

## OCL History Curriculum: Statement of Intent

### Purpose of study:

History is fundamental to empowering students to engage in all manner of conversations and debates. We want to ensure that our students always have something to say and can speak from a position of knowledge rather than one of ignorance. History is uniquely positioned to do this through the breadth and depth of knowledge it offers for students to master. The OCL History curriculum is designed to provide our students with a firm grasp of the discipline of history in combination with a broad, rich and global body of historical knowledge, which they can deploy to understand the world around them and the historical forces that have shaped it. The curriculum aims to develop an enduring curiosity about the past, as well as providing our students with the means to engage in rigorous and academic approaches to ask and answer historical questions, whilst also empowering them to question the nature of historical knowledge itself. The study of history aims to emphasise the strangeness of the past in comparison to our lives today whilst also foregrounding the human stories that still resonate with us.

We value character, competence and community in our curriculum:

- Character:** The OCL history curriculum 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 OCL 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 misrepresentations.
- Competence:** The OCL 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 gives students 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.



## Principles of progression

The Oasis History curriculum is carefully planned so that students' substantive and disciplinary understanding are developed over time.

The key principles underpinning the curriculum are:

- **The curriculum is the progression model.** Students' progress by learning and retaining a growing body of historical knowledge as well as by engaging in increasingly challenging disciplinary thinking about their subject knowledge
- **The curriculum is chronologically sequenced** to help students build a coherent framework of the past but with thematic grouping of enquiries to establish the character and nature of periods of history
- **Global history**, and the connections between worlds, is at the heart of the curriculum, with British history situated in the context of wider world events and narratives, not always at its centre.
- The curriculum is **enquiry driven**, with enquiry questions based on current historical scholarship and contemporary academic debates.
- **Scale Switching** is an important element of the curriculum, zooming in and out from local, national, and international perspectives as well as ensuring the study of 'ordinary' people as well established historical figures.
- The curriculum is **contextualised** by History departments to ensure that it reflects their students and the local history of their area.
- **Stories of Individuals & places** are fore fronted as windows into the past and have a privileged place in the curriculum.

**Core concepts** (these principles of progression explicitly outlined in the LTP and progression map):

- **Big Narratives** drive the curriculum, ensuring coherence throughout and across years. The three big narratives at the heart of the curriculum are Power, Agency and Migration (of people, ideas and objects).
- Students are guided through explicit opportunities to **connect to and build on prior knowledge**, developing their schema for **substantive concepts** throughout the curriculum.
- **Second order (disciplinary) concepts** are balanced throughout the curriculum but do not dictate the curriculum, with the appropriate second order concept for enquiries decided through engagement with current scholarship alongside the need for opportunities for students to repeatedly engage with each second order concept to develop their disciplinary thinking.

## End Points:

Through our carefully sequenced and ambitious curriculum we intend that our students will achieve these end points:

1. Be able to rigorously study and interrogate sources and interpretations of specific events, individuals and periods in order to develop their historical knowledge.
2. Grasp that history is a construction, understanding and being able to articulate the existence of competing histories rather than a singular objective past, and that history itself is not the past and subject to change.
3. Be able to use their knowledge of macro and micro, global and British history to understand and explain the current state of the world and how the past has shaped it.
4. Be able to engage with actual historical debates, presenting their own arguments whilst supporting and/or criticising the arguments of others in a disciplinary rigorous manner.
5. Have developed lifelong love of history and be in a position to apply their knowledge to the world around them and the history they encounter, including books, films, historic buildings, museums, music, and art work.
6. Have develop a sufficient depth of knowledge, both substantive and disciplinary, that by the end of KS3 students are in a position to continue to engage in history independently or by continuing their studies
7. Be able to challenge historical misrepresentations of cultures & communities and question stereotypes and typicality
8. Be able to use their grasp of chronology to effectively connect new knowledge to prior learning and make informed guesses about when something (object/event) might have taken place.