

History Curriculum Vision

Why should students learn History?

We believe in the importance of learning from history. As such, the curriculum is designed to engage students with different aspects of the past and ask important questions which get to the root of human behaviour and can help to inform present and future decision making. Citizenship, identity and empathy are the very bedrocks of History, **and our curriculum allows students to learn from aspects of the distant and the more recent past, both in the UK and overseas.** Students are encouraged to reflect on human experience through time in order to understand how the modern world has been shaped and how Britain's role in the wider world has changed over time. In an age of mass misinformation, History gives students the tools to analyse sources, strip them down to the very bones, and come to their own informed conclusions about their value, reliability, and overall utility.

History is vitally important to develop an understanding of the modern world, and equally ourselves. The subject enables students to develop skills of thinking, questioning, weighing up evidence and making judgements. The historian Alan Bullock argued that those who fail to study history will suffer from 'cultural amnesia'. We would add that History is an exciting and stimulating subject in its own right which appeals to those with a broad range of interests.

What is the core knowledge in your subject?

Historical knowledge

Years 7-9: the curriculum here is designed to engage students with some of the most interesting periods in human history, which we approach with a focus not just on key individuals but also on wider aspects of society such as art, culture, poetry and fashion. Students will be given a grounding in British history from 1066 to the Twentieth Century, as well as studying societies overseas with a focus on Imperial China, Nazi Germany, and the impact of the British Empire in Africa and the Americas.

Year 10-11:

QEGS uses the AQA GCSE History programme, and students will study modules on:

USA 1920-1973: study of society and domestic policy in the USA. Key themes: causes of division, economic success and troubles, role of key individuals (Presidents Roosevelt, Kennedy and Johnson, Dr. Martin Luther King jnr), civil rights campaigns

Health and the People 1000-present day: study of how surgery, medicine and public health have contributed to improvements in healthcare over a long period

Elizabethan England 1568-1603: study of Queen Elizabeth I's final 35 years on the throne, focusing on major events from economic, religious, political, social and cultural standpoints. Involves study of a relevant historical site.

Conflict and Tension 1918-1939: study of international relations from the 1918 armistice to the outbreak of the Second World War in September 1939. Includes the role of the League of Nations, the policy of appeasement and the Treaty of Versailles.

Year 12-13

The school offers two History A Levels, again AQA, each with a different thematic focus: modern history or international relations.

International Relations

Component 1: The British Empire 1857 – 1967: breadth study of the Victorian empire, which poses questions about the impact of the Empire on people overseas, and the factors behind its rise and fall.

Component 2: The Cold War 1945 – 1991: depth study of the factors which caused, perpetuated and finally ended the Cold War in 1991. Or did they? Includes key events such as the Cuban Missile Crisis, Vietnam War, and erection of the Berlin Wall.

Modern History

Component 1: Tsarist and Communist Russia 1855 – 1964: breadth study of how and why Russia went through a period of profound change from Tsarist rule to life under Lenin and Stalin following the Russian Revolution of 1917.

Component 2: The Making of Modern Britain 1951 – 2007: depth study of how Britain has evolved since the Second World War, covering key political figures, changes in society and the country's changing role in the wider world.

Skills which students will learn in History:

Students from Year 7-13 will be encouraged to develop the following key skills:

- analysing, evaluating and using sources to make a sustained judgement on the historical period studied;
- demonstrating the key features and characteristics of the period studied by identifying and learning important historical information;
- extended writing which demonstrates the key features and characteristics of a period;
- explaining and analysing historical events and periods studied using second order historical concepts, such as cause, consequence, change continuity and historical significance