



Queen
Elizabeth's
— ACADEMY —

Curriculum Rationale

History

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Diverse
Academies

Introduction

The world is changing rapidly. The future is full of possibilities. So with such changes possible, why spend time looking to the past? Some people assume that History is the study of the people and societies which are 'dead' and lack relevance. The reality is that quite the opposite is true.

History could not be more alive in how:

- it helps **root ourselves in time**, understanding the ways in which our identities have been shaped and continue to be shaped by the past.
- the stories and examples help **provide comparisons to the problems we face**, inspiring potential solutions and ideas which help inform our decision-making.
- it equips us with **the vocabulary and cultural capital** to help participate in society: to track, shape and debate political issues.
- it changes our understanding of and **relationship with the truth**: looking at how historians can make claims and the basis on which they can contest claims.
- it **provokes debate and challenges** us to think about issues from different perspectives.

History's power lies in how it fundamentally changes us: how we see ourselves and the world we live in.

Christian Distinctiveness

Our core Christian values are embedded throughout our History curriculum and regularly appear in discussions and reflections in lessons. The title pages of core booklets each show the highlighted values which most frequently link to that half-term's enquiries.

These values also influence our curriculum planning and approach to the subject. For example as historians, we look to engage in the complexities of the past, including those aspects which may appear uncomfortable. We recognise that not everything that forms part of our national history will inspire pride, and instead we look to be truthful to the many different people in the past, and their experiences of it.

We look to develop empathy with the people of the past. We do not seek to ridicule or mock those in the past but to understand the beliefs and ideas they held no matter how strange they appear to us today. Just as we aim to treat others equally regardless of differences in the present, we must recognise that people in the past were just as we are: capable of hopes and dreams, love and laughter, grief and fear. They are people who must be respected.

Knowledge in History

Our history curriculum is structured around these overarching themes:

- Monarchy and Government
- Causes and Consequences of Warfare
- Religion and Beliefs
- Britain's connections to the wider world

Our core knowledge is selected and sequenced to enable students to develop understandings of these 'big stories' across History.

At Key Stage 3, each half-term consists of a thematic block of linked enquiries. These enquiry questions drive a sequence of lessons anywhere between 3 and 6 lessons, and are based around a key disciplinary concept to develop historical thinking. Blocks are then sequenced chronologically

over the Key Stage to ensure development of both a coherent narrative, but also to develop a 'sense of period'.

Core knowledge is determined in relation to what we want students to learn in relation to the overarching themes. This is regularly reviewed and refined in planning discussions amongst staff in line with recent historical scholarship. This core knowledge is then fed by a rich hinterland of detailed and evocative stories and clear concrete examples to illustrate abstract ideas and vocabulary.

Our core themes assist with the consolidation and revisiting of core knowledge. For example, when studying the causes of the English Civil War in Year 8, pupils are required to draw upon their learning about monarchy and government in Year 7 in order to make sense of words like "parliament" and understand why 1649 was such a significant date.

Careers and Aspirations

What do we do in the subject to support students to be ready for the world of work?

Historical thinking has enormous transferable value in the world of work. Through the study of history, students determine the requirements of a question, select relevant information and deploy it in a cohesive, structured and considered argument.

How do we plan to raise aspirations through our subject content?

Through our subject content, we raise aspirations through opening students' eyes to the world around them. We encounter people and industries beyond their everyday experiences so that students know what the world of work can offer.

Overview of curriculum plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Raiders and Invaders	Communities and Challenges	Towns and Trade	Empires and Expansion	Rats and Rebels	Devotion and Dissent
Year 8	Widening Worlds	Conflict and Compromise	Science and Magic	Empire and Exploitation	Rebels and Revolution	Minds and Machines
Year 9	Minds and Machines	World at War	Fear and Reform	Dictators and Division	Genocide	Migration
Year 10	Medicine Through Time	Medicine Through Time	Historic Environment: Western Front	Germany	Germany	Germany
Year 11	Elizabethan England	Elizabethan England	American West	American West	Revision	Exams