



HISTORY

CURRICULUM OVERVIEW



HISTORY CURRICULUM - LONG TERM PLAN

CURRICULUM INTENT

At Nottingham Academy we aim to provide high-quality history education, to enable our pupils to gain a coherent knowledge and understanding of Britain’s past and present, and its place in the wider world.

We have designed our curriculum to inspire pupils’ curiosity to know more about the past. Each of our lessons is presented as an enquiry - an ‘emergent puzzle’ - which the pupil is called upon to solve. In addition, each lesson/enquiry introduces and expands upon historical themes, such as empire, revolution, trade, tax and rebellion.

Furthermore, our history curriculum aspires to teach our students how to understand and use key historical concepts such as cause and consequence, similarity and difference, change and continuity, and significance. To this end, our curriculum is structured chronologically, with each lesson/enquiry designed to build upon our pupils’ prior historical knowledge and understanding. Ultimately, our curriculum aims to develop our pupils’ skills as historians, enabling them to investigate the past, construct historical claims, arguments and accounts, and understand that versions of the past may vary, and that historical narrative is to a great extent dependent upon viewpoint.

Furthermore, studying history at Nottingham Academy enables our pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

At Nottingham Academy, our history lessons support all children. We ‘pitch’ our lessons so that all pupils can experience a sense of success. Then, by building our pupils’ knowledge gradually, our lessons lead to a substantial final piece of work. To help our pupils with this, our resources are designed to minimise potential barriers to comprehension. Where possible, lesson activities are adapted using scaffolds and models, to help pupils develop an understanding of good historical thinking, speaking and writing.

Ultimately, we want our pupils to be successful in their history studies, whether these take them as far as GCSE, A-Level or beyond. However, we also want to foster in our pupils a lifelong passion and interest in history. We see this as an investment, which will allow our pupil to have a better understanding of their place in the world in which we live, and to develop a strong sense of pride and belonging as citizens of Nottingham, England and Great Britain. We believe it will also provide them with transferable skills that they will be able to apply to other school subjects, but also to their lives outside of and beyond school, including the ability to distinguish between fact and opinion, and to be able to reach a considered conclusion about what they see and hear on social media. We also strongly believe that studying history helps our pupils to developed qualities necessary for success in their personal and professional lives, such as perseverance, a strong work ethic, independence, communication, empathy, respect and understanding.

KEY CONCEPTS

<p>Cause and Consequence</p> <p>Exploring the causes and consequences of major historical events, such as the reasons behind the Norman Conquest, the impact of the Black Death, and the causes of WWI and WWII.</p>	<p>Similarity and Difference</p> <p>Similarities and differences are based upon an understanding of the complexity of people's lives, differing perspectives and relationships between different groups.</p>	<p>Change and Continuity</p> <p>Identifying what has changed and what has remained the same over different periods, for example, the evolution of medicine from the Medieval period to the Renaissance and modern times, and the societal changes in Victorian and Edwardian Britain.</p>	<p>Significance</p> <p>Assessing the significance of historical events and figures, like the importance of the Elizabethan era, the impact of the Industrial Revolution, and the role of the British Empire.</p>
<p>Knowledge and Understanding</p> <p>Pupils can demonstrate knowledge and understanding of the key features and characteristics of the period studied. This includes an understanding of chronology, and placing a sequence of historical events in their context.</p>	<p>Historical Enquiry</p> <p>Pupils can explain and analyse historical events and periods studied, using second-order historical concepts such as continuity, change, cause, consequence, significance, similarity and difference.</p>	<p>Use of Evidence</p> <p>Pupils can analyse, evaluate and use sources, contemporary to the period, to make substantiated judgements, in the context of historical events studied.</p>	<p>Interpretation</p> <p>Pupils can analyse and evaluate different interpretations of history to make substantiated judgements about them. This includes how and why interpretations may differ in the context of historical events studied.</p>

KEY CONCEPTS MAPPING

	Term 1		Term 2		Term 3	
Year 7	How did the Norman Conquest transform Britain?		What was life like in the Middle Ages?		What was England's place in the world in the late Medieval Period?	
Year 8	How did Britain's role in world developments change after 1500?		How far did conditions improve for the working class in the nineteenth century?		Were the Victorian and Edwardian eras a Golden Age?	
Year 9	How did the First World War transform the world?		What were the causes and consequences of the Second World War?		How did the Second World War shape the world we live in today?	
Year 10	What was medicine in Britain like in the Medieval period?		How did medicine move forward after the Renaissance period?		Was the Elizabethan era a 'Golden Age'?	
Year 11	How did World War One lead to the outbreak of World War Two?		How did Germany change due to defeat in WWI? How and why did Adolf Hitler come to power in 1933, and how did life for Germans change thereafter?		Exam preparation	
Year 12	Henry VII and Consolidation of Tudor Dynasty / Weimar Beginnings	Henry VII and Tudor Society / Weimar Challenges	Henry VIII and Thomas Wolsey / Weimar Golden Age	Henry VIII and Tudor Religion & Reform / Weimar Collapse	The Mid Tudor Crisis: Henry VIII into Edward VI / Nazi Dictatorship	Start of Independent Research
Year 13	Edward VI / Completion of Independent Research	Mary I and Counter-Reformation / The Nazi Terror State	Elizabeth I and the Religious Settlement / the Nazi Racial State	Elizabeth I and Tudor Society / Impact of War	Elizabeth I and Spain / Revision and Exam Preparation	Revision and Exam Preparation

HISTORY KEY CONCEPTS

Cause and Consequence	Similarity and Difference	Change and Continuity	Significance
Knowledge and Understanding	Historical Enquiry	Use of Evidence	Interpretation

DISCIPLINARY LITERACY- KEYWORDS & TERMINOLOGY

	Term 1	Term 2	Term 3			
Year 7	How did the Norman Conquest transform Britain? Keywords: conquest, chronology, chronological, Iron Age, Middle Ages, warfare, political, trade, exploration, period, age, era, times, invasion, Anglo-Saxon, feudalism, Domesday, succession, motte-and-bailey, Harrying, Witan, fyrd, housecarl,	What was life like in the Middle Ages? Keywords: chivalry, peasantry, nobility, Black Death, serfdom, rebellion, feudal, epidemic, abbey, Pope, papal, chronicle, conquest, monasteries, cathedrals, peasant, census	What was England's place in the world in the late Medieval Period? Keywords: Tudor, Renaissance, Reformation, monarch, diplomacy, alliance, Aztec, exploration, Armada, colonisation			
Year 8	How did Britain's role in world developments change after 1500? Keywords: Puritans, Civil War, settlement, parliament, population, Renaissance, Privy Council, plotting, Catholic, Protestant, Holy Communion, Eucharist, denomination, excommunicate, 'idle' poor, 'deserving' poor, Poor Law, Act of Settlement, Act of Union, settlement, 'Northwest Passage', 'Pilgrim Fathers', 'Founding Fathers', New World, Thanksgiving, The First British Empire, East India Company, overseas, Enlightenment	How far did conditions improve for the working class in the nineteenth century? Keywords: industrialisation, revolution, urbanisation, suffrage, factory, Chartism, legislation, abolition, slum, Social, economic, mechanised, reformer, trade union, back-to-back housing, sanitation, capital punishment, capital crime, transportation, 'bloody code', B magistrate, constable, reform, reformer, mutilate, tabloid	Were the Victorian and Edwardian eras a Golden Age? Keywords: Victorian, Edwardian, imperialism, dominion, gentry, aristocracy, innovation, enlightenment, philanthropy, monarchy, House of Correction, pauper			
Year 9	How did the First World War transform the world? Keywords: trench, alliance, armistice, communism, propaganda, conscription, Bolshevik, reparations, shellshock, Treaty of Versailles, assassination, annex, annexation, censorship, propaganda, conscientious objector, conscription	What were the causes and consequences of the Second World War? Keywords: fascism, appeasement, blitzkrieg, Holocaust, Axis, Allies, genocide, resistance, occupation, D-Day, Rearmament, remilitarise, Rhineland, foreign policy, Lebensraum, Reich, 'November Criminals', Czechoslovakia, Sudetenland, ethnic (Germans), appeasement	How did the Second World War shape the world we live in today? Keywords: Cold War, superpower, decolonisation, NATO, Warsaw Pact, Berlin Wall, independence, Commonwealth, MAD Theory, Marshall Plan, nuclear, radiation, exposure, capitalism, socialism, communism, Marshall Plan, Truman doctrine, domino theory, Soviet Bloc, Cold War, NATO, Warsaw Pact			
Year 10	What was medicine in Britain like in the Medieval period? Keywords: leech, miasma, humours, apothecary, herbal, superstition, plague, alchemy, dissection, Galen, factor, supernatural	How did medicine move forward after the Renaissance period? Keywords: anatomy, microscope, vaccination, germ theory, anaesthesia, Pasteur, Lister, Jenner, autopsy, quarantine	Was the Elizabethan era a 'Golden Age'? Keywords: Elizabethan, Armada, Renaissance, playwright, exploration, piracy, Drake, succession, Reformation, courtier			
Year 11	How did World War One lead to the outbreak of World War Two? Keywords: reparations, League of Nations, hyperinflation, totalitarianism, appeasement, Anschluss, Rhineland, Munich Agreement, sanctions, diplomacy	How did Germany change due to defeat in WWI? How and why did Adolf Hitler come to power in 1933, and how did life for Germans change thereafter? Keywords: Weimar, inflation, Putsch, Dawes Plan, Reichstag, coalition, republic, constitution, Stresemann, Ruhr Crisis	Exam preparation			
Year 12	Henry VII and Consolidation of Tudor Dynasty / Weimar Beginnings Keywords: Renaissance, Tudor, usurper consolidation / Constitution, Versailles, Weimar, political, crises, succession	Henry VII and Tudor Society / Weimar Challenges Keywords: absolute/personal monarchy, attainders, first among equals / hyperinflation, Ruhr, instability, parliament, settlement	Henry VIII and Thomas Wolsey / Weimar Golden Age Keywords: reformation, Break from Rome, Chief Minister / Dawes Plan, Stresemann, culture, economy, tolerance, enlightenment	Henry VIII and Tudor Religion & Reform / Weimar Collapse Keywords: Cromwell, Parliament, Statute Law / industrialization, mechanization, urbanization, Great Depression, extremism, Nazis, social upheaval, factories, innovation, economic collapse	The Mid Tudor Crisis: Henry VIII into Edward VI / Nazi Dictatorship Keywords: rebellions, Habsburgs, hereditary lands / industrial, global, influence, consolidation, propaganda, autarky, totalitarianism, Gestapo, Führer, Aryan	Start of Independent Research Keywords: research, methodology, primary sources, secondary sources, thesis, analysis, historiography, argument, interpretation, bibliography
Year 13	Edward VI / Completion of Independent Research Keywords: research, methodology, primary sources, secondary sources, thesis, analysis, historiography, argument, interpretation, bibliography	Mary I and Counter-Reformation / The Nazi Terror State Keywords: welfare state, social movement, war economy, Holocaust, genocide, liberation, occupation, refugee, rationing, recovery	Elizabeth I and the Religious Settlement / the Nazi Racial State Keywords: via media, middle road, excommunication / party politics, social reform, integration, Wannsee, concentration camps, extermination, resistance, collaboration, memorialization, reparations	Elizabeth I and Tudor Society / Impact of War Keywords: colonization, abolition, independence, Nuremberg Trials, denazification, legacy, reparations, commonwealth, tribunal, international law	Elizabeth I and Spain / Revision and Exam Preparation Keywords: revision, exam techniques, practice papers, time management, essay planning, source analysis, historiographical debate, model answers, stress management, assessment criteria	Revision and Exam Preparation Keywords: revision, exam techniques, practice papers, time management, essay planning, source analysis, historiographical debate, model answers, stress management, assessment criteria

ADAPTATIONS FOR SEND STUDENTS IN HISTORY LESSONS

GENERAL HISTORY SEND STRATEGIES

READING SUPPORT

- **Extended Reading Material**- Provide historical texts with key events, dates, and names underlined or emboldened.
- **Modelling Reading** - Teachers read historical documents aloud, modelling fluency and intonation.
- **Full Sentence Responses** - Require students to answer historical questions in full sentences, both verbally and in writing.
- **Pre-teaching Academic Vocabulary** - Introduce and define key historical terms before reading.
- **Thinking Time** - Allow students time to think and plan their responses to historical questions.
- **Key Word Banks** - Provide a list of key historical terms and definitions at the start of each unit.
- **Scaffolded Writing Tasks** - Break down complex historical writing tasks into smaller, manageable steps.
- **'I do, We do, You do' Strategy** - Model historical writing tasks, practice together, then have students complete them independently.
- **Editing and Improving Writing** - Allocate time for students to read, edit, and improve their historical writing.
- **Correction of Errors** - Encourage students to correct spelling, grammar, and punctuation errors using a green pen.

EXAM PREPARATION

- **Practice Past Papers** - Use past exam papers to familiarize students with the format and types of questions they will encounter.
- **Timed Practice** - Conduct timed practice sessions to help students manage their time effectively during exams.
- **Revision Sessions** - Hold focused revision sessions on key historical periods and events.
- **Mind Mapping** - Encourage students to create mind maps to visually organize and connect key historical events and themes.
- **Mock Exams** - Conduct mock exams under exam conditions to give students a realistic practice experience.

ADDITIONAL SUPPORT

- **Interactive Activities** - Incorporate interactive activities such as role-playing, debates, and simulations to engage students and enhance their understanding of historical events and perspectives.
- **Multimedia Resources** - Use videos, documentaries, and online resources to provide varied perspectives and additional context for historical events.

SEND WITHIN HISTORY KEY CONCEPTS

<p>Knowledge and Understanding</p> <p>Adaptation: Use visual timelines and interactive activities to help students understand the sequence of events. Example: Create a large visual timeline in the classroom that includes images and short descriptions of key events. Allow students to add events to the timeline during lessons.</p>	<p>Cause and Consequence</p> <p>Adaptation: Simplify complex cause-and-effect relationships using clear, step-by-step explanations and graphic organizers. Example: Use a cause-and-effect chart to break down the reasons behind the Norman Conquest and its effects on Anglo-Saxon society. Provide sentence starters to help students complete the chart.</p>	<p>Change and Continuity</p> <p>Adaptation: Highlight key changes and continuities with color-coded notes and simplified texts. Example: Provide a worksheet with columns for "Changes" and "Continuities" during the Industrial Revolution, using coloured markers to differentiate between the two.</p>	<p>Significance</p> <p>Adaptation: Use multimedia resources (videos, audio clips) to explain why certain events or figures are significant. Example: Show a short documentary on the significance of the Elizabethan era, followed by a discussion with guided questions to reinforce understanding.</p>
<p>Interpretation</p> <p>Adaptation: Provide multiple sources in various formats (e.g., simplified texts, images) and guide students through the process of comparing them. Example: Give students two simplified accounts of the causes of WWII and guide them in identifying similarities and differences through a structured worksheet.</p>	<p>Historical Enquiry</p> <p>Adaptation: Scaffold the enquiry process with structured templates and checklists. Example: Use a research template that breaks down the steps of investigating the causes of the English Civil War, including sections for questions, sources, notes, and conclusions.</p>	<p>Use of Evidence</p> <p>Adaptation: Provide annotated examples of primary and secondary sources with explanations of how to interpret them. Example: Present an annotated primary source from the Victorian era, highlighting key features and providing questions to guide analysis.</p>	<p>Similarity and Difference</p> <p>Adaptation: Scaffold the comparison process with structured templates and emphasis on key vocabulary to compare and contrast. Example: Organize an answer comparing similarities between the factors in medical advancement, focusing on simple structure and use of 'likewise' and 'similarly'.</p>

LONG TERM PLAN- A CURRICULUM OVERVIEW

	Term 1	Term 2	Term 3
Year 7	<p>How did the Norman Conquest transform Britain?</p> <p>Students will study the history of the British Isles prior to the Norman conquest, expanding on their KS2 studies of Roman Britain. They will also explain the causes of the Norman invasions and the consequences it had on Anglo-Saxon society and culture.</p>	<p>What was life like in the Middle Ages?</p> <p>Students will study the attitudes and lifestyles of people in the Middle Ages, and how these changed over time. They will examine the evolution of castles, the English language, and the role of women. They will also consider the significance of popular protest by examining the causes and consequences of the Peasants' Rebellion, as well as how society dealt with the Black Death.</p>	<p>What was England's place in the world in the late Medieval Period?</p> <p>Students will examine the relationship between England and the wider world, especially with neighbouring countries such as France, Ireland, Wales, and Scotland. They will study the transformation England underwent under the Tudors and explore the Aztec culture and its impact on the wider world.</p>
Year 8	<p>How did Britain's role in world developments change after 1500?</p> <p>Students will examine why and how the world was opening up to the Elizabethans, setting the foundations for the British Empire. They will study the turbulent years of the English Civil War and its impact on Britain, as well as Britain's involvement in the early history of North America.</p>	<p>How far did conditions improve for the working class in the nineteenth century?</p> <p>Students will delve deep into the social and political history of Britain by examining the impact of the Industrial Revolution on British towns and countryside (including Nottingham), investigating the Jack the Ripper murders, and assessing the impact of the abolition of slavery on the British landscape.</p>	<p>Were the Victorian and Edwardian eras a Golden Age?</p> <p>Students will examine the impact of the British Empire on both Britain and its dominions, and evaluate the quality of life in Victorian and Edwardian Britain. They will use skills invaluable to a historian, such as analysing a range of sources and evaluating historians' opinions.</p>
Year 9	<p>How did the First World War transform the world?</p> <p>Students will study the impact of WWI on Britain and the wider world, examining the contribution of soldiers of the British Empire, the birth of communist Russia, and the defeat of Germany.</p>	<p>What were the causes and consequences of the Second World War?</p> <p>Students will examine the causes of WWII, including the actions of Hitler and the failure of the British and French to stop him. They will study the key turning points in the war to understand the reasons for the Allied victory. Finally, they will study the Holocaust and its legacy.</p>	<p>How did the Second World War shape the world we live in today?</p> <p>Students will study the origins of the Cold War and its key events, including the Cuban Missile Crisis and the Berlin Wall. They will study the transformation of the British Empire to a Commonwealth by examining how some colonies, like India and Jamaica, gained their independence. Finally, they will study the evolution of British and Western culture in the 1950s, 1960s, and 1980s.</p>
Year 10	<p>What was medicine in Britain like in the Medieval period?</p> <p>Students will study the impact of the Ancient Greeks and Romans on the development of medicine, surgery, and public health in the Medieval period. They will assess whether medicine progressed or stayed the same during this period.</p>	<p>How did medicine move forward after the Renaissance period?</p> <p>Students will examine the role played by individuals, among other factors, in helping medicine develop and move forward into the modern era. They will study the impact of major discoveries in the field of medicine and how they evolved into the 21st century.</p>	<p>Was the Elizabethan era a 'Golden Age'?</p> <p>Students will study this key period of British history and examine the major changes that occurred, which shaped the Britain we live in today. They will study the culture, architecture, religion, and politics of this period and consider their impact on modern society. This topic builds on the students' studies in Year 8 and lays the foundation for their A Level topic of The Tudors.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 11</p>	<p>How did World War One lead to the outbreak of World War Two?</p> <p>Students will study the interwar period (1918-1939). They will examine the impact of the post-war international agreements and the birth of the League of Nations (today's United Nations). They will analyse and evaluate the foreign policies of European nations and their contributions to the outbreak of WWII.</p>		<p>How did Germany change due to defeat in WWI? How and why did Adolf Hitler come to power in 1933, and how did life for Germans change thereafter?</p> <p>Students will study the early history of the German nation as it vied to rival the power of the British Empire. They will examine the impact of the First World War on German society, as well as the challenges the new democratic government faced between 1919 and 1924. Lastly, they will examine the recovery of Germany after 1924 and the beginnings of the Nazi Party and Adolf Hitler.</p> <p>Students will study the causes behind Hitler's rise to power and evaluate and prioritize these causes. They will examine how the lives of ordinary Germans changed due to Nazi policies, including the opposition towards the Nazi state, as well as the impact of WWII.</p>		<p>Exam preparation</p>	
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 12</p>	<p>Henry VII and Consolidation of Tudor Dynasty / Weimar Beginnings</p> <p>Component 1: Breadth Study</p> <ul style="list-style-type: none"> Students will study the development of the Crown following the War of the Roses, and how Henry VII consolidated his position. <p>Component 2: Depth Study</p> <ul style="list-style-type: none"> Students will study the establishment and early years of the Weimar Republic (1918-1924), examining the political crises, the Weimar Constitution, and the Treaty of Versailles. 	<p>Henry VII and Tudor Society / Weimar Challenges</p> <p>Component 1: Breadth Study</p> <ul style="list-style-type: none"> Students will study Henry VII's foreign policy, financial policy, and changes in government and society.. <p>Component 2: Depth Study</p> <ul style="list-style-type: none"> Students will study the economic and social issues of the Weimar Republic, including hyperinflation, the invasion of the Ruhr, and political instability. 	<p>Henry VIII and Thomas Wolsey / Weimar Golden Age</p> <p>Component 1: Breadth Study</p> <ul style="list-style-type: none"> Students will study the first twenty years of Henry VIII's reign, especially the work of Thomas Wolsey as the King's Chief Minister. <p>Component 2: Depth Study</p> <ul style="list-style-type: none"> Students will study the Golden Age of the Weimar Republic (1924-1928), including economic developments, social changes, and cultural achievements. 	<p>Henry VIII and Tudor Religion & Reform / Weimar Collapse</p> <p>Component 1: Breadth Study</p> <ul style="list-style-type: none"> Students will study the reforms made by Henry VIII and Thomas Cromwell, and the impact of the reformation. <p>Component 2: Depth Study</p> <ul style="list-style-type: none"> Students will study the collapse of the Weimar Republic (1928-1933), focusing on the Great Depression, the rise of extremism, and the appointment of Hitler as Chancellor. 	<p>The Mid Tudor Crisis: Henry VIII into Edward VI / Nazi Dictatorship</p> <p>Component 1: Breadth Study</p> <ul style="list-style-type: none"> Students will study the issues of succession and religion as the throne passed from Henry VIII to his son, Edward. <p>Component 2: Depth Study</p> <ul style="list-style-type: none"> Students will study the Nazi dictatorship (1933-1939), examining the consolidation of power, the terror state, and the propaganda used by the Nazis.

<p>Edward VI / Completion of Independent Research</p> <p>Component 1: Breadth Study</p> <ul style="list-style-type: none"> Students will study the reign of the 'boy king', Edward VI and the extent of the Edwardian Reformation. <p>Independent Research Coursework</p> <ul style="list-style-type: none"> Students will continue their independent research coursework, finalizing their research, writing, and presenting their findings. 	<p>Mary I and Counter-Reformation / The Nazi Terror State</p> <p>Component 1: Breadth Study</p> <ul style="list-style-type: none"> Students will study the changes made to religion and society in the reign of Mary. <p>Component 2: Depth Study</p> <ul style="list-style-type: none"> Students will study the impact of the Second World War on Nazi Germany (1939-1945), focusing on the war economy, the Holocaust, and the defeat of Nazi Germany. 	<p>Elizabeth I and the Religious Settlement / the Nazi Racial State</p> <p>Component 1: Breadth Study</p> <ul style="list-style-type: none"> Students will study the causes and impact of the Elizabethan Reformation, and the causes for its termination. <p>Component 2: Depth Study</p> <ul style="list-style-type: none"> Students will study the final solution and the Holocaust, examining the Wannsee Conference, the role of concentration camps, and the aftermath of the Holocaust. 	<p>Elizabeth I and Tudor Society / Impact of War</p> <p>Component 1: Breadth Study</p> <ul style="list-style-type: none"> Students will study the change and continuity in Elizabethan society, including the arts and theatre, and the treatment of the poor. <p>Component 2: Depth Study</p> <ul style="list-style-type: none"> Students will study the aftermath of Nazi Germany, including the Nuremberg Trials, denazification, and the legacy of the Third Reich. 	<p>Elizabeth I and Spain / Revision and Exam Preparation</p> <p>Component 1: Breadth Study</p> <ul style="list-style-type: none"> Students will complete their studies of Tudor England by looking at the impact of the reversal of the Religious Settlement on foreign policy and the security of the kingdom. <p>Revision and Exam Preparation</p> <p>Students will engage in intensive revision and exam preparation for their A-level history exams, focusing on key topics, exam techniques, and practice papers.</p>	<p>Revision and Exam Preparation</p> <p>Students will engage in intensive revision and exam preparation for their A-level history exams, focusing on key topics, exam techniques, and practice papers.</p>
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HISTORY AT PRIMARY PHASE- AT A GLANCE

Early Years Foundation Stage (EYFS)

- **Term 1:** Introduce class timeline, family history, personal events, occupations (Vets)
- **Term 2:** Class timeline, Bonfire Night, Remembrance Day, Nativity story and performance, family history
- **Term 3:** Class timeline, space exploration, significant female astronauts, family history
- **Term 4:** Class timeline, Stephen Lawrence Day, family history
- **Term 5:** Class timeline, family history
- **Term 6:** Class timeline, family history, farm trip (occupations)

Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • Term 1: Guy Fawkes (Significant event beyond living memory) • Term 2: Toys (Changes outside of living memory) • Term 3: George Green - Green's Windmill (Local study) • Term 4: Dinosaurs (First discovery and extinction, event beyond living memory and significant person) 	<ul style="list-style-type: none"> • Term 1: Neil Armstrong and the first moon landing (Significant person and event) • Term 2: Great Fire of London (Significant event) • Term 3: The first flight - Bessie Coleman (Significant individual and event) 	<ul style="list-style-type: none"> • Term 1: The Stone Age to Iron Age • Term 2: Romans and their impact on Britain • Term 3: Ancient Egypt
Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Term 1: The Anglo-Saxons • Term 2: Mayan and Aztec civilizations • Term 3: The changing power of British monarchs 	<ul style="list-style-type: none"> • Term 1: The Vikings • Term 2: The Victorians • Term 3: The Rise and Fall of the British Empire 	<ul style="list-style-type: none"> • Term 1: WWII - Significant turning point in British history • Term 2: Ancient Greece

HISTORY KEY CONCEPTS

Chronological Understanding	Cause and Consequence	Change and Continuity	Significance
Interpretation	Historical Enquiry	Use of Evidence	Historical Empathy

NOTTINGHAM ACADEMY HISTORY & NATIONAL CURRICULUM COMPLIANCE

1. Development of Church, State, and Society in Medieval Britain 1066-1509	2. Development of Church, State, and Society in Britain 1509-1745	3. Ideas, Political Power, Industry, and Empire: Britain, 1745-1901
<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 7 Term 1: How did the Norman Conquest transform Britain? Year 7 Term 2: What was life like in the Middle Ages? Year 7 Term 3: What was England's place in the world in the late Medieval Period? 	<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 8 Term 1: How did Britain's role in world developments change after 1500? Year 10 Term 3: Was the Elizabethan era a 'Golden Age'? 	<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 8 Term 2: How far did conditions improve for the working class in the nineteenth century? Year 8 Term 3: Were the Victorian and Edwardian eras a Golden Age? Year 10 Term 1: What was medicine in Britain like in the Medieval period? Year 10 Term 2: How did medicine move forward after the Renaissance period?
4. Challenges for Britain, Europe, and the Wider World 1901 to the Present Day	5. A Local History Study	6. Study of an Aspect or Theme in British History That Consolidates and Extends Chronological Knowledge from Before 1066
<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 9 Term 1: How did the First World War transform the world? Year 9 Term 2: What were the causes and consequences of the Second World War? Year 9 Term 3: How did the Second World War shape the world we live in today? Year 11 Term 1: How did World War One cause the outbreak of World War Two? Year 11 Term 2: How did Germany change due to defeat in WWI? Year 11 Term 3: How and why did Adolf Hitler come to power in 1933, and how did life for Germans change thereafter? 	<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 8 Term 2: How far did conditions improve for the working class in the nineteenth century? (including Nottingham) 	<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 7 Term 2: What was life like in the Middle Ages? Year 9 Term 3: How did the Second World War shape the world we live in today?
7. At Least One Study of a Significant Society or Issue in World History and Its Interconnections with Other World Developments		
<p>Nottingham Academy Curriculum Alignment:</p> <ul style="list-style-type: none"> Year 7 Term 3: What was England's place in the world in the late Medieval Period? (including the Aztec culture) Year 9 Term 1: How did the First World War transform the world? (including the birth of communist Russia) Year 9 Term 3: How did the Second World War shape the world we live in today? (including the transformation of the British Empire to a Commonwealth) 		