in

3. World War II 2. Nazi Germany and (1939-45)

Nazi Germany, prejudice, discrimination and genocide.

5. Health and Disease (c.5.000BC - 2022)

The study of a significant theme in world history that has

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.



5. The Qing Dynasty 4. The Franchise (1644 - 1911)(1832 - 1929)

and then Napoleon!

Year

1. Revolution in

France (c.1780 - 1800)

The fall of an 'ancient

regime', the birth of a Republic

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

superpower.

the Chartists, Victorian Britain and the question of equality.

Democracy today,

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

Year

9





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.

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 2. Roman and Anglo-Saxon England (55BC – 1066) 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.



Half

Term

Elements of the the Romans may have been studied at Key Stage 2 but there will be no repetition of content as we begin our journey in Year 7 of gaining a knowledge and understaning of a developing Britain. Roman Britain is our starting point for looking at government, the church and society as we start our journey through British history. We analyse

the consequences of Roman rule, what caused them to leave and then what changed and continued as Anglo-Saxon society was established. We draw simple inferences from sources and now begin to look at more complex interpretations

from two historians.



🕯 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. Additioanly we develop our skills of drawing key information from sources.

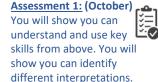
Half

Half

Term

Assessment 2: (December)

We will test your knowledge and understanding of the unit. Extended writing based on causation and identify more complex interpretations.



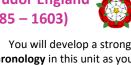
Half

Term

Half

Term

4. Tudor England (1485 - 1603)



HISTORY

Year

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 prodominatley use our analysis skills of continuity, change, cause and consequence. We will further develop our source skills as we both draw inflrmation from them and then make a judgement on the usefulness of key sources for hisorians. 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.

Half

Term

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.

Assessment 3: (March)

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.

Term

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 develpments 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 prodominatly 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.

Assessment 5: (July)

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

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 Englightenment 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!



Central Lancaster Year 8 History at CLHS

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 **Englightenment**. 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 increrasingly 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 anaylsis 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.

Half

Term

Half **Term**

Half Year Term

Assessment 1: (October)

We will assess your knowledge and understanding of the unit, draw information from sources, a narrative account and why interpretations differ.

Half

Term

Assessment 2: (December)

Half

Term

2

We will test your knowledge and understanding of the unit. Extended writing based on writing a narrative and we assess your developing source skills.

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 greayer 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 Briatin'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.

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

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

Assessment 4: (May) We will test your knowledge understanding of the unit and

and

source analysis.

Half

Term

1. World War I (1914-19) Our Year 9 studies bring us to focus predominantly on the Twentieth Centrury. This start 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 Batallion. You will assess the significance of events and changes in society through sources

and assess whether or not peace was established in 1919. Half Half Year Term Term 9



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 took place up until May 1929 where women were allowed to vote on the same terms as men in a (May) 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 indetify both intentional and unintentional prejudice in our society today.

Assessment 1: (October)

We will assess your knowledge and understanding of the unit, you will explain different interpretations and make a judgement on them.

Half

Term

Assessment 2: (December)

We will test your knowledge and understanding of the unit. Extended writing based on the causes for the

rise of Hitler and consequences for specific groups.

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

understaniding 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 Japenese 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.

Half Term 5

We will test your knowledge and understanding of analysis.

Assessment 4:

5. The Qing Dynasty (1644 – 1911)

Assessment 3: (March)
We will test your knowledge

and understanding of the unit.

and drawing information from

Additionally, extended writing on

causation assessing interpretations

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 the unit with a look back to the British Empire from Year 8 and see how the East India Company focus on source 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 kev sources.



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

Term

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 Half then the genocide of the Holocaust.

