

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



- Law – Barrister/Solicitor
- Politics – internship or policy design
- Journalism – internship or course
- Service Design/Consultancy
- University

The Tudors, 1485-1603
Elizabeth I

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

The Tudors, 1485- 1603
The Little Tudors

The USA, 1945-1980
Lyndon Johnson
Richard Nixon

Upper VI Form

The Tudors, 1485- 1603
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 Form

Crime and Punishment in Britain 1000-the present, including Whitechapel 1970-1890 historical environment;

- applying historical knowledge
- Analysing sources and interpretations

Year 10

-Early Elizabethan England 1558-88.
How society changed during the age of Exploration

An in depth study of the USA between 1954 and 1975.
Why was this a period of conflict both at home and abroad?

Year 11

-Early Elizabethan England, 1558-88
-Elizabethan society in the Age of Exploration, 1558-88

-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

-How did the lives of people change in post war Britain as a result of developments in social equality?

-How Partition affected India during the early post empire period?
- The Swinging Sixties...what social changes took place and how did this period impact peoples lives?

-Germany after World War 1.
How much is World War Two the fault of Hitler or were others also to blame?
How did the British Empire come to Britain's defence during World War Two?
How were the Jewish people able to resist their persecution during the Holocaust?

Year 9

Why did fascism develop in the 1920's?
Who were the Suffragettes?

The India Mutiny, what were the causes and how was it ended?
The causes of the First World War and its impacts on the people who fought it.

Year 7

-Britain during the Romans. What was life like and who were the Britons? How do we know this? What is the evidence?
-What happened to the Roman Empire? Is Emperor Theodosius to blame for its end?
-What was the Golden age of Bagdad

-What were the crusades and why did they happen?
-How and why did the middle ages come to an end? Impact of Black Death; The rise of the Mogul and Ming Empires.

-How were the Tudor and Stuart periods a time of change and also a time of continuity?
-How can people interpret the same events differently?

Year 8

-The decline of slavery, why is 1807 an important year in slavery and why did it not end then?
- A time of revolution, looking at how the French and the Industrial Revolutions changed society.