

Curriculum Intent

Programme of study Specialist Centre

Subject: HISTORY



Oasis Academy Brislington: Curriculum

Year	7
Rationale/ narrative	<p>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; starting with Eastern Christendom. 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, the relationship between this movement of ideas and the people who encounter and adopt them.</p> <p>This gives rise to our second curricular narrative; the agency of those who inhabit the past. Our Y7 curriculum will give agency to the figures we encounter. From Mansa Musa to Martin Luther, and from, we will establish historical figures not as inanimate pawns who</p>

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 story of power will lie at the heart of much of what students learn in Y7.
 These 3 curricular narratives will run throughout the course of Y7 and beyond, accompanied by the smaller narratives of trade, religion, authority and empire.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The world in 1000	Contested Power	Contested Power	Empire & Trade	Empire & Trade	Religious Revolutions
Content	<p>What connected Constantinople with other worlds?</p> <p>What made Constantinople a natural centre of gravity in the Eastern Mediterranean?</p> <p>Why was Constantinople known as 'Rome in the East' in the 10th Century?</p> <p>Why did Latin Christendom know Constantinople as the 'Empire of the Greeks'?</p>	<p>Normans</p> <p>To what extent did the Normans bring a truckload of trouble?</p> <p>LOCAL: How did the Normans prevent a truckload of trouble in Chepstow?</p>	<p>Crusades</p> <p>How on earth did the Crusaders make it all the way in to Jerusalem?</p> <p>Interaction (conflict) of worlds established, England, Europe, Holy Lands. Picking up on themes from term 1</p>	<p>Mali</p> <p>What made Mansa Musa exceptional?</p> <p>Function of kingdoms and proto-empire, setting context for return to West Africa later but also reinforcing success outside of Europe.</p> <p>How do you make a road out of silk?</p> <p>Breadth unit – geographically and chronologically encompassing study</p>	<p>Silk roads</p> <p>How do you make a road out of silk?</p> <p>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>Reformation</p> <p>Luther, father of the Reformation? 1 lesson</p> <p>Luther: Return to daily religious life in Europe, pick up on themes of challenging authority, set Luther within this wider narrative.</p> <p>To what extent was the Reformation in England a car crash?</p>

	What connected Constantinople to the Christian world? What was Constantinople?			so far and connecting key locations. Establishing relations through trade rather than just conflict. Migration of ideas.		Reformation: Return to structure of government and build on this understanding. Build on tension between church and state. Critical for KS4.
Assessment	Multiple Choice Questions Extended Answers	Multiple Choice Questions Extended Answers	Multiple Choice Questions Extended Answers	Multiple Choice Questions Extended Answers	Multiple Choice Questions Extended Answers	Multiple Choice Questions Extended Answers
Links:	Knowledge Organisers	Knowledge Organisers	Knowledge Organisers	Knowledge Organisers	Knowledge Organisers	

History Helpdesk

Welcome to the History Helpdesk. Please follow the link in the solution section below to access the resources.

The areas for development are:	Solution
Mughals	https://kids.britannica.com/kids/article/Mughal-Empire/353501
Early Empire	https://www.bbc.co.uk/bitesize/guides/zf7fr82/revision/4
Civil War	https://classroom.thenational.academy/units/why-did-the-civil-war-break-out-in-1642-d5ce https://classroom.thenational.academy/units/in-what-ways-was-britain-turned-upside-down-in-the-seventeenth-century-7e87 https://www.bbc.co.uk/bitesize/guides/zky82hv/revision/1

Slavery	https://app.senecalearning.com/classroom/course/f3012969-6fda-4cb0-8de5-8ff738472ea1/section/22340885-67d9-405a-9e3d-acc60b684fc0/session https://classroom.thenational.academy/units/how-successful-were-efforts-to-abolish-slavery-in-the-nineteenth-century-cc63
Enlightenment	https://www.history.com/topics/british-history/enlightenment https://classroom.thenational.academy/units/how-enlightened-was-the-french-revolution-a714
Industrial Revolution	https://classroom.thenational.academy/units/how-far-did-working-conditions-improve-over-the-nineteenth-century-ebad https://www.bbc.co.uk/bitesize/topics/zm7qtfr/articles/z6kg3j6 https://www.bbc.co.uk/history/british/empire_seapower/agricultural_revolution_01.shtml
Fighting for Freedom	https://www.bbc.co.uk/bitesize/guides/z6c6cqt/revision/2 http://www.peterloomassacre.org/history.html https://anotherhistoryispossible.com/a-level-enquiry/student-explainer/ https://www.blackhistorymonth.org.uk/article/section/jamaica/history-of-jamaica/
The areas for development are:	Solution
The World in the Year 1000	https://app.senecalearning.com/classroom/course/f3012969-6fda-4cb0-8de5-8ff738472ea1
Norman Conquest	https://www.bbc.co.uk/bitesize/topics/zshtyrd

	<p>https://www.bbc.co.uk/bitesize/guides/zxgwp39/revision/2</p> <p>https://classroom.thenational.academy/units/how-much-did-england-change-during-the-norman-conquest-e464</p>
Crusades	<p>https://www.bbc.co.uk/bitesize/guides/zjbj6sg/revision/1</p> <p>https://www.historylearningsite.co.uk/medieval-england/the-crusades/</p> <p>https://classroom.thenational.academy/units/why-did-europeans-join-the-crusades-4e46</p>
Mali	<p>https://classroom.thenational.academy/units/what-does-the-life-of-mansa-musa-reveal-about-medieval-mali-3c3c</p> <p>https://www.bbc.co.uk/bitesize/topics/zj4fn9q/articles/zich6g8</p> <p>https://app.senecalearning.com/classroom/course/f3012969-6fda-4cb0-8de5-8ff738472ea1</p>
Silk roads	<p>https://www.history.com/topics/ancient-middle-east/silk-road</p> <p>https://www.activehistory.co.uk/Miscellaneous/menus/silk_road/</p>
Martin Luther & Reformation	<p>https://classroom.thenational.academy/units/what-was-luther-trying-to-achieve-3bc3</p> <p>https://classroom.thenational.academy/units/in-what-ways-did-the-reformation-matter-to-ordinary-people-96c9</p>

Year	8					
Rationale/ narrative	<p>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.</p> <p>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.</p> <p>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.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Emerging Empires	Contested Power	Expanding Empires	Revolution and Technology	Revolution and Technology	Fighting for Freedom
Content	<p>Conquest or Culture, what should the Mughal Dynasty be remembered for?</p> <p>Who were the Mughals?</p> <p>What mattered to Babur?</p> <p>Did the same things matter to Humayun?</p> <p>What mattered to Akbar?</p> <p>Did the same things matter to Jahangir?</p>	<p>Was James a successful king?</p> <p>Why was there more opposition to Charles than his father?</p> <p>Where did the Civil War originally erupt?</p> <p>What stood in the way of reaching a settlement?</p> <p>Was it the fall of democracy that caused Charles I’s execution?</p>	<p>Abolitionists or agency, why was Slavery Abolished?</p> <p>Transatlantic Slavery: Develops schema of migration through the exploration of forced migration, establishing the roles and actions of slaves in bringing about the end of slavery.</p> <p>LOCAL: What role did Bristol play in the Slave Trade?</p>	<p>Was the Enlightenment really Scottish?</p> <p>Why was the 18th Century a century of revolution?</p> <p>Revolutions: Explores major challenges to status quo, developing schemas of power and monarchy beyond the British context of theme 2 and</p>	<p>Disastrous and terrible”, an apt description of the Industrial Revolution?</p> <p>Agricultural Development/Industrial Revolution</p>	<p>Was there more continuity than change in British-Jamaican relations 1760-1870?</p> <p>How should we remember the Peterloo Massacre?</p>

	<p>What mattered to Shah Jahan?</p> <p>How different was Aurangzeb to the other Great Mughals?</p> <p>What really mattered to the Mughals?</p> <p>1.2 Surviving the starving time</p> <p>What did it mean for the Empire in America?</p> <p>Did the Mayflower land in a New World?</p> <p>Were the pilgrims really the fathers of America?</p> <p>Jamestown</p>	<p>Why did people chose sides in the Civil War?</p> <p>Was it sheer force of majesty that ended the monarchy?</p> <p>LOCAL: What was Bristol's role in the Civil War?</p>	<p>"Good thing vs Era of Darkness", why has the British Empire been seen so differently?</p>	<p>emphasising migration of ideas</p>		
Assessment	<p>Multiple Choice Questions</p> <p>Extended Answers</p>	<p>Multiple Choice Questions</p> <p>Extended Answers</p>	<p>Multiple Choice Questions</p> <p>Extended Answers</p>	<p>Multiple Choice Questions</p> <p>Extended Answers</p>	<p>Multiple Choice Questions</p> <p>Extended Answers</p>	<p>Multiple Choice Questions</p> <p>Extended Answers</p>
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Slavery	https://app.senecalearning.com/classroom/course/f3012969-6fda-4cb0-8de5-8ff738472ea1/section/22340885-67d9-405a-9e3d-acc60b684fc0/session https://classroom.thenational.academy/units/how-successful-were-efforts-to-abolish-slavery-in-the-nineteenth-century-cc63

Enlightenment	https://www.history.com/topics/british-history/enlightenment https://classroom.thenational.academy/units/how-enlightened-was-the-french-revolution-a714
Industrial Revolution	https://classroom.thenational.academy/units/how-far-did-working-conditions-improve-over-the-nineteenth-century-ebad https://www.bbc.co.uk/bitesize/topics/zm7qtfr/articles/z6kg3j6 https://www.bbc.co.uk/history/british/empire_seapower/agricultural_revolution_01.shtml
Fighting for Freedom	https://www.bbc.co.uk/bitesize/guides/z6c6cqt/revision/2 http://www.peterloomassacre.org/history.html https://anotherhistoryispossible.com/a-level-enquiry/student-explainer/ https://www.blackhistorymonth.org.uk/article/section/jamaica/history-of-jamaica/

Year	9					
Rationale/ narrative	<p>Students will begin by looking at migration to Britain. Students will understand how key features in the migration to and within Britain were linked with the key features of society in Britain in the periods studied (medieval to present day) which drew migrants to Britain. It will be important for students to understand that 'migrant' can encompass both voluntary and forced migration, temporary migrants and internal migrants. In covering reasons for migration, the primary focus will be on what drew migrants to Britain ('pull' factors), although students should have some awareness of why migrants left their countries of origin ('push' factors). In doing so, students will develop their understanding of second order concepts, namely change and continuity and chronology whilst gaining a deeper understanding of the country in which they live with a focus throughout on Bristol. Pupils will then move on to look at Russia and the Soviet Union in the 20th Century providing students with an opportunity to look at a period in depth before beginning 'the Health of the People' in their final term which will again draw up on the skills acquired in term 1 allowing pupils to enhance their understanding of change over time.</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Migration in Britain 800-1700	Migration in Britain 1700- present	Russia and the Soviet Union 1917-1941	Russia and the Soviet Union 1917-1941 (incl. WWII)	Heath of the People 1250-1700	Health of the People 1700-1900
Content	<p>Migration in medieval Britain</p> <p>What is migration?</p> <p>Life in Medieval Britain</p> <p>Bristol in the Middle Ages</p> <p>Life for Jewish migrants in medieval Bristol</p> <p>Diversity of English migrants</p> <p>Attitudes towards migrants</p> <p>The changing context of English society during the Renaissance</p>	<p>Migration in 18th & 19th C Britain</p> <p>The changing context of British society: changing social structures; the Industrial Revolution; urbanisation; Transatlantic Slavery; the growth of the British Empire; civil liberties.</p> <p>Change and continuity in reasons for migration and patterns of settlement, including migrants from</p>	<p>What was Russia like in 1905?</p> <p>How was Russia ruled in 1905?</p> <p>Why did Russia revolt in 1905?</p> <p>Was the 1905 revolution a success?</p> <p>Could Stolypin save the Romanovs?</p> <p>What effect did the Great War have on Russia?</p>	<p>Why was there a power struggle after Lenin's death?</p> <p>Why did Stalin carry out a series of 'purges' in the 1930s?</p> <p>How did Stalin control art, media, religion, and education?</p> <p>What was the cult of Stalin and why was it created?</p> <p>What were Communist attitudes towards peasants and agriculture?</p>	<p>Medicine in the Middle Ages</p> <p>Who were Hippocrates and Galen?</p> <p>What did people think caused disease in the Middle Ages?</p> <p>How did people respond to disease and illness in the Middle Ages?</p> <p>Case Study: The Black Death</p>	<p>Medicine in the 18th & 19th Century</p> <p>What was industrial Britain like?</p> <p>Who discovered germs? The role of Louis Pasteur in the understanding of the causes of disease</p> <p>Improvements to care and treatment Hospitals – Florence Nightingale</p> <p>Why was there a Black period in surgery?</p>

	<p>Experience of migrants in England: their relations with the authorities and the existing population during the Renaissance</p> <p>Migrants from Europe</p> <p>Protestant Refugees – Huguenots</p> <p>Protestant Refugees – The Palatines</p> <p>Migrants from Africa</p> <p>Migrants from India</p> <p>Local case study</p>	<p>Ireland, Europe and the Empire.</p> <p>The role of the media in the experience of migrants in Britain</p> <p>Impact of migrants in Britain, including culture, trade and industry, politics and the urban environment.</p> <p>Case Study</p> <p>Migration in modern Britain</p> <p>context: the World Wars; the end of the British Empire, decolonisation and the development of the Commonwealth; EU membership; legislation on immigration and nationality</p> <p>Change and continuity in patterns of migration from Ireland, Europe, the British Empire and</p>	<p>The Revolutions of 1917 incl the Bolshevik Revolution</p> <p>How did the Bolsheviks consolidate their power? Who fought in the Civil War?</p> <p>How did the Bolsheviks treat their opponents?</p> <p>How did communist rule impact upon the economy and society?</p>	<p>Why was industrialisation important to Stalin?</p> <p>Living and working conditions experienced in Soviet Union in 1930s</p> <p>What were Stalin’s attitudes towards family life?</p> <p>Treatment of minorities in the Soviet Union</p> <p>How did the Second World War affect Russia?</p> <p>The death of Stalin</p>	<p>Medicine in the Renaissance:</p> <p>What was changing during the Renaissance? E.g. technology (printing press), decline of the Church</p> <p>The role of individuals such as Andreas Vesalius, William Harvey and Thomas Sydenham</p> <p>What were the main beliefs about the causes of disease?</p> <p>How did people treat and prevent disease during this time?</p> <p>Case Study The Great Plague</p>	<p>New approaches to prevention of disease Public Health Acts</p> <p>Case study: Edward Jenner & the vaccine John Snow & cholera</p>
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		<p>the Commonwealth; refugees and asylum seekers</p> <p>anti-immigration and equal rights movements. The Race Relations Act (1965). The role of the media.</p> <p>Bristol in the mid-twentieth century: the experiences of migrants and their impact on society.</p>				
Assessment	<p>Extended written responses</p> <p>Multiple choice quizzes</p>	<p>Extended written responses</p> <p>Multiple choice quizzes</p>	<p>Extended written responses</p> <p>Multiple choice quizzes</p>	<p>Extended written responses</p> <p>Multiple choice quizzes</p>	<p>Extended written responses</p> <p>Multiple choice quizzes</p>	<p>Extended written responses</p> <p>Multiple choice quizzes</p>
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The areas for development are:	Solution
Migration in Britain	https://www.bbc.co.uk/bitesize/guides/z2mn2p3/revision/1 https://www.ourmigrationstory.org.uk/

	https://www.bristolmuseums.org.uk/stories/bristols-windrush-generation/ https://www.bbc.co.uk/bitesize/topics/zx3fnbk
Russia and the Soviet Union, 1917-1941	https://www.bbc.co.uk/bitesize/topics/zj72pv4 https://www.historylearningsite.co.uk/world-war-two/political-leaders-of-world-war-two/joseph-stalin/ https://www.historyhit.com/facts-about-the-russian-revolution/
Health of the People	https://www.bbc.co.uk/teach/class-clips-video/medicine-through-time/zdcy8xs https://www.bbc.co.uk/bitesize/guides/zwkm97h/revision/1 https://www.bbc.co.uk/bitesize/guides/z9924qt/revision/3