

History Qualifications Working Group – internal planning meeting 27 November 2024

Key tasks for discussion:

- Focus on the specific remit of the group and associated but separate opportunity to input to wider reform work underway and planned
- Consider presentations from [REDACTED]
- Focus on delivery route
- Proposal on engagement with young people
- Refine work plan/schedule as necessary to address above and next agenda

Specific request - to provide a breakdown of numbers in relation to exam centres and topics was requested. **Should we be focusing on the most popular topics in the first instance?** would that be the Britain and democracy area of study?

Parameters and realistic options for change in the context of existing quals.

Share outline of SQA longer-term plans for more radical reform pathway and something that group might have general thoughts and recommendations around that can accompany their more focused work.

Refocus on remit as set out – on existing frameworks and areas of study.

The meeting schedule seems broadly fit for purpose and can be refined following discussions/internal planning.

Meeting 1 – 30 October 2024

Establish purpose and process
Focus on initial priorities and aspirations
Agree work schedule and engagement with young people

Meeting 2 – 27 November 2024

Consider evidence
Discuss options for initial focus and agree priorities

Meeting 3 – 11 December 2024

Present options for change and discussion
Reflections from SQA and ES

Meeting 4 – 29 January 2025

Present refined options for change and discussion
Consider views from young people

Meeting 5 – February/March 2025 (tbc)

Workshop/in-person session to discuss and agree final changes and presentation of them (if required)

Next steps: discussion at the AREP Curriculum Reform SubGroup and Programme Board. Formal submission to SQA for review and change processes.

Ways to deliver –

Take a high-level approach and focus on the “what” for change (language, emphasis, address key course content gaps which includes XYZ and remove less relevant areas). Apply Breaking the Mould principles.

Develop detailed recommendations on the “how” (undertake a step-by-step review of a chosen existing quals course and provide more detailed commentary and alternative text and expectation in practice).

Or a hybrid of the two (with one topic receiving detailed appraisal and redesign)

Regardless of above we need to swiftly identify priority areas for focus.

Relevant Breaking the Mould principles

Our children and young people:

1. Will experience a curriculum that meaningfully recognises and fairly represents the rich and diverse communities in Scotland and beyond.
2. Will understand and enquire into Scotland’s role in historical world events, including trans-Atlantic enslavement and colonial histories, and their continuing impact today.
3. Will learn about and investigate past and present events in a way that amplifies under-represented perspectives and stories.
4. Will feel safe and confident to co-design their curriculum from their personal perspectives and those of the wider world.
5. Will be critical thinking global citizens that challenge discrimination and prejudice through an understanding and awareness of the behaviours, practices and processes that create injustice in the world.

CYP engagement

Connect with individuals that have expressed an interest (██████ contact + IYS)
Work with Broughton High School Social Studies Department
Connect with history undergraduates from Universities of Edinburgh and Glasgow?
SQA Learner Panel

Ways of working with cyp – attend future meetings/workshop
Separate session capturing process and output for views and meaningful opportunity to influence

Next agenda – rough draft for discussion

Remit and clarity
Discussion on priorities (with paper circulated in advance seeking consideration)
Presentation from ██████ on democracy?
Engaging with cyp
Workplan refinements