



Queen Elizabeth's

— ACADEMY —

Curriculum Rationale

History



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Part of
Diverse Academies



THE CHURCH OF ENGLAND

Diocese of Southwell & Nottingham

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

Within History, we live our vision of giving our all to all. We offer a broad and challenging curriculum, tackling difficult and complex topics so that students can access the most powerful knowledge, learn without boundaries and flourish within society.

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

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 year 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 enquiries 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 event.

Careers and Aspirations

Through our vision of giving our all to all, we ensure students are ready to participate and flourish within the world of work through our commitment to powerful knowledge. They have a depth of understanding, vocabulary and cultural capital to participate within a competitive job market. Students have confidence in themselves, and are able to articulate and communicate effectively. We constantly model through our curriculum a dedication to improvement, showing how we are all continuing our learning and understanding of history.

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. We raise aspirations by ensuring that students want to know more. Their historical thinking shows how students can question what they see, hear and read and that learning never ends.

Curriculum Outline (2022/2023)

| | Autumn | | Spring | | Summer | |
|----------------|-----------------------|-----------|-------------------------------------|----------|-------------------------|-------|
| Year 7 | Power and People | | Monks and Migrants | | Devotion and Dissent | |
| Year 8 | Widening Worlds | | Tyranny and Freedom | | Empire and Exploitation | |
| Year 9 | Silences and Whispers | | Use and Abuse | | Memory | |
| Year 10 | Medicine Through Time | | Historic Environment: Western Front | Germany | | |
| Year 11 | Cold War | Elizabeth | Elizabeth | Revision | Revision | Exams |