



OCL History Curriculum

5 year plan



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 16th 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"> What was Constantinople? What connected Baghdad and Cordoba in the 10th century? What can we learn from what the monks left behind at Conques? 	Similarity & Difference Similarity & Difference	Roman, Greek, Scholarship, Christianity, Medieval, power, Islam, Trade, Relic, Pilgrimage, Salvation, Papacy
Autumn 2	<ul style="list-style-type: none"> Did any of Anglo-Saxon England survive the Norman conquest? How on earth did the Crusaders make it all the way into Jerusalem? 	Change & Continuity Causation	Power, Invasion, Conquest, Anglo-Saxon, Norman, Society, Christianity, Papacy, Crusade, Nobles
Spring 1	<ul style="list-style-type: none"> How can we explain the success of the Mongols? Narrative: Sack of Constantinople What made Mansa Musa Remarkable? 	Causation Significance	Conquest, trade, governance, migration, pilgrimage, Empire, invasion, alliances
Spring 2	<ul style="list-style-type: none"> What was the impact of the Black Death? <ul style="list-style-type: none"> Narrative: Peasants Revolt When did the Renaissance begin? 	Consequence Change & Continuity	Plague, society, hierarchy, authority, peasant, power, Nobles, Monarchy, Scholarship, Migration
Summer 1	<ul style="list-style-type: none"> Was the Reformation <i>really</i> a 'car crash'? 	Causation Change & Continuity	Christianity, Reformation, Catholicism, Protestantism, Salvation, Pilgrimage, Relic, Holy Roman Empire, Papacy, Excommunication, Monarchy
Summer 2	<ul style="list-style-type: none"> Drawing together big narratives Who and what can tell us the most about the Aztecs?? 	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 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.

Year 8			
Theme	Enquiries	Second Order	Substantive Concepts
Autumn 1	<ul style="list-style-type: none"> What really mattered to the Mughals? Did the Mayflower really land in a 'New World:'? 	Similarity & Difference 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"> When did the Monarchy lose its power? (Par 1 & 2) Why did Charles I lose his head? 	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"> What can people, places and objects reveal about the Enlightenment? What was the last straw for the people of France? 	Significance Causation	Religion, Science, Catholicism, Reason, Progress, censorship, Revolution, Monarchy, Power, Hierarchy, Liberation
Spring 2	<ul style="list-style-type: none"> How was the Slave Trade abolished? What should happen to the Colston statue? Why has the British Empire been seen so differently? 	Causation Interpretations	Abolition, Transatlantic Slave Trade, Public, Slavery, parliament, Bill Empire, Power, Imperialism, colonisation, Multi-culturalism
Summer 1	<ul style="list-style-type: none"> Was the Industrial Revolution 'disastrous and terrible?' Bristol during the Industrial Revolution 	Change & Continuity	Revolution, Industrialisation, Class, Liberty, Rural, Urbanisation
Summer 2	<ul style="list-style-type: none"> Drawing together big narratives Who Protested in 19th Century Britain? 	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 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

Year 9

Theme	Enquiry questions	Second Order Concept	Substantive Concepts
Autumn 1	<ul style="list-style-type: none"> Why has the British Empire been seen so differently? Was the Industrial Revolution 'disastrous and terrible?' <ul style="list-style-type: none"> Local study of industrial revolution 	Interpretations Change & Continuity	Empire, Power, Imperialism, colonisation, Multi-culturalism Revolution, Industrialisation, Class, Liberty, Rural, Urbanisation
Autumn 2	<ul style="list-style-type: none"> Who Protested in 19th Century Britain? When did democracy arrive in the UK? <ul style="list-style-type: none"> How did World War I begin? 	Change & Continuity Causation	Parliament, Democracy, Reform, Bill, Public, Class, Protest, Power, Society, hierarchy Nationalism, Imperialism, Militarism, Alliances, Power, Empire, World War
Spring 1	<ul 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) 	/Consequence (+similarity & difference) Significance	World War, Nationalism, Power, Middle East, Liberty, Freedom, Communism, Democracy North/South Divide, Poverty, Great Depression, Crusade,
Spring 2	<ul 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) 	Causation Similarity & Difference	World War, Power, Empire, Imperialism, Liberation, Nationalism
Summer 1	<ul style="list-style-type: none"> How could the Holocaust happen? How far did the Chinese Revolution resonate across the world? 	Interpretation Significance	Holocaust, Anti-Semitism, Persecution, Liberty, Fascism, Nazism, Genocide Revolution, Communism, Imperialism, Democracy
Summer 2	<ul style="list-style-type: none"> Drawing together big narratives" To what extent did activism improve civil rights for Black Britons? <i>Local study</i> 	Similarity and Difference Consequence	Civil Rights, Equality, Bills, Racism, Persecution, Discrimination, Slavery

Curriculum 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.

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.

This scale switching is further complemented by the study of Early Elizabethan England, which again builds on prior knowledge from KS3 and the Early Modern aspects of Paper 1. Power, tolerance and democracy once again underpin the studies for students. Students also get an opportunity to build their disciplinary understanding of change, continuity, similarity, difference and significance.

Year 10

Theme	Topics	Second Order Concept	Justification	Substantive Concepts
Migrants in Britain	<ol style="list-style-type: none"> <u>Medieval England (c800-c1500)</u> Why people migrated, the experiences of migrants, the impacts of migrants on England, case study: the city of York under the Vikings <u>Early Modern (c1500-c1700)</u> Why people migrated, the experiences of migrants, the impacts of migrants on England, case study: Sandwich and Canterbury in 16th century, case study: Huguenots in Soho and Spitalfields, London, in the 17th century. <u>18th-19th century (c1700-c1900)</u> Why people migrated, the experiences of migrants, the impacts of migrants on England, case study: Liverpool in the 19th century, case study: Jewish migrants in the East End of London 1880-1900. <u>Modern Period (1900 -present)</u> Why people migrated, the experiences of migrants, the impacts of migrants on England, case study: Bristol in the mid 20th century, case study: Leicester's Asian community after 1945 	<p>Change & Continuity</p> <p>Similarity & Difference</p> <p>Causation</p>	<p>Migrants in Britain c800-present: presents students with the opportunity to expand on their knowledge of a broad spectrum of periods through the specific lens of understanding reasons for migration, the experiences of migrants and how migrants have changed England, building and drawing on prior knowledge from all three years of KS3. The breadth of the unit and the comparative element presents with a new opportunity to reflect on the similarities and differences across the periods. The narratives of institutional power, religion, economics and trade, and attitudes are continued through this topic, with a heavy emphasis on case studies in specific parts of the country.</p>	<p>Migration, Anti-Semitism, Revolt, Crusade, Hierarchy, Christianity, Reformation, Republic, National Debt, Revolution, Trade, Relief, Abolition, Conformity, Communism, Colonies, Evacuation, Asylum, Interned, Fascism, Racism</p>
Historic environment: Notting Hill c1948-70	<ol style="list-style-type: none"> <u>The local context of Notting Hill.</u> <u>The influence of Caribbean cultures</u> <u>Racism and policing.</u> <u>Black activism in the Notting Hill area.</u> <u>The national and regional context</u> 	<p>Evidential Enquiry</p>	<p>Notting Hill: This topic provides for a switch in scale from Migrants in Britain to migrants in Notting Hill and the impact they had on the development of the area. The Historic environment encourages students to use primary sources to develop their understanding and research skills.</p>	<p>Rationing, Colour Bar, Tenancy, Institutional Racism, Deported, Circulation</p>
Early Elizabethan England 1558-1588	<ol style="list-style-type: none"> <u>Queen, government and religion 1558-69</u> Elizabeth's accession, Religious settlement, Mary, Queen of Scots <u>Challenges to Elizabeth at home and abroad, 1569-88</u> Plots and revolts at home, relations with Spain, outbreak of war with Spain, the Armada <u>Elizabethan society in the Age of Exploration, 1558-88</u> Education and leisure, the problem of the poor, exploration and voyages of discovery, Raleigh and Virginia 	<p>Change & Continuity</p> <p>Similarity & Difference</p> <p>Significance</p>	<p>Elizabeth: This paper builds on a number of themes and specific concepts that students have developed throughout KS3 and Paper 1, with the questions of power, gender and religion driving this topic. The context for Elizabeth's reign has been set through the study of the reformation and European rivalries established back in Year 7.</p>	<p>Catholic, circumnavigation, clergy, colonisation, Commons, deserving poor, enclosure, financial, idle poor, inflation, legitimacy, Lords, Monarch, navigation, nobility, Papacy, privateers/privateering, Privy Council, Puritan, real wages, the slave trade, vagabondage, vestments</p>

Curriculum Overview

While the Year 11 curriculum covers the remaining aspects of the Edexcel 9-1 History specification, the themes are once again framed in light of the previous four years of the curriculum. Power, Agency and Migration, as well as questions about the perceived absence of these, are central to understanding and analysing the destruction of Jewish way of life and the differing ideologies that led to the Cold War.

Second order concepts not addressed during Year 10 are covered in year 11, with students building their disciplinary understanding of interpretation and significance on top of further developments in their causal reasoning.

Both themes cement that Britain was not the centre of all historical significance, but contextual Britain's role in events, emphasising the connected nature of history and the increasing globalisation that students explored at KS3.

In particular, Year 11 challenges notions of democracy, toleration, and liberalism as being the desired status quo, looking at how perceptions of identity influenced the actions of governments and people as well the treatment of minority groups

Year 11

Theme	Topics	Second Order Concept	Justification	Substantive Concepts
Weimar & Nazi Germany	<ol style="list-style-type: none"> <u>Birth of Weimar Germany & Golden Age</u> End of WWI, Dolchstoß, Treaty of Versailles, Uprisings, Weimar Constitution, Occupation of the Ruhr, Hyperinflation, Stresemann, Life in Weimar Germany, <u>Birth of the Nazi Party</u> Hitler's Early life, Munich Putsch, <u>Lean Years, Wall Street Crash/rise of the Nazi party</u> Lean Years, Wall Street Crash, Great Depression, Elections, Elimination of opposition/obstacles <u>Life in Nazi Germany</u> Police State, Women, Youth, Living Standards, Church, Opposition 	Causation Interpretation Evidential Enquiry	Weimar & Nazi Germany: This paper builds specifically on many of 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 Paper also emphasises competing interpretations, building on this concept from KS3.	Abdication, armistice, communist, conformity, constitution, democracy, depression, Führer, hyperinflation, Kaiser, Left, monarchy, persecution, putsch, rearmament, Reichstag, reparations, republic, Right, trade union, treaty
Superpower Relations and the Cold War 1941-91	<ol style="list-style-type: none"> <u>The Origins of the Cold War</u> The Grand Alliance, Conferences, Stalin, Truman and Churchill, US Soviet relations, NATO, Berlin, Arms Race, Hungary <u>Cold War Crises</u> Berlin, Cuba, Czechoslovakia, JFK. <u>The end of the Cold War</u> Détente, SALT, Gorbachev and Reagan, Afghanistan, Eastern Europe, Berlin Wall and collapse of the Soviet Union 	Consequence Significance Causation Analytical Narrative	Superpower relations and the Cold War: The big narratives of power and the role of key individuals are obviously in this study. Continuing from the big narratives and concepts picked up in the Weimar and Nazi Germany study, students will see how the world changed through tension and not war.	Communism, Capitalism, Neutrality, Nuclear Deterrents, Ideology, Colonialism, Conference, Arms Race, Revolution, Treaty, Boycott, Union.