

YEAR 7 OCL History Curriculum Overview

**Intent:**

In Y7, the OAA 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 subtopics 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. The movement of people, ideas, objects, beliefs. 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.

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.

**Sequencing:**

Our three curricular narratives, migration, the agency of the individual and the balance of power will run throughout the course of Y7 and beyond, accompanied by the smaller narratives of trade, religion, authority and empire. 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. These ideas 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.

With regards to literacy, students will begin to understand the building blocks for precise, coherent, and historically sound writing, both in language and structuring. Alongside this, the explicit teaching of tier two vocabulary that will stand them in good stead not just in History, but in the wider school environment as well.

**Assessments:**

At the end of every term there is a formal assessment with three sections. Section A; multiple choice questions to assess knowledge. Section B; source and interpretations questions. Section C; essay style question. These assessments are interleaved and are exam questions from Edexcel GCSE papers.

<b>Term</b>	<b>Enquiry questions/content</b>	<b>Skills students need to master:</b>	<b>Framed tasks</b>
<b>Autumn 1</b>	<p><b>The world in 1000</b></p> <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>	<p><b>SECOND ORDER CONCEPT:</b> Similarity and Difference</p> <p><b>Constantinople:</b> Hinge between Ancient Rome &amp; Medieval World (continuity with KS2) but also hinge between East and West. Returned to throughout Year 7 &amp; beyond.</p> <p><b>Islam &amp; Christendom:</b> Establishing key themes and world building for rest of the curriculum.</p>	<p>Lesson 7</p> <p>Assessment</p>
<b>Autumn 2</b>	<p><b>Contested power</b></p> <ul style="list-style-type: none"> <li>• To what extent did the Normans bring a truckload of trouble?</li> <li>• How on earth did the Crusaders make it all the way in to Jerusalem?</li> </ul>	<p><b>SECOND ORDER CONCEPT:</b> Change and Continuity / Causation</p> <p><b>Normans:</b> Key turning point in British History, setting the scene for Britain in the narrative and establishing key concepts (including conflict).</p> <p><b>Crusades:</b> Interaction (conflict) of worlds established, England, Europe, Holy Lands. Picking up on themes from term 1.</p>	<p>Lesson _</p> <p>Assessment</p>

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<p><b>Spring 1</b></p>	<p><b><u>Empire, connection + trade</u></b></p> <ul style="list-style-type: none"> <li>• What made Mansa Musa exceptional?</li> <li>• How do you make a road out of silk?</li> </ul>	<p><b>SECOND ORDER CONCEPT:</b> Significance / Consequence</p> <p><b>Mansa Musa:</b> unction of kingdoms and proto empire, setting context for return to West Africa later but also reinforcing success outside of Europe.</p> <p><b>Silk Roads:</b> Breadth unit – geographically and chronologically encompassing study so far and connecting key locations. Establishing relations through trade rather than just conflict. Migration of ideas.</p>	<p>Lesson _</p> <p>Assessment</p>
<p><b>Spring 2</b></p>	<p><b><u>Instability and new ideas</u></b></p> <ul style="list-style-type: none"> <li>• Who can tell us about Medieval Life?</li> <li>• Who really went to war in 1455 ?</li> </ul>	<p>- <b>SECOND ORDER CONCEPT:</b> Evidential / Interpretation</p> <p><b>Medieval Life:</b> Establishing key elements in the Middle Ages (growth of Towns /role of women/ treatment of Jews)</p> <p><b>War of Roses:</b> A transition from medieval England to the Tudor era, revisit royal instability, challenges to authority, role of women.</p>	<p>Lesson _</p> <p>Assessment</p>
<p><b>Summer 1</b></p>	<p><b><u>Religious revolution</u></b></p> <ul style="list-style-type: none"> <li>• Martin Luther, father of the Reformation?</li> <li>• To what extent was the Reformation in England a Car Crash?</li> </ul>	<p>- <b>SECOND ORDER CONCEPT:</b> Causation / Change and Continuity</p> <p><b>Luther:</b> Return to daily religious life in Europe, pick up on themes of challenging authority, set Luther within this wider narrative.</p> <p><b>Reformation:</b> Return to structure of government and build on this understanding. Build on tension between church and state. Critical for KS4.</p>	<p>Lesson _</p> <p>Assessment</p>
<p><b>Summer 2</b></p>	<p><b><u>Early Empire</u></b></p> <ul style="list-style-type: none"> <li>• Streets paved with Gold: how on earth did the Aztecs do it?</li> <li>• How did England come to rule the waves?</li> </ul>	<p>- <b>SECOND ORDER CONCEPT:</b> Causation</p> <p><b>Aztecs:</b> Return to themes of governance, trade and empire. But also a chance to shift the lens of colonisation to the colonised.</p> <p><b>Spain + England:</b> Bring it all together. Clash of empires, religious warfare, trade competition. Curriculum as a whole must be understood.</p>	<p>Lesson _</p> <p>EOY exam</p>