**The Nottingham Emmanuel School – HistoryCurriculum Map (2022-2023)**

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| Intent statement | | | The History curriculum is designed to provide a stimulating narrative of British and international histories. We endeavour to provide a diverse curriculum with ‘windows’ to other cultures and traditions for students and ‘mirrors’ so that our students see themselves reflected in the curriculum. Every year and topic has an overarching key enquiries, supported by lesson enquiries with second-order concepts at their core such as change and continuity, cause and consequence, significance, similarity and difference, sources and interpretations. While being ambitious, History is also inclusive both in what is taught, as well as how. As such we ensure our lessons are accessible and personalised. | | | | | | | | | | | | | | | | | | |
| Diversity across the curriculum | | | Our curriculum represents the diversity of our students by ensuring that a diverse range of people from across the world, different countries, religions, genders and races are represented in the content covered in all our units. | | | | | | | | | | | | | | | | | | |
|  |  | | AUT 1 | | AUT 2 | | | | SPR 1 | | | | SPR 2 | | | | SUM 1 | | | | SUM 2 |
| Year 7 | Title and objectives | | **Who was the most powerful 43AD – 1645?** | | | | | | | | | | | | | | | | | | |
| Pre-1066 Invasions | | Norman Conquest | | | Medieval world and England | | | | Renaissance around the world | | | | Moghuls & Tudors | | | | Stuarts, witchcraft and Civil War | |
| Core knowledge | | * Roman Invasion and conquest of England * Anglo-Saxon Invasion and conquest * Viking invasions and raids * Norman Invasion | | * 4 contenders * Battles of 1066 * Bayeux Tapestry * Castles * Feudal System * Domesday Book | | | * Silk roads * Medieval Church * Queen Matilda * Henry II * Richard the Lionheart and crusades * King John * Black Death | | | | * Reformation * Age of exploration & inventions * Songhai Empire * Ming Kingdom * Inca Empire * Benin Kingdom * Suleiman the Magnificent | | | | * Tudors Monarchs to compare with Moghuls * Rulers: Babur, Akbar, Shah Ghan, Aurangzeb * Battle of Panipat * Maratha Empire (Hindu) * Taj Mahal | | | | * Stuarts * Gun powder Plot * English Civil War * Witch Trials | |
| Skills | | Change and continuity  Sources | | Cause and consequence  interpretations | | | Significance  Sources | | | | Similarity and difference  Sources | | | | Similarity and difference  Interpretations | | | | Significance  Interpretations | |
| Covid recovery | | ‘Write like a historian’ strategies utilised for skills like source and interpretation skills that were missed in distance learning and AFL to assess gaps in knowledge to ensure a strong skills and knowledge base. | | | | | | | | | | | | | | | | | | |
| Careers | | Design a museum to represent renaissance around the world (SPR2); which artefacts should be shown? Using a museum curator career profile to help with the activity. | | | | | | | | | | | | | | | | | | |
| Year 8 | Title and objectives | | **How did the world dramatically change from 1600 – 1900?** | | | | | | | | | | | | | | | | | | |
| Slave Trade 1600-1800s | | British Empire and Industrial Revolution 1700 – 1800s | | Suffragettes | | | | Why should the forgotten be remembered in WW1? | | | | World War II & Holocaust | | | | Decolonisation | | |
| Core knowledge | | * British origins of slave trade * Middle Passage * Life on British plantations * Resistance * Rebellions * Abolition * Legacy | | * British empire   • Empire in India: EIC and Raj rule  •Empire in Ireland  • Scramble for Africa  • Farming to factories  • Population  • Transport  • Local connection to Slavery/lace market  • Conditions in Towns | | * Women in Victorian England * Suffragists * Suffragettes * Hunger Strike & Direct Action * Suffragettes at war | | | | * *Causes of the WW1* * *Trench Warfare* * *Soldiers from the Empire* * *Middle Eastern Campaign* * *African Campaign* * *Treaty of Versailles* | | | | * League of Nations * Road to WW2: Appeasement * Blitz * D- Day * Atomic Bomb & VJ day * Holocaust: Persecution to Genocide * Bystander or perpetrator? * Jews fighting back | | | | * Ghandi * Partition of India and Pakistan * African de-colonisation * Jamaican Independence * Irish Easter Rising * Commonwealth | | |
| Skills | | * Source analysis * Change and continuity | | Significance  Interpretations | | * Cause and consequence * Source analysis | | | | * Significance * Source analysis | | | | * Cause and consequence * Interpretations | | | | * Significance * Interpretations | | |
| Covid recovery | | ‘Write like a historian’ strategies utilised for skills like source and interpretation skills that were missed in distance learning and AFL to assess gaps in knowledge to ensure a strong skills and knowledge base. | | | | | | | | | | | | | | | | | | |
| Careers | | Develop students’ understanding of importance of historical knowledge in game design by linking with Confetti College to design a WW1 game (SPR2) | | | | | | | | | | | | | | | | | | |
| Year 9 (EBACC) | Title and objectives | | **How did the world respond to conquest and rival ideologies?** | | | | | | | | | | | | | | | | | | |
| Cold War | | Arab-Israeli Conflict | | | | Terrorism through time | | | | Fight for Rights | | | | GCSE AQA | | | | GCSE AQA |
| Core knowledge | | * Post-WW2’S rivalry * Berlin Crisis * Space Race * MAD * Cuban Missile Crisis * JFK’s assassination * Proxy wars * Fall of Berlin Wall and USSR | | * Land claims * Balfour Declaration * Wars * Intifada * Peace Process | | | | * Terrorism introduction * Robespierre * Suffragettes * Irish troubles * Munich Olympics * Mandela * 9/11 * Norway * ISIS * Extinction Rebellion * Tackling terrorism | | | | * Emancipation Proclamation * Segregation & KKK * American Civil Rights Movement * Martin Luther King Jr and Malcolm X * Wind Rush * Civil Rights Movement in Britain * Feminism * Refugee Rights | | | | Paper 1: Wider world depth studies: WW1 | | | | Paper 1: Wider world depth studies: WW1 |
| Skills | | * Cause and consequence * Source analysis * Transfer task | | Significance  Source analysis  Transfer tasks | | | | Similarity and difference  Interpretations  Transfer tasks | | | | Change and continuity  Source Analysis  Transfer tasks | | | | AO1: Knowledge, AO2: second order concepts, AO3: source analysis | | | | AO1: Knowledge, AO2: second order concepts, AO3: source analysis |
| Covid recovery | | ‘Write like a historian’ strategies utilised for skills like source and interpretation skills that were missed in distance learning and AFL to assess gaps in knowledge to ensure a strong skills and knowledge base. | | | | | | | | | | | | | | | | | | |
| Careers | | Develop understanding of importance of historical knowledge in field of conflict resolution/humanitarian/refugee charity work around Arab-Israeli Conflict topic in Aut2 | | | | | | | | | | | | | | | | | | |
| Year 9 (KS3) | | Title and objectives | **How did the world respond to conquest and rival ideologies?** | | | | | | | | | | | | | | | | | | |
| Cold War | Arab-Israeli Conflict | | Terrorism through time | | | | Fight for Rights | | | | GCSE AQA | | | | GCSE AQA | | | |
| Core knowledge | * Post-WW2’S rivalry * Berlin Crisis * Space Race * MAD * Cuban Missile Crisis * JFK’s assassination * Proxy wars * Fall of Berlin Wall and USSR | * Land claims * Balfour Declaration * Wars * Intifada * Peace Process | | * Terrorism introduction * Robespierre * Suffragettes * Irish troubles * Munich Olympics * Mandela * 9/11 * Norway * ISIS * Extinction Rebellion * Tackling terrorism | | | | * Emancipation Proclamation * Segregation & KKK * American Civil Rights Movement * Martin Luther King Jr and Malcolm X * Wind Rush * Civil Rights Movement in Britain * Feminism | | | | Paper 1: Wider world depth studies: WW1  Part one: The causes of the First World War   * The Alliance System * Anglo-German rivalry * Outbreak of war   Part two: The First World War: stalemate   * The Schlieffen Plan. * The Western Front. * The wider war. | | | | Paper 1: Wider world depth studies: WW1  Part three: Ending the war   * Changes in the Allied Forces * Military developments in 1918 and their contribution to Germany’s defeat * Germany surrenders | | | |
| Skills | * Cause and consequence * Source analysis | Significance  Source analysis | | Change and continuity  Interpretations | | | | Change and continuity  Source Analysis | | | | AO1: Knowledge, AO2: second order concepts, AO3: source analysis | | | | AO1: Knowledge, AO2: second order concepts, AO3: source analysis | | | |
| Covid recovery | ‘Write like a historian’ strategies utilised for skills like source and interpretation skills that were missed in distance learning and AFL to assess gaps in knowledge to ensure a strong skills and knowledge base. | | | | | | | | | | | | | | | | | | |
| Careers | Develop understanding of importance of historical knowledge in field of conflict resolution/humanitarian/refugee charity work around Arab-Israeli Conflict topic in Aut2 | | | | | | | | | | | | | | | | | | |
| Year 10 |  | | Anglo-Saxon and Norman England 1064-1088 | | Anglo-Saxon and Norman England 1064-1088 | | | | Anglo-Saxon and Norman England 1064-1088 | | | | Medicine in Britain 1250 - 1700 | | | | Medicine in Britain 1700-1900 | | | | Medicine in Britain 1900 – present and medicine in the trenches. |
| Core knowledge | | Anglo-Saxon England and the Norman Conquest, 1060–66 | | William I in power: securing the kingdom, 1066–87 | | | | Norman England, 1066–88 | | | | * Ideas about the   cause of disease and illness   * Approaches to   prevention and treatment   * Case studies | | | | * Ideas about the   cause of disease and illness   * Approaches to   prevention and treatment  Case studies | | | | * Ideas about the   cause of disease and illness   * Approaches to   prevention and treatment  Case studies |
| Skills | | AO1: Knowledge, AO2: second order concepts | | AO1: Knowledge, AO2: second order concepts | | | | AO1: Knowledge, AO2: second order concepts | | | | AO1: Knowledge, AO2: second order concepts | | | | AO1: Knowledge, AO2: second order concepts | | | | AO1: Knowledge, AO2: second order concepts, AO3: source analysis |
| Covid recovery | | ‘Write like a historian’ strategies utilised for skills like source and interpretation skills that were missed in distance learning and AFL to assess gaps in knowledge to ensure a strong skills and knowledge base. | | | | | | | | | | | | | | | | | | |
| Careers | | Alumni from History universities to show pathways. (SUM2 after mock exams) | | | | | | | | | | | | | | | | | | |
| Year 11 | Title and objectives | | Medicine in Britain 1250 - 1700 | | Medicine in Britain 1700-1900 | | | | Medicine in Britain 1900 – present and medicine in the trenches. | | | | Revision & exams | | | | Revision & exams | | | | Revision & exams |
| Core knowledge | | * Ideas about the   cause of disease and illness   * Approaches to   prevention and treatment  Case studies | | * Ideas about the   cause of disease and illness   * Approaches to   prevention and treatment  Case studies | | | | * Ideas about the   cause of disease and illness   * Approaches to   prevention and treatment  Case studies | | | |  | | | |  | | | |  |
| Skills | | AO1: Knowledge, AO2: second order concepts | | AO1: Knowledge, AO2: second order concepts | | | | AO1: Knowledge, AO2: second order concepts, AO3: source analysis | | | |  | | | |  | | | |  |
| Covid recovery | | ‘Write like a historian’ strategies utilised for skills like source and interpretation skills that were missed in distance learning and AFL to assess gaps in knowledge to ensure a strong skills and knowledge base. | | | | | | | | | | | | | | | | | | |
| Careers | | Revision and preparation for exams/A-Level | | | | | | | | | | | | | | | | | | |
| Year 12 | Title and objectives | | **Russia 1917-1991**  Politics  **GDR 1949 – 1989**  Intro and Theme 1 | | **Russia 1917-1991**  Economy  **GDR 1949 – 1989**  Theme 1 and Theme 2 | | | | **Russia 1917-1991**  Culture  **GDR 1949 – 1989**  Theme 2 & 3 | | | | **Russia 1917-1991**  Society  **GDR 1949 – 1989**  Theme 3 & 4 | | | | **Russia 1917-1991**  Collapse of USSR: interpretations & Revision  **GDR 1949 –1989**  Collapse of GDR & Revision | | | | **NEA**  Independent Research Unit |
| Core knowledge | |
| Skills | | AO1: Knowledge, AO2: second order concepts, AO3: sources | | AO1: Knowledge, AO2: second order concepts, AO3: sources | | | | AO1: Knowledge, AO2: second order concepts, AO3: sources | | | | AO1: Knowledge, AO2: second order concepts, AO3: sources | | | | AO1: Knowledge, AO2: second order concepts, AO3: sources & AO4: interpretations | | | | NEA: Historical research, histography, evaluation |
| Covid recovery | | ‘Write like a historian’ strategies utilised for skills like source and interpretation skills that were missed in distance learning and AFL to assess gaps in knowledge to ensure a strong skills and knowledge base. | | | | | | | | | | | | | | | | | | |
| Careers | | University trip to Library to help with NEA research (SUM2) | | | | | | | | | | | | | | | | | | |
| Year 13 | Title and objectives | | **Tudor Rebellions**  Henry VII & Henry VIII | | **Tudor Rebellions**  Edward VI (Ketts Rebellion) & Elizabeth (Northern Rebellion) | | | | **Tudor Rebellions**  Elizabeth (Tyrone Rebellion) | | | | **Russia and GDR and Tudor Revision** | | | | **Russia and GDR and Tudor Revision** | | | | Exams |
| Core knowledge | |
| Skills | | NEA & AO1: Knowledge, AO2: second order concepts, AO3: sources | | NEA & AO1: Knowledge, AO2: second order concepts, AO3: sources | | | | NEA & AO1: Knowledge, AO2: second order concepts, AO3: sources | | | |  | | | |  | | | |  |
| Covid recovery | | ‘Write like a historian’ strategies utilised for skills like source and interpretation skills that were missed in distance learning and AFL to assess gaps in knowledge to ensure a strong skills and knowledge base. | | | | | | | | | | | | | | | | | | |
| Careers | |  | | | | | | | | | | | | | | | | | | |