

## Curriculum Overview

In Y7, the OCL History curriculum aims to establish a critical platform for subsequent learning. As such, the very first thing that students will encounter are the various worlds where our curricular narrative will play out; European Christendom, Eastern Byzantium, and the Medieval Islamic World centred in Baghdad. This world-building enterprise at the beginning of the year will pay dividends, with pupils returning to these centres of medieval power and authority time and again. The year as a whole has 3 broad themes that run across and between the various sub topics we will teach.

At a fundamental level, our Y7 curriculum is a story of migration. Not, however, a straightforward migration of people (though this will, of course, feature heavily), but the complicated movement of ideas, objects and beliefs. It is the relationship between this movement of ideas and the people who encounter and adopt them that will help guide students through their first year of studying history at secondary school.

This gives rise to our second curricular narrative; the agency of those who inhabit the past. History is the story of great forces; social, political, economic dynamics that dramatically alter the currents of the past. But it is also the story of people. Our Y7 curriculum will give agency to the figures we encounter. From Mansa Musa to Martin Luther, and from Roger of Howden to Kilij Arslan, we will establish historical figures not as inanimate pawns who simply exist in the past, but as inhabitants of distinct and interrelated worlds, with the capacity to think, feel, and respond just as we do now.

Which brings us to the ultimate narrative of not just our Y7 curriculum, but perhaps History at large: power. The above movement of people, ideas, objects, beliefs and much more can also be told as the story of conquest, upheaval, rebellion and subversion. The story of power will lie at the heart of much of what students learn in Y7. Specifically, whose power? What power? And most critically the question of how power is forged, formed and, ultimately, lost. This may sound like the beginning of a tired, old curriculum in which the power of 'Great Men' feature heavily, but that would be wrong. Instead, by tackling these questions we see the contested power between institutions, the innate vulnerability of monarchy, the discrete power (and agency!) of women in the Medieval era, as well as myriad challenges to established authority.

These 3 curricular narratives will run throughout the course of Y7 and beyond, accompanied by the smaller narratives of trade, religion, authority and empire. They will build to a crescendo at the end of the year, where the story of Anglo-Spanish tension in the 16<sup>th</sup> Century will demand an understanding of the curriculum as a whole.

## Year 7

Theme	Enquiry questions	Second Order Concept	Substantive Concepts
Autumn 1	<ul style="list-style-type: none"> <li>What was Constantinople?</li> <li>What connected Baghdad and Cordoba in the 10<sup>th</sup> century?</li> <li>What can we learn from what the monks left behind at Conques?</li> </ul>	Similarity & Difference Similarity & Difference	Roman, Greek, Scholarship, Christianity, Medieval, power, Islam, Trade, Relic, Pilgrimage, Salvation, Papacy
Autumn 2	<ul style="list-style-type: none"> <li>Did any of Anglo-Saxon England survive the Norman conquest?</li> <li>How on earth did the Crusaders make it all the way in to Jerusalem?</li> </ul>	Change & Continuity Causation	Power, Invasion, Conquest, Anglo-Saxon, Norman, Society, Christianity, Papacy, Crusade, Nobles
Spring 1	<ul style="list-style-type: none"> <li>How can we explain the success of the Mongols?</li> <li><b>Narrative:</b> Sack of Constantinople</li> <li>What made Mansa Musa Remarkable?</li> </ul>	Causation Significance	Conquest, trade, governance, migration, pilgrimage, Empire, invasion, alliances
Spring 2	<ul style="list-style-type: none"> <li>What was the impact of the Black Death?               <ul style="list-style-type: none"> <li><b>Narrative:</b> Peasants Revolt</li> </ul> </li> <li>When did the Renaissance begin?</li> </ul>	Consequence Change & Continuity	Plague, society, hierarchy, authority, peasant, power, Nobles, Monarchy, Scholarship, Migration
Summer 1	<ul style="list-style-type: none"> <li>Was the Reformation <i>really</i> a 'car crash'?</li> </ul>	Causation Change & Continuity	Christianity, Reformation, Catholicism, Protestantism, Salvation, Pilgrimage, Relic, Holy Roman Empire, Papacy, Excommunication, Monarchy
Summer 2	<ul style="list-style-type: none"> <li>Drawing together big narratives</li> <li>Who and what can tell us the most about the Aztecs??</li> </ul>	Causation Causation	Migration

## Curriculum Overview

The Year 8 history curriculum builds upon the three big narratives established in Year 7, placing people and their actions at the heart of the shifting sands of Empire, technology, protest, revolution, and, ultimately, power.

From the beginning of the Mughal Empire in India in the 15<sup>th</sup> century through to the Peterloo Massacre at the beginning of the 19<sup>th</sup> century, students will once again explore British history in its place as part of a global narrative, where Britain was not always the premier power nor indeed the centre of events that arguably changed the course of history.

The year continues to establish the contiguity of events across the World, explicitly relating events taking place in one location to those they have studied taking place in other, continuing the world building and connectiveness from Year 7.

The narrative of migration, including both people and ideas, is further explored through the expansion of empires, forced movement of people as part of the transatlantic slave trade, and through ideas of revolution and enlightenment. But rather than just 'grand forces' at work, the role and actions of individuals both 'great' and 'ordinary' will underpin the study of the significant changes and events being analysed, from Charles I's actions eventually leading to his head being chopped off to Henry Hunt's progressive speech.

By the end of the year students will have seen the Mughal and British Empires rise and fall, France, America and Britain will have experienced revolutions, though not all of the same kind, and 'ordinary' people will have challenged the status quo.

Year 8			
Theme	Enquiries	Second Order	Substantive Concepts
Autumn 1	<ul style="list-style-type: none"> <li>What really mattered to the Mughals?</li> <li>Did the Mayflower really land in a 'New World:'?</li> </ul>	Significance/ Consequence  Consequence	Empire, Dynasty, Culture, Power, Military, Conquest, Annexation, Civil War  Pilgrim, Puritan, Migration, Colony, New World, Voyage
Autumn 2	<ul style="list-style-type: none"> <li>When did the Monarchy lose its power?</li> <li>Why did Charles I lose his head?</li> </ul>	Change & Continuity  Causation	Power, Parliament, Divine Right of Kings, Monarchy, Catholic, Protestant, Puritan, Absolutism, Taxation, Treason, Regicide, Civil war
Spring 1	<ul style="list-style-type: none"> <li>What can people, places and objects reveal about the Enlightenment?</li> <li>What was the last straw for the people of France?</li> </ul>	Significance  Causation	Religion, Science, Catholicism, Reason, Progress, censorship,  Revolution, Monarchy, Power, Hierarchy, Liberation
Spring 2	<ul style="list-style-type: none"> <li>How was the Slave Trade abolished?</li> <li>Why has the British Empire been seen so differently?</li> </ul>	Causation  Interpretations	Abolition, Transatlantic Slave Trade, Public, Slavery, parliament, Bill  Empire, Power, Imperialism, colonisation, Multi-culturalism
Summer 1	<ul style="list-style-type: none"> <li>Was the Industrial Revolution 'disastrous and terrible?'</li> <li>Local study of industrial revolution</li> </ul>	Change & Continuity	Revolution, Industrialisation, Class, Liberty, Rural, Urbanisation
Summer 2	<ul style="list-style-type: none"> <li>Drawing together big narratives</li> <li>Who Protested in 19<sup>th</sup> Century Britain?</li> </ul>	Chance & Continuity	Protest, Parliament, Power, Society, hierarchy

## Curriculum Overview

Driving the Year 9 curriculum is the question of progress. Having reached this through exploring the key features of the 20<sup>th</sup> century, students will analyse attitudes and 'achievements' across the globe, allowing them to judge the 'progress' that has been made since the start of their studies in Year 7

The three big narratives of agency, power and migration still underpin the themes that students will engage with throughout the year whilst the Great Depression serves as another piece of the framework that ties themes together, helping to establish a continuous timeline of events.

The idea of power is further explored through the analysis of the increasing franchise in Britain, picking up where Year 8 left off, with idea of a 'parliament for the people' extending beyond just the number of people who could vote to the legal position of specific groups within society, both UK and abroad.

The narrative of power also ties in to the migration of ideas, with the expansion and collapse of numerous ideologies across the planet, from Imperial Japan to Fascist Italy, as well as explicitly linking movements such as Civil Rights across continents, rather than presenting events in isolation of each other.

The power and agency of individuals is repeatedly analysed, from the impact of the Suffragettes to Civil Rights leaders and the marchers who took part in the Jarrow Crusade. Specific emphasis is placed on campaigning and protest as a vehicle for change, with a focus on the individuals who were not willing to abide by the status quo, drawing on themes from Year 8.

Migration is repeatedly addressed, through the movement of people and ideas, picking up on themes established in Year 7 & 8. The movement of people, their impact and treatment are particularly evident in the Rights, Laws and attitudes themes as well as in the World at War.

The year will challenge students to characterise the nature of the 20<sup>th</sup> century itself while drawing together the strands sown throughout Year 7 & 8.

Students choosing not to study history at GCSE will leave year 9 with a chronological grasp of global history from the early Middle Ages through to the end of the 20<sup>th</sup> century, whilst those choosing to continue their historical education will have built a solid grounding on which the GCSE course develops, without simply repeating content

## Year 9

Theme	Enquiry questions	Second Order Concept	Substantive Concepts
Autumn 1	<ul style="list-style-type: none"> <li>When did democracy arrive in the UK?</li> <li>How did World War I begin?</li> </ul>	Change & Continuity Causation	Parliament, Democracy, Reform, Bill, Public, Class, Nationalism, Imperialism, Militarism, Alliances, Power, Empire, World War
Autumn 2	<ul style="list-style-type: none"> <li>What was the impact of the 'Great War'?</li> <li>'A waste of time', a valid assessment of the Jarrow Crusade? (Great Depression)</li> </ul>	Similarity and Difference/Change/Consequence Significance	World War, Nationalism, Power, Middle East, Liberty, Freedom, Communism, Democracy North/South Divide, Poverty, Great Depression, Crusade,
Spring 1	<ul style="list-style-type: none"> <li>Who did World War II hurt the most? (WWII)</li> <li>What was the experience of war in the 20<sup>th</sup> century? (reflecting local context)</li> </ul>	Consequence Similarity & Difference	World War, Power, Empire, Imperialism, Liberation, Nationalism
Spring 2	<ul style="list-style-type: none"> <li>Was anti-Semitism deep rooted in Germany?</li> <li>How far did the Chinese Revolution resonate across the world?</li> </ul>	Interpretation Significance	Holocaust, Anti-Semitism, Persecution, Liberty, Fascism, Nazism, Genocide Revolution, Communism, Imperialism, Democracy
Summer 1	<ul style="list-style-type: none"> <li>Did Civil Rights leaders all want the same thing?</li> </ul> <i>Local study</i>	Similarity and Difference Consequence	Civil Rights, Equality, Bills, Racism, Persecution, Discrimination, Slavery
Summer 2	<ul style="list-style-type: none"> <li>Drawing together big narratives"</li> <li>Liberation", the broken promise of all ideologies of the 20<sup>th</sup> century?</li> </ul> <b>- Narrative</b> Why has genocide continued to happen? (Rwanda/Cambodia)	Similarity and Difference	Ideology, Genocide, Persecution, Democracy, Imperialism, Capitalism, Communism

# Year 10

Theme	Topics	Second Order Concept	Substantive Concepts
<b>The Origins of the Cold War</b>	1941-1958: <ul style="list-style-type: none"> <li>• Ideological differences between the superpowers</li> <li>• WW2 conferences and the Grand Alliance</li> <li>• Satellite States in Eastern Europe</li> <li>• Truman Doctrine &amp; the Marshall Plan</li> <li>• Arms Race</li> <li>• The Hungarian Uprising</li> </ul>	Consequences  Significance	Soviet Union, Ideology, Communism, Socialism, Capitalism, Democracy, Satellite State, Reparations, Containment, Deterrent
<b>The Cold War Crises</b>	1958-1970: <ul style="list-style-type: none"> <li>• Refugee Crisis in Berlin &amp; Khrushchev's Berlin Ultimatum</li> <li>• The Summit meetings</li> <li>• The building of the Berlin Wall</li> <li>• The Cuban Missile Crisis</li> <li>• The Prague Spring</li> </ul>	Consequences  Significance	Ultimatum, Free city, Hawks, Brinkmanship, Non-proliferation, Doctrine,
<b>The end of the Cold War</b>	1970-1991: <ul style="list-style-type: none"> <li>• Détente</li> <li>• The Soviet invasion of Afghanistan</li> <li>• Reagan and the 'Second Cold War'</li> <li>• Gorbachev's new thinking</li> <li>• The fall of the Berlin Wall</li> <li>• The end of the Soviet hold on Eastern Europe</li> </ul>	Consequences  Significance	Interim, Economic sanctions, Abdicate, Perestroika, Glasnost
<b>USA conflict at home – The development of the Civil Rights Movement</b>	Segregation and discrimination Jim Crow Laws and attitudes in the South of the USA Pro Civil Right groups and anti Civil Rights groups Inequality in education Bus Boycott Restaurants	Change & continuity  Cause & Consequence	Ku Klux Klan, Public schools, Civil rights activists, integration, Boycott, Picket, Murder of Emmett Till, Filibuster
<b>USA conflict at home – Protest &amp; progress</b>	Sit ins Freedom rides The campaign in Birmingham The march on Washington and the Freedom Summer	Change & continuity  Cause & Consequence	James Meredith, Propaganda, Civil Rights Act 1964, Voting Rights Act 1965

Theme	Topics	Second Order Concept	Substantive Concepts
<p><b>Crime &amp; Punishment</b></p>	<p>1. <u>Middle Ages (1066-1500)</u> Anglo Saxon (C,P, LE); Norman (C, P,LE); Late-Medieval (C,P,LE); Case Study: Power of Church</p> <p>2. <u>Early Modern (1500-1700)</u> Crime; Punishment; Law Enforcement; Case Study: Witchcraft; Case Study: Gun powder plot</p> <p>3. <u>Industrial Revolution (1700-1900)</u> Crime; Punishment; Law Enforcement; Case Study: Prison Reformers ; Case Study: Toll Puddle Martyrs</p> <p>4. <u>Modern Period (1900-present)</u> Crime; Punishment; Law Enforcement; Case Study: Conscientious Objectors; Case Study: Capital Punishment</p>	<p>Change &amp; Continuity</p> <p>Similarity &amp; Difference</p> <p>Causation</p>	<p>Authority, capital punishment, Civil War, community, conquest, conscientious objectors, corporal punishment, custodial, deterrence, economic, execution, government, heresy, law enforcement, martyr, metropolitan, Neighbourhood, ordeal, offence, parish, penal, poaching, political, prevention, prosecution, reform, religious, retribution, sanctuary, social, transportation, treason, trial, vagabondage, power</p>
<p><b>Historic environment</b></p>	<p>1. <u>Conditions in Whitechapel</u> Accommodation, Work, Poverty, Workhouse, Crime, immigration</p> <p>2. <u>Police</u> Recruitment, Equipment, Problems, Divisions &amp; Cooperation</p> <p>3. <u>Ripper Murders</u> Murders, Police investigation, White Chapel Vigilance Committee, Press, Problems</p>	<p>Evidential Enquiry</p>	<p>Satire, poverty, law and order, migration, social class, Social Reform, Vice</p>
<p><b>Threats to Elizabeth</b></p>	<p>1. <u>Threats to Elizabeth</u></p> <ul style="list-style-type: none"> <li>The situation on Elizabeth’s accession</li> <li>challenges at home and abroad,</li> <li>The English Reformation, and Elizabeth’s religious settlement,</li> <li>the problem of Mary, Queen of Scots</li> <li>Revolts Foreign policy, The Spanish Armada</li> </ul>	<p>Causation</p>	<p>Privy council, Court, Crown, Protestant, Roman Catholic, Succession, Mass, The Reformation, Clergy, Royal Supremacy, Recusants, Papacy, Privateer, Fireships, circumnavigation</p>
<p><b>Life in Elizabethan England</b></p>	<p>2. <u>Life in Elizabethan England</u></p> <ul style="list-style-type: none"> <li>Increase in Poverty &amp; Vagabonds</li> <li>The Golden Age under Elizabeth</li> <li>Education</li> <li>Theatre</li> <li>Leisure time</li> </ul>	<p>Causation</p>	<p>Social mobility, Rhetoric, Rural depopulation, Arable farming, colonisation, Deserving poor, Idle poor, enclosure, inflation</p>
<p><b>Exploration during the Elizabethan era</b></p>	<p>3. <u>Exploration</u></p> <ul style="list-style-type: none"> <li>New technology</li> <li>Francis Drake &amp; Walter Raleigh</li> <li>Virginia &amp; the New World</li> </ul>	<p>Causation</p>	<p>Colonies, Quadrant, Astrolabe, Monopoly, Barter</p>