

Curriculum Intent - History

Curriculum Priorities

The History Curriculum at Nottingham Girls' Academy is designed to develop subject specific knowledge as well as play its part in developing cross-curricular skills and personal qualities.

The Nottingham Girls' Academy curriculum for history aims to ensure that all pupils:

- know and understand the history of Britain as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- know and understand significant aspects of the history of the wider world: the expansion and dissolution of empires; characteristic features of past non-European societies
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament', 'democracy' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, expressing them verbally and through written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- develop their ability, through the implementation of feedback, to write clearly and concisely when answering historical questions
- gain historical perspective of cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Knowledge

By the end of Key Stage 4 we want pupils to have:

- A developed chronological knowledge of historical events; show a developed understanding of distinct historical periods through the recall of their features and characteristics. ***Know historical events and periods of history***
- an ability to respond to historical questions and form written arguments by explaining and analysing historical events and periods of history using second-order concepts. ***Think and write like an historian.***

- Investigated historical events and periods of history by analysing, evaluating, and using sources (contemporary to the period) to make substantiated judgements. **Investigate history.**
- Explore the work of historians and their own ideas about historical events and periods of history; Be able to analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. **Explore historical thought**

For those who study history at Key Stage 5 we want students to have:

- An engaged interest in and enthusiasm for history
- An increased understanding of the past by further developing their use and understanding of historical terms, concepts and skills in order to make links and draw comparisons within and/or across different periods and aspects of the past
- Gained an ability to organise and communicate their historical knowledge and understanding in different ways, to argue a case and reach substantiated judgements.
- Developed the skills necessary to analyse and evaluate appropriate source material primary and/or contemporary to the period, within its historical context.
- Developed the skills necessary to analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.

Skills

The skills we aim to develop are:



Literacy & Numeracy



Communication



Problem Solving



Metacognition



Leadership



Collaboration



Physical,
Practical &
Technical



Digital Literacy

For example:

- Literacy is developed when pupils:
 - Analyse literary sources and interpretations
 - Write extended structured paragraphs about historical events
 - Write conclusions to evaluate historical issues
- Communication is developed when pupils:
 - Discuss their ideas about why an historical event happened or what the most significant factor was that caused change
 - Write extended paragraph answers to essay questions
- Problem solving is developed when pupils:
 - Evaluate different pieces of evidence to solve a mystery e.g., Why was Henry II

being whipped?

- Make decisions regarding historical issues e.g., Would you be a better king than King John?

- Metacognition is developed when pupils:
 - Complete spaced retrieval activities at the beginnings of lessons on content from previous units of work.
 - Use PLCs to evaluate their current understanding of topics and respond to feedback from Learning Challenges and Learning Consolidation tasks.
- Communication is developed when pupils:
 - are introduced to and develop the methods required for strong historical writing. For example, pupils are introduced to essay writing skills and the analysis of sources, and the recording of their findings, in the Norman Conquest unit.
- Leadership is developed when pupils:
 - are given the opportunity during group work to be 'experts' in a certain topic and then teach this to others in their class.
- Collaboration is developed when pupils:
 - work with others in pairs or groups and use market-place activities (such as during the study of Victorian jobs for children) which require all pupils to work together to gain all knowledge required.
- Practical, physical, technical is developed when pupils:
 - Use role play and the hot seating of historical characters (where appropriate) to develop their ability to understand the lives of people from the past.
- Digital literacy is developed when pupils:
 - use SENECA and online platforms to revise subject knowledge and research topics outside of the classroom.

Qualities

The qualities we aim to develop are:



For example:

- Respect is developed when pupils:
 - Complete paired and group work which further develops pupils' ability to respect one another as they listen to each other.
 - Study people and societies from the past, as pupils gain a greater respect for all people and their histories.

- Tolerance is developed when pupils:
 - Study people and societies from the past and learn that tolerance of different people and societies is important.
 - Study the consequences of intolerance, for example, the study of the Harrying of the North after the Norman Conquest, the Crusades and the actions of the Tudor monarchs.
- Empathy is developed when pupils:
 - Use primary sources from the past which gives pupils the opportunity to hear the voices of historical figures and empathise with them.
 - Use role play and the hot seating of historical characters (where appropriate) to develop their ability to empathise with people from the past.
- Resilience is developed when pupils:
 - develop their own resilience during the Learning Challenge and Consolidation tasks as they are required to improve their answers and responses.
- Kindness is developed when pupils:
 - work in pairs during lessons, sharing resources and opinions
 - use subject TEAMS channels where they are encouraged to provide help and advice to each other, and useful website links to aid independent study.
- Creativity is developed when pupils:
 - use a range of writing and creative strategies to learn about and express their understanding about the past, such as writing letters as historical characters and breaking down events using a comic book format.
- Aspiration is developed when pupils:
 - review and improve their Learning Challenge and Learning Consolidation tasks to strive to achieve the best they can
- Integrity is developed when pupils:
 - are asked to justify their choices and explain their points of view when studying historical events and people from past, using a range of factors (Political, economic, religious, military, and social) to organise their reasoning.
- Positivity
 - are asked to respond to their Learning Challenge feedback and improve their work.

Curriculum Principles

Sequencing, Learning and Assessment

Our curriculum has been structured to take into account the cognitive science of how we learn. Key knowledge is covered sequentially and deliberately revisited and built upon. Spaced practice and retrieval are a feature of the curriculum structure.

This is further reinforced by:

- Learning Challenge: a purely formative assessment to help evaluate, and then reshape learning and address misconceptions at the end of each unit.

- Learning Consolidation: a summative assessment, taken at a planned interval from the end of the unit, to help evaluate retention of learning in the long-term memory.

Cultural Capital

Cultural capital is developed throughout the curriculum with deliberate opportunities for all pupils (but especially disadvantaged pupils) to experience aspects of the taught curriculum through trips, events and activities and broaden their horizons.

For example:

- In Year 7 a visit to Bolsover Castle enables pupils to investigate the power and wealth of the Stuart period, through the creation of mansion houses
- In year 8 a visit to Black Country Living Museum enables pupils to explore the impact of Industrialisation on Britain
- At A-Level a visit to London allows pupils to investigate the power of Parliament over multiple time periods

Equality

We want our curriculum to reflect what it means to be a young, British woman today; for our pupils to know about the struggle and sacrifice that has led to the freedom and opportunity they have. We want them to know about their heritage and culture, and that of others in our community, enabling them to celebrate it and contribute to the progress of democracy as global citizens. We therefore regularly review and consult on the equality of our curriculum.

For example:

- We cover a range of historical periods and first order concepts (e.g. power and protest). These have been heavily focused on British and European history. We have developing this further to include a wider range of period examples from around the world.
For example:
 - we now explore Medieval societies around the world (Great Zimbabwe, Mali, China) and not just Medieval Britain.
 - we have recently changed our GCSE Thematic study to Migration, to better explore the multicultural origins of modern day Britain and better reflect our multicultural community at school.
- Pupils are encouraged to express their opinions about historical periods.

Careers and Employability

To support our pupils growing understanding of how our subject might support them with employment, we plan in explicit links between their subject area and possible career pathways. Examples of the careers and sectors we highlight are:

- Careers that link with History or utilise knowledge and understanding gained from Geography are diverse. For example:
 - Academic researcher
 - Archivist
 - Heritage manager
 - Historic Buildings inspector
 - Conservation officer
 - Museum or gallery curator / exhibition officer
 - Teacher

Discussions with KS3, GCSE and A-Level pupils focus on future education and career progression, building in links during lessons to relevant careers when topics are studied e.g., at GCSE when studying the Elizabethan period, pupils investigate a historic environment. This allows staff to show the work of a range of people involved in the conservation of historic buildings, the work of exhibition officers and archivists.

