



## QPHS History Curriculum Intent

The Queen's Park High School history curriculum is designed to fulfil the schools core vision; 'Inspiring Individuals, Empowering Minds, Defining Futures'.

### Inspiring Individuals

- The history curriculum aims to provide a **broad and balanced, dynamic and reading rich curriculum** so that all students develop a **love for history** and interpreting the past to make sense of their present.
- The history curriculum aims to allow students to journey in to the past to see the **diversity of human experience**, and understand **more about ourselves as individuals** and members of British society.
- History helps pupils understand the **complexity of people's lives**, the process of **change**, the **diversity of societies** and the relationships between different groups.

### Empowering Minds

- The history curriculum will help students look back to look **forwards**. History is filled with examples that connect students to **moral, ethical, cultural, social, and spiritual** choices, conundrums and events.
- The history curriculum aims to **influence decision making, attitudes and values** as we examine how our predecessors lived, worked, fought in wars, fought for civil rights, and **made modern Britain and the world** what it is today.
- The history curriculum encourages students to appreciate diversity, be **open minded** and **curious** so that they have a **balanced** view of the world.

### Defining Futures

- Lessons in history aim to define futures by developing **skills for life**: reading, using key **vocabulary, researching**, evaluating evidence, creating hypotheses and **conclusions**, and developing coherent **arguments and debates**.
- In history, we aim to provide excellent links to the **career of an historian**, using contemporary sources, and **scholarship** on recent debates.
- The history curriculum aims to enhance lifelong **skills for employment** such as presenting information, **problem solving**, time management, and **data analysis**.