

OCL History Curriculum: Long Term Plan

Year 7

Brief 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, 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.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	<ol style="list-style-type: none"> (Optional) – Who was the man buried near Stonehenge? What was Constantinople in the 10th Century? What connected Baghdad and Cordoba in the 10th century? What can we learn from what the monks left behind at Conques? 	<ol style="list-style-type: none"> What had survived of Anglo-Saxon England by the end of the 11th Century? How on earth did the Crusaders make it all the way in to Jerusalem? 	<ol style="list-style-type: none"> How can we explain the success of the Mongols? What made Mansa Musa exceptional? 	<ol style="list-style-type: none"> Did the Black Death have as big an impact as we think? When was the Renaissance? 	<ol style="list-style-type: none"> Was the Reformation really a “car crash”? 	<ol style="list-style-type: none"> Drawing together big narratives Streets paved with Gold: how on earth did the Aztecs do it?
Relevant core concepts (Big Narratives)	<p>Big Narratives:</p> <p>Power:</p> <ul style="list-style-type: none"> → Establishes power of Religion (Christianity) & notion of Empire → The Catholic Church had immense power over people’s lives in Latin Christendom in the Middle Ages <p>Migration:</p> <ul style="list-style-type: none"> → People have migrated to Britain as early as c2500BCE → People brought new skills to Britain → Spread of ideas and goods → Connection of East and West → Forced Movement of people (Monks escaping invasion) → Pilgrimage <p>Agency:</p>	<p>Big Narratives</p> <p>Power:</p> <ul style="list-style-type: none"> → Invasion/military as means of gaining/establishing power → Power of the Monarchy + The Catholic Church had immense power over people’s lives in Latin Christendom in the Middle Ages → Tension between power of church & state → Feudal Hierarchy (society) <p>Migration:</p> <ul style="list-style-type: none"> → Invasion as a form of migration → Crusade as a form of migration <p>Agency:</p> <ul style="list-style-type: none"> → Power of individuals such as the Pope to change the course of history 	<p>Big Narratives</p> <p>Power:</p> <ul style="list-style-type: none"> → Invasion/military as means of gaining/establishing power → Empire as a means of exerting and securing power → Wealth as a signifier of power <p>Migration:</p> <ul style="list-style-type: none"> +pilgrimage (Hajj) <p>Agency:</p> <ul style="list-style-type: none"> → Power of individuals such as Chinggis Khan & Mansa Musa to change the world around them and the course of history 	<p>Big Narratives:</p> <p>Power</p> <ul style="list-style-type: none"> +The Catholic Church had immense power over people’s lives in Latin Christendom in the Middle Ages → Events can lead a shift in who holds power → Ideas have power (New & old) → Power of technology (printing press) → Challenges to Feudal Hierarchy (society) → Economic forces <p>Migration:</p> <ul style="list-style-type: none"> → Disease spread along the silk-road + spread of ideas 	<p>Big Narratives:</p> <p>Power</p> <ul style="list-style-type: none"> +The Catholic Church had immense power over people’s lives in Latin Christendom in the Middle Ages + Events can lead a shift in who holds power + Ideas have power + power of technology (printing press) <p>Migration:</p> <ul style="list-style-type: none"> → Spread of ideas (Protestantism) <p>Agency:</p> <ul style="list-style-type: none"> → Actions of individuals such as Martin Luther & Julian Hernandez 	<p>Big Narratives:</p> <p>Power:</p> <ul style="list-style-type: none"> All aspects from across the year <p>Migration:</p> <ul style="list-style-type: none"> All aspects from across the year <p>Agency:</p> <ul style="list-style-type: none"> All aspects from across the year

	→ Individuals have inspired great changes (Ibn Ali)			Agency:	in challenging one of the most powerful organisations on earth	
Relevant end points (See Sol for end point relevant to codes)	1, 2, 3 (G & B), 4, 5, 6, 7, 8	3 (G & B), 4, 5, 6, 7, 8	1, 3 (G), 4, 5, 6, 7, 8	1, 3 (G & B), 4, 5, 6, 7, 8	2, 3 (G & B), 4, 5, 6, 7, 8	1, 2, 3 (G & B), 4, 5, 6, 7, 8
Core substantive Concepts	Roman, Greek, Scholarship, Christianity, Medieval, Power, Islam, Trade, Relic, Pilgrimage, Salvation, Papacy	Power, Invasion, Conquest, Anglo-Saxon, Norman, Society, Christianity, Papacy, Crusade, Nobles	Conquest, trade, governance, migration, pilgrimage, Empire, invasion, alliances	Plague, society, hierarchy, authority, peasant, power, Nobles, Monarchy, Scholarship, Migration	Christianity, Reformation, Catholicism, Protestantism, Salvation, Pilgrimage, Relic, Holy Roman Empire, Papacy, Excommunication, Monarchy	Power, Agency, Migration
Core disciplinary knowledge	Similarity & Difference (EQ 2 & 3) Sources & Evidence (EQ 1 & 4)	Change & Continuity (EQ 1) Causation (EQ 2)	Causation (EQ 1) Significance/Consequence (EQ 2)	Consequence (EQ 1) Change & Continuity (EQ 2)	Change & Continuity (EQ 1)	Combination of second order concepts Causation (EQ 2)

Year 8

Brief 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 15th century through to the Peterloo Massacre at the beginning of the 19th 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.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	<ol style="list-style-type: none"> 1. <i>What really</i> mattered to the Mughals? 2. Did the Mayflower really land in a ‘New World;’? 	<ol style="list-style-type: none"> 1. When did the Monarchy lose its power? (Par 1 & 2) 2. Why did Charles I lose his head? 	<ol style="list-style-type: none"> 1. What can people, places and objects reveal about the Enlightenment? 2. What was the last straw for the people of France? 	<ol style="list-style-type: none"> 1. How was the Slave Trade abolished? 2. Why has the British Empire been seen so differently? 	<ol style="list-style-type: none"> 1. Was the Industrial Revolution ‘disastrous and terrible?’ 2. Local study of industrial revolution 	<ol style="list-style-type: none"> 1. Drawing together big narratives 2. Who Protested in 19th Century Britain?
Relevant core concepts (Big Narratives)	<p>Power:</p> <ul style="list-style-type: none"> + military as means of gaining/establishing power + Empire as a means of exerting and securing power + Wealth as a signifier of power → Tensions between influences on people’s actions (religion vs other aspects of culture) + Religion as key driving force behind actions <p>Migration:</p> <ul style="list-style-type: none"> + Invasion as a form of migration + pilgrimage → religion as motivating factor for permanent migration <p>Agency:</p> <ul style="list-style-type: none"> → Individuals such as Nur Jahan challenging status quo → Mayflower pilgrims taking matters in their own hands 	<p>Power:</p> <ul style="list-style-type: none"> → Fluctuation in power of monarchs (absolute to constitutional) → Rise in power of parliament → Challenge to Hierarchy (society) <p>Migration:</p> <ul style="list-style-type: none"> → Migration by invitation (William III & Mary II) <p>Agency:</p> <ul style="list-style-type: none"> → People vs state → Actions on people in Scotland & Ireland playing key role in events in Britain 	<p>Power:</p> <ul style="list-style-type: none"> → Difference in power of the monarchy and church in different places → Power of the people (revolution) + power of ideas + power of technology and science <p>Migration:</p> <ul style="list-style-type: none"> + spread of ideas + spread of culture (coffee shop) <p>Agency:</p> <ul style="list-style-type: none"> → Power of individuals to challenge status quo (Newton, Didero) → Power of ordinary people to shape history 	<p>Power:</p> <ul style="list-style-type: none"> + power of wealth as motivating factor + Power of the people (revolution) + power of ideas + Empire as a means of exerting and securing power → Power of resistance & protest <p>Migration:</p> <ul style="list-style-type: none"> → Forced migration (triangular trade) → Empire & trade <p>Agency:</p> <ul style="list-style-type: none"> → Power of individuals to challenge status quo (Olaudah Equiano, Toussain Louverture) → Power of ordinary people to shape history → Challenges to Eurocentric views of history 	<p>Power:</p> <ul style="list-style-type: none"> + power of technology & science + Wealth as a signifier of power → Victorian Hierarchy (society) & class <p>Migration:</p> <ul style="list-style-type: none"> → Rural to Urban migration + empire and trade <p>Agency:</p> <ul style="list-style-type: none"> → People vs state → Historians can challenge pervasive narrative (Emma Griffin) using voices of those forgotten/ignored 	<p>Big Narratives:</p> <p>Power:</p> <ul style="list-style-type: none"> All aspects from across the year <p>Migration:</p> <ul style="list-style-type: none"> All aspects from across the year <p>Agency:</p> <ul style="list-style-type: none"> All aspects from across the year

Relevant end points	1, 3 (G & B), 4, 5, 6, 7, 8	3 (G & B), 4, 5, 6, 7, 8	1, 2, 3 (G & B), 4, 5, 6, 7, 8	1, 2, 3 (G & B), 4, 5, 6, 7, 8	1, 2, 3 (G & B), 4, 5, 6, 7, 8	1, 2, 3 (G & B), 4, 5, 6, 7, 8
Core substantive knowledge	Empire, Dynasty, Culture, Power, Military, Conquest, Annexation, Civil War Pilgrim, Puritan, Migration, Colony, New World, Voyage	Power, Parliament, Divine Right of Kings, Monarchy, Catholic, Protestant, Puritan, Absolutism, Taxation, Treason, Regicide, Civil war	Religion, Science, Catholicism, Reason, Progress, censorship, Revolution, Monarchy, Power, Hierarchy, Liberation	Abolition, Transatlantic Slave Trade, Public, Slavery, parliament, Bill Empire, Power, Imperialism, colonisation, Mutli-culturalism	Revolution, Industrialisation, Class, Liberty, Rural, Urbanisation	Protest, Parliament, Power, Society, hierarchy
Core disciplinary knowledge	Similarity & Difference (EQ 1) Consequence (EQ 2)	Change & Continuity (EQ 1) Causation (EQ 2)	Significance (EQ 1) Causation (EQ 2)	Causation (EQ 1) Interpretations (EQ 2)	Change & Continuity (EQ 1)	Combination of second order concepts Change & continuity/similarity & difference

Year 9

Brief overview

Driving the Year 9 curriculum is the question of progress. Having reached this through exploring the key features of the 20th 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 into 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 20th 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 20th 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

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	<ol style="list-style-type: none"> When did democracy arrive in the UK? How did World War I begin? 	<ol style="list-style-type: none"> What was the true cost of World War I? ‘A waste of time’, a valid assessment of the Jarrow Crusade? (Great Depression) 	<ol style="list-style-type: none"> Why did America Drop the bomb? (WWII) What was the experience of war in the 20th century? (reflecting local context) 	<ol style="list-style-type: none"> How could the Holocaust happen? How far did the Chinese Revolution resonate across the world? 	<ol style="list-style-type: none"> To what extent did activism improve civil rights for Black Britons? <i>Local study</i> 	<ol style="list-style-type: none"> Drawing together big narratives“ “1967 was the most important year in the 20th century”, how far do you agree?
Relevant core concepts	<p>Power:</p> <ul style="list-style-type: none"> + power of technology & science + Wealth & Empire as a signifier of power + military as means of gaining/establishing power + power of ideas/ideology (democracy, imperialism, nationalism) → increasing power of people in Britain through the franchise <p>Migration:</p> <ul style="list-style-type: none"> + Empire & trade <p>Agency:</p> <ul style="list-style-type: none"> → individuals challenging status quo (e.g. Suffragette and suffragists) → Actions of small groups/individuals triggering wider events (Black Hand Gang) 	<p>Power:</p> <ul style="list-style-type: none"> + Expansion & decline of Empires + Wealth & Empire as a signifier of power + power of ideas (communism) + revolution + Economic forces & class + events to become symbols/myths (Jarrow crusade) <p>Migration:</p> <ul style="list-style-type: none"> + Empire & trade <p>Agency:</p> <ul style="list-style-type: none"> → individuals protesting (Jarrow crusaders) → Ellen Wilkinson’s organisation of the March 	<p>Power:</p> <ul style="list-style-type: none"> + Expansion & decline of Empires + science and technology + military as means of gaining/establishing power + power of ideas (imperialism, nationalism) + birth of 20th century super powers <p>Migration:</p> <ul style="list-style-type: none"> + Empire & trade + Invasion as a form of migration <p>Agency:</p>	<p>Power:</p> <ul style="list-style-type: none"> + challenges to social hierarchy + power of ideas (fascism, nationalism, communism, antisemitism) + revolution + Economic forces + events to become symbolic (Holocaust) <p>Migration:</p> <ul style="list-style-type: none"> + Spread of ideas (communism) <p>Agency:</p> <ul style="list-style-type: none"> → Role of individuals in acting as bystanders, collaborators, perpetrators and resisters → Role of the people in changing power structures 	<p>Power:</p> <ul style="list-style-type: none"> + power of protest & activism to change the law → changes to law vs changes to attitudes <p>Migration:</p> <ul style="list-style-type: none"> + Movement of people & introduction of culture + invitational migration <p>Agency:</p> <ul style="list-style-type: none"> → Role of individuals in bringing about change (E.g. Dame Jocelyn Barrow) 	<p>Power:</p> <ul style="list-style-type: none"> All aspects from across the year <p>Migration:</p> <ul style="list-style-type: none"> All aspects from across the year <p>Agency:</p> <ul style="list-style-type: none"> All aspects from across the year

Relevant end points	1, 2, 3 (G & B), 4, 5, 6, 7, 8	1, 2, 3 (G & B), 4, 5, 6, 7, 8	1, 3 (G & B), 4, 5, 6, 7, 8	1, 2, 3 (G & B), 4, 5, 6, 7, 8	1, 3 (G & B), 4, 5, 6, 7, 8	1, 2, 3 (G & B), 4, 5, 6, 7, 8
Core substantive knowledge	Parliament, Democracy, Reform, Bill, Public, Class, Nationalism, Imperialism, Militarism, Alliances, Power, Empire, World War	World War, Nationalism, Power, Middle East, Liberty, Freedom, Communism, Democracy North/South Divide, Poverty, Great Depression, Crusade,	World War, Power, Empire, Imperialism, Liberation, Nationalism	Holocaust, Anti-Semitism, Persecution, Liberty, Fascism, Nazism, Genocide Revolution, Communism, Imperialism, Democracy	Civil Rights, Equality, Bills, Racism, Persecution, Discrimination, Slavery	Ideology, Genocide, Persecution, Democracy, Imperialism, Capitalism, Communism
Core disciplinary knowledge	Change & Continuity (EQ 1) Causation (EQ 2)	Consequence /similarity & difference (EQ 1) Significance (EQ 2)	Causation (EQ 1) [insert second order concept for contextualised study] (EQ 2)	Interpretation (EQ 1) Significance (EQ 2)	Similarity and Difference/Consequence (EQ 1) [insert second order concept for contextualised study] (EQ 2)	Combination of second order concepts Significance

Year 10

Brief overview

Whilst obviously based on the specification of the Edexcel (9-1) GCSE history course, the Year 10 curriculum continues to build on the big narratives, second order & substantive concepts and chronology established during and driving the KS3 curriculum. Migrants to Britain, c800-present, builds on many of the periods studied throughout KS3 and continues one of the key aspects of the curriculum in using the narratives of specific people, places and events to establish and challenge broader generalisations. The unit also allows for us to further expand the diversity of the peoples and places that make up our students' history schemas, as well as return to people and groups students have previously studied, increasing their depth of understanding. The focus on factors driving change and continuity, highlighting the role of key individuals as well as attitudes in society furthers students schema of 'agency' and the impact of actual people and their actions, both 'big', such as William I and 'small', such as the Ayahs travelling with British families to and from the outposts of the British Empire.

The position of paper 1 at the beginning of Year 10 and the breadth of its scope gives students the chance to re-tread and develop much of the chronological framework they have developed through Year 7, 8 and 9, in some cases re-visit specific events and periods through a new lens. The study of Notting Hill gives students a chance to revisit and deepen their understanding of attitudes in society in the Modern Period and the campaign for Civil Rights, using the stories of activists such as Claudia Jones to drive their learning and see the agency involved in bringing about change.

This scale switching is further complemented by the study of the Early Reign of Elizabeth, which again builds on prior knowledge from KS3 and the Early Modern aspects of Paper 1. Power, agency and migration once again underpin students' study, with the role and lives of women a key feature of this theme.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Paper 1: <u>Medieval Migration</u> <u>Early Modern Migration</u> <u>Industrial Migration</u>	<u>Industrial Migration cont</u> <u>Modern Migration</u> <u>Notting Hill: Environment study</u>	<u>Notting Hill: Environment study (cont)</u> <u>Threats to Elizabeth</u>	<u>Life in Elizabethan England</u>	<u>Exploration</u> <u>Birth of Weimar Germany & Golden Age</u>	<u>Birth of the Nazi Party</u>
Relevant core concepts	Big Narratives (Power, Migration, Agency),	Big Narratives (Power, Migration, Agency),	Big Narratives (Power, Migration, Agency),	Big Narratives (Power, Migration, Agency),	Big Narratives (Power, Migration, Agency),	Big Narratives (Power, Migration, Agency),
Relevant end points	1, 2, 3 (G & B), 4, 5, 6, 7, 8	1, 2, 3 (G & B), 4, 5, 6, 7, 8	1, 2, 3 (G & B), 4, 5, 6, 7, 8	1, 2, 3 (B), 4, 5, 6, 7, 8	1, 2, 3 (G & B), 4, 5, 6, 7, 8	1, 2, 3 (G), 4, 5, 6, 7, 8
Core substantive knowledge	1. <u>Medieval Migration (c800-1500)</u> Vikings (Context, reason, experience impact) – including Viking York, Normans (Context, reason, experience impact), Jewish Migrants (Context, reason, experience impact) Other European Traders and Craftsmen (Context, reason, experience impact) 2. <u>Early Modern Migration (1500-1700)</u> Huguenots (Context, reason, experience impact) – including Soho & Spitalfields African & Indian Migrants (Context, reason, experience impact), Jewish Migrants (Context, reason, experience impact) Flemish & Walloon migration (Context, reason, experience impact) -Including Sandwich & Canterbury	4. <u>Modern Period (1900 -present)</u> Migration during the World Wars (Context, reason, experience impact) Migration Post WWII (Context, reason, experience impact) Migration since the 1970s (Context, reason, experience impact) Bristol & Leicester – Migration Case Study (Context, reason, experience impact) 5. <u>Nottinghill, c1948-1970</u> National & Regional Context of Migration, Local context of Notting Hill, Influence of Caribbean Culture, Racism and Policing, Black British Activism	Early Life, Early Threats, Religious Settlement, Puritans, Northern Earls, Catholic Plots, Mary Queen of Scots, War with Spain, Spanish Armada	Increase in Poverty, Vagabonds, Education, Theatre, Golden Age	Drake, Raleigh, Virginia End of WWI, Dolchtstoss, Treaty of Versailles, Uprisings, Weimar Constitution, Occupation of the Ruhr, Hyperinflation, Stresemann, Life in Weimar Germany,	Hitler's Early life, Munich Putsch,

	<p><u>3. 18th & 19th Centuries (1700-1900)</u> Irish Migrants (Context, reason, experience impact) – Including Liverpool</p> <p>European Migrants (Context, reason, experience impact)</p> <p>Migrants from Empire (Context, reason, experience impact) – including Liverpool</p> <p>Jewish Migrants (Context, reason, experience impact) – Including East End</p>					
<p>Core disciplinary knowledge</p>	<p>Change & Continuity Similarity & Difference Causation</p>	<p>Change & Continuity Similarity & Difference Causation</p> <p>Evidential Enquiry</p>	<p>Evidential Enquiry</p> <p>Causation</p> <p>Change & Continuity Similarity & Difference</p>	<p>Causation</p> <p>Change & Continuity Similarity & Difference</p>	<p>Causation Interpretation Evidential Enquiry</p>	<p>Causation Interpretation Evidential Enquiry</p>

Year 11

Brief overview

Year 11 continues chronologically on from Year 10, whilst also picking up the big narratives as well as specific substantive knowledge. Paper 3, Weimar & Nazi Germany (started at the end of Year 10 and finished in Year 11), explicitly returns to the second order concept of interpretation whilst also building specifically on many of the themes explored during Year 9, connecting the Great Depression, ideology, and ideas of ‘tolerance’, and providing a counter to the notion of democracy being the inevitable end-point. Weimar & Nazi Germany delves deeper into the inter-war period explored during Year 9, and once again questions power and agency, with the exploration of the extent to which ordinary Germans resisted the Nazis.

The Cold War paper (Paper 2 – PS), as well as following on almost directly chronologically from Paper 3 (Weimar & Nazi Germany) returns to theme of two worlds meeting, something that students have explored across the curriculum, which sets the context for the clash between Democracy and Communism and the shadow it cast over the world in the second half of the 20th century. Having already explored ideologies in Year 9, this paper builds on that prior knowledge, charting the tension between the two superpowers until the eventual collapse of the Soviet Union, utilising the veritable feast of political cartoons to explore key events.

The sequence of papers across Year 10 and 11 ensures that concepts/substantive knowledge are deliberately built upon and don’t have to be retaught from scratch each time. For example, Paper 2 – BS, Elizabeth, in year 10 features a ‘Golden Age’, which students can then compare and contrast to the ‘Golden Age’ of the Weimar Republic in Paper 3. Ideologies such as communism, introduced in KS3, are also consolidated, playing a key role in the shaping of democracy and then dictatorship in Weimar & Nazi Germany, and having a perhaps even more prominent role in the Cold War.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit title	Lean Years, Wall Street Crash/rise of the Nazi party Life in Nazi Germany	Life in Nazi Germany (cont) Beginning of Cold War	Three Crises	Détente/Second Cold War	Revision	Revision/Exams
Relevant core concepts	Big Narratives (Power, Migration, Agency),	Big Narratives (Power, Migration, Agency),	Big Narratives (Power, Migration, Agency),	Big Narratives (Power, Migration, Agency),	Big Narratives (Power, Migration, Agency),	Big Narratives (Power, Migration, Agency),
Relevant end points	1, 2, 3 (G), 4, 5, 6, 7, 8	1, 2, 3 (G & B), 4, 5, 6, 7, 8	1, 2, 3 (G & B), 4, 5, 6, 7, 8	1, 2, 3 (G), 4, 5, 6, 7, 8	1, 2, 3 (G & B), 4, 5, 6, 7, 8	1, 2, 3 (G & B), 4, 5, 6, 7, 8
Core substantive knowledge	Lean Years, Wall Street Crash, Great Depression, Elections, Elimination of opposition/obstacles Police State, Women, Youth, Living Standards, Church, Opposition	Grand Alliance, Post War Conferences, Telegrams, Truman Doctrine, Marshall Plan, Iron Curtain, Comecon, Cominform, Berlin Crisis 1948-1949, Nato, Warsaw Pact, Hungarian Uprising 1956	Brain Drain, Ultimatum, Berlin Wall Crisis 1961, Cuba Revolution, Bays of Pigs, Cuban Missile Crisis 1962, Prague Spring 1968, Brezhnev Doctrine	Salt I 1972, Helsinki accords 1975, Salt II 1979, Soviet Invasion of Afghanistan 1979, Carter Doctrine, Reagan & Evil Empire, SDI, Gorbachev’s New Thinking, Fall of Berlin Wall, Collapse of USSR	All from Yr 10 & Yr 11	All from Yr 10 & Yr 11
Core disciplinary knowledge	Causation Interpretation Evidential Enquiry	Causation Interpretation Evidential Enquiry	Consequence Significance Causation	Consequence Significance Causation	All from Yr 10 & Yr 11	All from Yr 10 & Yr 11