

# History Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 7</b>	<b>The world in 1000</b>  What was Constantinople?  What connected Baghdad and Cordoba in the 10th century?  What can we learn from what the monks left behind at Conques?	<b>Contested power</b>  To what extent did the Normans bring a truckload of trouble?  How on earth did the Crusaders make it all the way into Jerusalem?	<b>Empire, connection + trade</b>  How can we explain the success of the Mongols?  What made Mansa Musa remarkable?	<b>Instability and new ideas</b>  Who can tell us about Medieval Life?  Who really went to war in 1455 ?	<b>Religious revolution</b>  Martin Luther, father of the Reformation?  To what extent was the Reformation in England a Car Crash?	<b>Early Empire</b>  Streets paved with Gold: how on earth did the Aztecs do it?  How did England come to rule the waves?
<b>Year 8</b>	<b>Emerging Empires</b>  <i>What really</i> mattered to the Mughals?  Did the <i>Mayflower</i> land in a 'New World'?	<b>Contested power</b>  Why did Charles I lose his head?  When did the Monarchy lose its power?	<b>Expanding Empires</b>  Abolitionists or agency, why was Slavery Abolished?  Why do historians focus on different legacies of Empire?	<b>Revolution + technology 1</b>  Was the Enlightenment really Scottish?  Why was the 18 <sup>th</sup> Century a century of revolution?	<b>Revolution + technology 2</b>  "Disastrous and terrible", an apt description of the Industrial Revolution?  What makes Birmingham's 'lunatics' worth learning about	<b>Fighting for freedom</b>  Was there more continuity than change in British-Jamaican relations 1760-1870?  How should we remember the Peterloo Massacre?
<b>Year 9</b> <i>From September 2022</i>	<b>Parliament of the People</b>  When did the UK get a "parliament of the people"?  'A waste of time', a valid assessment of the Jarrow March?	<b>Rights, Laws &amp; Attitudes</b>  "New laws but same attitudes", an accurate reflection of the 20th century?  What does the Eldorado reveal?	<b>The World at War</b>  Why was one World War not enough?  What was the experience of war in the 20th century?	<b>Rights, Laws &amp; Attitudes</b>  What did Civil Rights leaders <i>really want</i> ?	<b>Emerging Ideologies</b>  Liberation", the broken promise of all ideologies of the 20th century?	<b>Tolerant World</b>  Who was responsible for the Holocaust?  How can we explain genocide in Rwanda?

<h1 style="text-align: center;">Year 10</h1>	<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><b>Crime &amp; Punishment</b></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><b>Crime &amp; Punishment</b></p> <p><b>The 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><b>Early Elizabethan England</b></p> <p>1. <u>Threats to Elizabeth</u> Early Life, Early Threats, Religious Settlement, Puritans, Northern Earls, Catholic Plots, Mary Queen of Scots, War with Spain, Spanish Armada</p>	<p><b>Early Elizabethan England</b></p> <p>2. <u>Life in Elizabethan England</u> Increase in Poverty, Vagabonds, Education, Theatre, Golden Age</p> <p>3. <u>Exploration</u> Drake, Raleigh, Virginia</p>	<p><b>Superpower Relations &amp; the Cold War 1941-91</b></p> <p>1. <u>Beginning of Cold War</u> Grand Alliance, Post War Conferences, Telegrams, Truman Doctrine, Marshall Plan, Iron Curtain, Comecon, Cominform, Berlin Crisis 1948-1949, Nato, Warsaw Pact, Hungarian Uprising 1956</p>
<h1 style="text-align: center;">Year 11</h1>	<p><b>Superpower Relations &amp; the Cold War 1941-91</b></p> <p>2. <u>Three Crises</u> Brain Drain, Ultimatum, Berlin Wall Crisis 1961, Cuba Revolution, Bays of Pigs, Cuban Missile Crisis 1962, Prague Spring 1968, Brezhnev Doctrine</p> <p>3. <u>Détente/Second Cold War</u> Salt I 1972, Helsinki accords 1975, Salt II 1979, Soviet Invasion of Afghanistan 1979, Carter Doctrine, Reagan &amp; Evil Empire, SDI, Gorbachev's New Thinking, Fall of Berlin Wall, Collapse of USSR</p>	<p><b>Weimar &amp; Nazi Germany</b></p> <p><u>Birth of Weimar Germany &amp; Golden Age</u> End of WWI, Dolchstoß, Treaty of Versailles, Uprisings, Weimar Constitution, Occupation of the Ruhr, Hyperinflation, Stresemann, Life in Weimar Germany,</p>	<p><b>Weimar &amp; Nazi Germany</b></p> <p>2. <u>Birth of the Nazi Party</u> Hitler's Early life, Munich Putsch,</p> <p>3. <u>Lean Years, Wall Street Crash/rise of the Nazi party</u> Lean Years, Wall Street Crash, Great Depression, Elections, Elimination of opposition/obstacles</p>	<p><b>Weimar &amp; Nazi Germany</b></p> <p>4. <u>Life in Nazi Germany</u> Police State, Women, Youth, Living Standards, Church, Opposition</p>	<p><b>Final Examination Preparation</b></p>	

## Core Values

### **Character:**

The history curriculum at OAC aims to develop students who are confident in presenting their own arguments and interpretations but willing to listen to and be challenged by others. We aim to teach our students how to frame and answer questions, encouraging curiosity but also developing independence. The nature of history itself, with their very rarely being a simple answer, helps develop resilience as well as ensuring that students are willing to challenge overly simplistic narratives they are presented, both in and outside of the classroom. The history curriculum also aims to ensure students encounter diverse cultures, societies, people and often 'hidden histories', ensuring their sense of identity and their perceptions of others are not based on singular representations or misrepresentation

### **Competence:**

The history curriculum aims to ensure students develop a broad body of historical knowledge, chronologically and geographically, from the local scale to global issues. The curriculum is designed to draw out the connected nature of the past, rather than presenting histories in isolation of one another, allowing students to make sense of the world they live in and the events, forces and people who continue to shape it. Students will engage in the processes through which history is written and challenged, aiming to develop student's understanding of history as a discipline, and therefore as a societal construction rather than an objective narration of the past.

### **Community:**

Throughout the curriculum students study numerous different societies and communities as well as the interactions between them, exploring both the bonds that bring people together but also the issues that can cause conflict. Local history opportunities will provide students with the chance to reflect on how their local community has developed overtime and how it is both similar and different to other communities they have explored.