



HISTORY

CURRICULUM OVERVIEW



HISTORY CURRICULUM - LONG TERM PLAN

CURRICULUM INTENT

At the Nottingham Academy we aim to provide high-quality history education, which helps pupils gain a coherent knowledge and understanding of Britain’s past and that of the wider world. Our curriculum is designed to inspire pupils’ curiosity to know more about the past. It teaches them to understand important historical concepts such as cause and consequence, similarity, and difference, change and continuity, and significance, to arrive at their own substantiated judgements about the past. Studying history at the Nottingham Academy enables 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.

Our enquiries are organised around substantive concepts (such as empire, revolution) and second order concepts (such as cause, consequence). The sequence of our enquiries is chronological. The enquiries themselves will use a narrative to help pupils make sense of the substantive concepts on which they focus. Within each enquiry, pupils will encounter substantive concepts which will be illustrated through concrete examples. Each enquiry is designed to be an ‘emergent puzzle’ and each lesson promotes pupil thought about this emergent puzzle. We achieve this by blending secure substantive knowledge with rich disciplinary knowledge to refine pupils’ appreciation and practice of historical argument.

We want Nottingham Academy’s history lessons to support all children. Our lessons are pitched so that all pupils can experience an early sense of success. Our enquiries are intended to build pupil knowledge gradually. Focusing each lesson sequence on a clear enquiry question provides scope for building to a substantial final piece of work. Our resources are designed to minimise potential barriers to comprehension. Where possible, activities will be adapted using scaffolds and models to help pupils develop an understanding of good historical writing.

Students improve at history by building up knowledge of the past which is increasingly complex and secure. As they study periods, events and people, they develop a rich understanding of these past places and times. Through studying these topics, students also build their chronological knowledge, developing secure chronological frameworks, a sense of period and a coherent narrative of broad developments over time. Through repeated encounters in different historical contexts students also develop their knowledge of important substantive concepts such as empire, trade, tax and rebellion. These layers of knowledge, built over multiple enquiries, give students the foundation to learn new, and increasingly complex information in history, and our curriculum is designed to build this knowledge effectively and secure it in memory. With secure knowledge of the past, students are also able to learn about the discipline of history.

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>Demonstrate knowledge and understanding of the key features and characteristics of the period studied. Including an understanding of chronology, placing a sequence of historical events in their context.</p>	<p>Historical Enquiry</p> <p>Explaining and analysing 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>Analysing, evaluating and using sources, contemporary to the period, to make substantiated judgements, in the context of historical events studied.</p>	<p>Interpretation</p> <p>Analysing and evaluating different interpretations of history to make substantiated judgements about them. Including 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 cause 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?	
Year 12	Consolidation of Tudor Dynasty and Weimar Beginnings	Tudor Society and Weimar Challenges	Change in Tudor Britain and Weimar Golden Age	Tudor Religion and Reform and Weimar Collapse	The Mid Tudor Crisis and Nazi Dictatorship	Start of Independent Research
Year 13	Completion of Independent Research	Instability and Consolidation The Nazi Terror State	Royal Authority of Mary I and the Nazi Racial State	Triumph of Elizabeth and Impact of War	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, Normans, invasion, Anglo-Saxon, feudalism, Domesday, Domesday, succession, Battle of Hastings, motte-and-bailey		What was life like in the Middle Ages? Keywords: chivalry, peasantry, nobility, Black Death, serfdom, rebellion, feudal, manorialism, troubadour, abbey		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: Elizabethan, empire, colonisation, Puritans, Civil War, exploration, settlement, mercantilism, Armada, parliament		How far did conditions improve for the working class in the nineteenth century? Keywords: industrialisation, revolution, urbanisation, suffrage, proletariat, factory, Chartism, legislation, abolition, slum		Were the Victorian and Edwardian eras a Golden Age? Keywords: Victorian, Edwardian, imperialism, dominion, gentry, aristocracy, innovation, enlightenment, philanthropy, monarchy	
Year 9	How did the First World War transform the world? Keywords: trench, alliance, armistice, communism, propaganda, conscription, Bolshevik, reparations, shellshock, Treaty of Versailles		What were the causes and consequences of the Second World War? Keywords: fascism, appeasement, blitzkrieg, Holocaust, Axis, Allies, genocide, resistance, occupation, D-Day		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	
Year 10	What was medicine in Britain like in the Medieval period? Keywords: leech, miasma, humours, apothecary, herbal, superstition, plague, alchemy, dissection, Galen		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 cause 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? Keywords: Weimar, inflation, Putsch, Dawes Plan, Reichstag, coalition, republic, constitution, Stresemann, Ruhr Crisis		How and why did Adolf Hitler come to power in 1933, and how did life for Germans change thereafter? Keywords: Führer, propaganda, Gestapo, Nuremberg Laws, autarky, Aryan, Kristallnacht, Lebensraum, indoctrination, SS	
Year 12	Consolidation of Tudor Dynasty and Weimar Beginnings Keywords: Renaissance, Reformation, Tudor, monarchy, constitution, Versailles, Weimar, political, crises, succession	Tudor Society and Weimar Challenges Keywords: Civil War, Interregnum, Restoration, hyperinflation, Ruhr, instability, Puritans, royalists, parliament, settlement	Change in Tudor Britain and Weimar Golden Age Keywords: Glorious, Revolution, Hanoverian, prosperity, Dawes Plan, Stresemann, culture, economy, tolerance, enlightenment	Tudor Religion and Reform and Weimar Collapse Keywords: industrialization, mechanization, urbanization, Great Depression, extremism, Nazis, social upheaval, factories, innovation, economic collapse	The Mid Tudor Crisis and Nazi Dictatorship Keywords: 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	Completion of Independent Research Keywords: research, methodology, primary sources, secondary sources, thesis, analysis, historiography, argument, interpretation, bibliography	Instability and Consolidation The Nazi Terror State Keywords: welfare state, social movement, war economy, Holocaust, genocide, liberation, occupation, refugee, rationing, recovery	Royal Authority of Mary I and the Nazi Racial State Keywords: party politics, social reform, integration, Wannsee, concentration camps, extermination, resistance, collaboration, memorialization, reparations	Triumph of Elizabeth and Impact of War Keywords: colonization, abolition, independence, Nuremberg Trials, denazification, legacy, reparations, commonwealth, tribunal, international law	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

<p>READING SUPPORT</p> <ul style="list-style-type: none"> • Extended Reading Material- Provide historical texts with key events, dates, and names underlined or emboldened. • Modeling Reading- Teachers read historical documents aloud, modeling 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.
<p>EXAM PREPARATION</p> <ul style="list-style-type: none"> • 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.
<p>ADDITIONAL SUPPORT</p> <ul style="list-style-type: none"> • 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>CHANGE Adaptation: Use role-playing and creative writing to help students understand historical perspectives. Example: Organize a role-playing activity where students act as medieval peasants during the Black Death, and then write a diary entry from their character's perspective.</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>

Year 11	<p>How did World War One cause 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?</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>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 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>	
Year 12	<p>The Tudor Monarchy and Weimar Beginnings</p> <p>Component 1: Breadth Study</p> <ul style="list-style-type: none"> Students will study the development of Church, state, and society in Britain from 1509-1745, focusing on the Renaissance, Reformation, and the Tudor monarchy. <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>English Civil War and Weimar Challenges</p> <p>Component 1: Breadth Study</p> <ul style="list-style-type: none"> Students will study the English Civil War, Interregnum, and the Restoration, focusing on the causes, events, and consequences of the civil wars throughout Britain. <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>Glorious Revolution and Weimar Golden Age</p> <p>Component 1: Breadth Study</p> <ul style="list-style-type: none"> Students will study the Glorious Revolution, the Act of Union 1707, and the Hanoverian succession, examining the political and social changes in Britain. <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>Industrial Revolution and Weimar Collapse</p> <p>Component 1: Breadth Study</p> <ul style="list-style-type: none"> Students will study the development of political power, industry, and empire in Britain from 1745-1901, focusing on the Industrial Revolution and the British Empire. <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>Britain as First Industrial Nation and Nazi Dictatorship</p> <p>Component 1: Breadth Study</p> <ul style="list-style-type: none"> Students will study Britain as the first industrial nation, including the impact on society, party politics, and social reform. <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>Start of Independent Research</p> <p>Independent Research Coursework</p> <ul style="list-style-type: none"> Students will begin their independent research coursework, focusing on a chosen historical topic, formulating research questions, and gathering sources.

20th Century Britain and Nazi State

Component 1: Breadth Study

- Students will study Britain’s role in the world from 1901 to the present day, focusing on the world wars, decolonization, and Britain’s place in the modern world.

Component 2: Depth Study

- Students will study the radical state of Nazi Germany (1933-1941), including Nazi racial ideology, policies towards minorities, and anti-Semitism.

Independent Research Coursework

- Students will continue their independent research coursework, finalizing their research, writing, and presenting their findings.

Post-War Britain and WWII Impact on Nazi Germany

Component 1: Breadth Study

- Students will study social, cultural, and technological change in post-war British society, including the creation of the welfare state and social movements.

Component 2: Depth Study

- 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.

Political Landscape and Holocaust

Component 1: Breadth Study

- Students will study Britain’s changing political landscape, including party politics, social reform, and Britain’s relationship with Europe.

Component 2: Depth Study

- Students will study the final solution and the Holocaust, examining the Wannsee Conference, the role of concentration camps, and the aftermath of the Holocaust.

British Empire and Aftermath of Nazi Germany

Component 1: Breadth Study

- Students will study the British Empire in-depth, including a focus on India, the abolition of slavery, and the impact of British rule on colonized societies.

Component 2: Depth Study

- Students will study the aftermath of Nazi Germany, including the Nuremberg Trials, denazification, and the legacy of the Third Reich.

Completion of Independent Research

Independent Research Coursework

- Students will continue and complete their independent research coursework, finalizing their research, writing, and presenting their findings.

Revision and Exam Preparation

Students will engage in intensive revision and exam preparation for their A-level history exams, focusing on key topics, exam techniques, and practice papers.

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) 		