



# 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 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<br>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> <li><b>Narrative:</b> Why was there a murder in a cathedral?</li> </ul> | Change & Continuity<br>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<br>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?</li> <li><b>Narrative:</b> Peasants Revolt</li> <li>When did the Renaissance begin?</li> </ul>  | Consequence<br>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<br>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<br>Causation                             | Migration, Conquest, Disease, Exploration, Empire, Progress, Authority, Power   |

## 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<br><br>Consequence | Empire, Dynasty, Culture, Power, Military, Conquest, Annexation, Civil War<br><br>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<br><br>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<br><br>Causation                | Religion, Science, Catholicism, Reason, Progress, censorship,<br><br>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<br><br>Interpretations             | Abolition, Transatlantic Slave Trade, Public, Slavery, parliament, Bill<br><br>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<br>Causation                             | Parliament, Democracy, Reform, Bill, Public, Class,<br>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<br>Significance | World War, Nationalism, Power, Middle East, Liberty, Freedom, Communism, Democracy<br>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<br>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<br>Significance                               | Holocaust, Anti-Semitism, Persecution, Liberty, Fascism, Nazism, Genocide<br>Revolution, Communism, Imperialism, Democracy                    |
| Summer 1 | <ul style="list-style-type: none"> <li>Did Civil Rights leaders all want the same thing?</li> </ul> <p><i>Local study</i></p>   | Similarity and Difference<br>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> <p>- <b>Narrative</b> Why has genocide continued to happen? (Rwanda/Cambodia)</p> | Similarity and Difference                                    | Ideology, Genocide, Persecution, Democracy, Imperialism, Capitalism, Communism  |

## 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.

Crime & Punishment, c1000-Present explores the changing power(s) shaping crime, law enforcement & punishment, often directly linked the migration of people and ideas. 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 Tolpuddle Martyrs and the outcry from the public over their transportation.

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 Whitechapel and the Ripper Murders is a prime example of this, building on prior knowledge of life following the industrial revolution.

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.

## Year 10

| Theme                           | Topics   | Second Order Concept   | Substantive Concepts  |
|---------------------------------|--|--|---|
| <b>Crime &amp; Punishment</b>   | <p>1. <u>Middle Ages (1066-1500)</u><br/>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><br/>Crime; Punishment; Law Enforcement; Case Study: Witchcraft; Case Study: Gun powder plot</p> <p>3. <u>Industrial Revolution (1700-1900)</u><br/>Crime; Punishment; Law Enforcement; Case Study: Prison Reformers ; Case Study: Toll Puddle Martyrs</p> <p>4. <u>Modern Period (1900 -present)</u><br/>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>Abolition, 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> |
| <b>Historic environment</b>     | <p>1. <u>Conditions in Whitechapel</u><br/>Accommodation, Work, Poverty, Workhouse, Crime, immigration</p> <p>2. <u>Police</u><br/>Recruitment, Equipment, Problems, Divisions &amp; Cooperation</p> <p>3. <u>Ripper Murders</u><br/>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>   |
| <b>Early Reign of Elizabeth</b> | <p>1. <u>Threats to Elizabeth</u><br/>Early Life, Early Threats, Religious Settlement, Puritans, Northern Earls, Catholic Plots, Mary Queen of Scots, War with Spain, Spanish Armada</p> <p>2. <u>Life in Elizabethan England</u><br/>Increase in Poverty, Vagabonds, Education, Theatre, Golden Age</p> <p>3. <u>Exploration</u><br/>Drake, Raleigh, Virginia</p>   | <p>Causation</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 rise of the Nazis and destruction of the Indian way of life.

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 student's 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   | Substantive Concepts  |
|----------------------------------|---|--|---|
| <b>American West</b>             | <ol style="list-style-type: none"> <li>1. The early settlement of the West, c1835–c1862<br/>The Plains Indians,: their beliefs and way of life, Migration &amp; Early Settlement.</li> <li>2. Development of the plains, c1862–c1876<br/>The development of settlement in the West , Ranching and the cattle industry, changes in the way of life of the Plains Indians</li> <li>3. Key topic 3: Conflicts and conquest, c1876–c1895<br/>Changes in farming, the cattle industry and settlement, conflict and tensions, The Plains Indians: the destruction of their way of life</li> </ol>   | <p>Consequence</p> <p>Significance</p> <p>Causation</p>          | <p>Claim, corral, dry farming, federal, frontier, homesteader, lawlessness, Manifest Destiny, marshal, nomadic, open range, ranch, range war, reservation, rustling, sheriff, vigilante, power, treaty, civilised</p>                   |
| <b>Weimar &amp; Nazi Germany</b> | <ol style="list-style-type: none"> <li>1. <u>Birth of Weimar Germany &amp; Golden Age</u><br/>End of WWI, Dolchtstoss, Treaty of Versailles, Uprisings, Weimar Constitution, Occupation of the Ruhr, Hyperinflation, Stresemann, Life in Weimar Germany,</li> <li>2. <u>Birth of the Nazi Party</u><br/>Hitler's Early life, Munich Putsch,</li> <li>3. <u>Lean Years, Wall Street Crash/rise of the Nazi party</u><br/>Lean Years, Wall Street Crash, Great Depression, Elections, Elimination of opposition/obstacles</li> <li>4. <u>Life in Nazi Germany</u><br/>Police State, Women, Youth, Living Standards, Church, Opposition</li> </ol> | <p>Causation</p> <p>Interpretation</p> <p>Evidential Enquiry</p> | <p>Abdication, armistice, communist, conformity, constitution, democracy, depression, Führer, hyperinflation, Kaiser, Left, monarchy, persecution, putsch, rearmament, Reichstag, reparations, republic, Right, trade union, treaty</p> |