

We aim to develop historians who know and understand that:

"Whoever wishes to foresee the future must consult the past; for human events ever resemble those of preceding times. This arises from the fact that they are produced by men who ever have been, and ever shall be, animated by the same passions, and thus they necessarily have the same results." ~ Machiavelli

The study of history is to enable students to be able to look critically at events in the past and to make judgements which challenge claims made by historians, through their own interpretation of contemporary source material. It is intended that students will be able to carefully select the relevant evidence to answer an historical enquiry, and be able to write convincingly and logically. It is also intended that students will be able to gain a knowledge and understanding of important events in the past which they can use to challenge a range of interesting hypotheses.

TLS History Curriculum

- Engineering, Aviation, Applied Science
- Alevels, Maths/Further Maths
- Business Accountancy and Finance
- Computer game coding
- University

The Tudors, 1485-1603
ELIZABETH I

THE USA, 1945-1980
Gerald Ford/James Carter
Exam preparation

The Tudors, 1485- 1603
NEA
Elizabeth I

The USA, 1945-1980
Richard Nixon/Gerald Ford/James Carter
NEA

The Tudors, 1485- 1603
NEA
The Little Tudors

The USA, 1945-1980
Lyndon B. Johnson/Richard Nixon
Drafting

Upper VI

The Tudors, 1485- 1603
NEA Henry VIII

The USA, 1945-1980
John F. Kennedy

Research Topic



The Tudors, 1485-1603
Henry VIII

The USA, 1945-1980
Dwight Eisenhower

The Tudors, 1485-1603
Henry VII

The USA, 1945-1980
Harry Truman



Lower VI

Early Elizabethan England, 1558-88
-Queen, government and religion, 1558-69
-Challenges to Elizabeth at home and abroad, 1569-88 -Applying knowledge and understanding of Elizabethan government - Elizabethan society in the Age of Exploration, 1558-88

Weimar and Nazi Germany, 1918-41
-The Weimar Republic, 1918-29
--Analysing sources and interpretations

-Hitler's rise to power, 1919-33
-Nazi control and dictatorship, 1933-39 - Analysing sources and interpretations

Year 11

Weimar and Nazi Germany, 1918-39/ Superpower Relations and the Cold War, 1941- 91
-Life in Nazi Germany, 1933-39 The origins of the Cold War, 1941-58, and Cold war crises, 1958-70
-Applying knowledge and understanding of life in Nazi Germany and the Cold war
-Analysing sources and interpretations

-Superpower Relations and the Cold War, 1941-91 Revision
-Cold War crises, 1958-70
-The end of the Cold war, 1970-

-Revision Exam success
-Application of knowledge
-Analysing sources and interpretations



Year 10

Historic Environment – Whitechapel, c1870- 1900
-Making inferences
-Evaluating the utility of sources for an enquiry
-Following up on sources for enquiries

The Cold War
-Explaining different ideologies
- similarities' and differences
-Second order concepts – causes and consequences

Anti-Semitism and the Holocaust
-Carrying out an historical enquiry using sources and interpretations
-Evaluating the utility of sources for an enquiry
-Supporting judgements with evidence

Year 9

World War 2
-Evaluating historiography
-Providing evidence to make a judgement
-Testing the reliability of contemporary source material and providing context



The early 20th century
-1st world war
-female suffrage – comparing and contrasting – cause and consequence
-Evaluating historiographies



Year 7

What is History? Medieval England
-Describing how we make history and understanding chronology
-Finding contemporary source material and providing context
-Understanding different interpretations of history and presenting them

The Black Death The Peasants' Revolt The Wars of the Roses
-Enquiry-based learning
Investigating contemporary source material and providing context
-Evaluating short and long term impact

The Tudors and Stuarts
-Change and continuity
-Testing the reliability of contemporary source material and providing context
-Evaluating different interpretations of history

Year 8

18th and 19th century Britain
-Locating the British Empire and understanding its strategic importance
-Analysing source material to form an argument
-Comparing and contrasting different economies

