



Curriculum Intent

History is a subject that forms the bedrock of our understanding of the culture in which we live as well as the wider world around us. The main aim of History at BGGGS is to provide students with understanding of the world and their place in it, with a firm grasp of how events in the past have shaped modern societies. The content covered gives students the opportunity to explore issues at a local, national and international level: from the ancient era through to the twentieth century. This range of history offers the opportunity to explore different peoples' perspectives on issues and events and to think critically about the world in which they live. A BGGGS historian will show a love of the past and be passionate about debating historical concepts.

The curriculum is designed to make sure that the content is not taught as facts to be memorised but the way that helps students to acquire different concepts and, therefore, helps pupils develop their understanding of the subject and progress in their learning.

The curriculum is sequenced to ensure:

- students learn within a coherent chronological framework
- key concepts and themes such as civilisation, society, government are interwoven
- there is opportunity to measure pace, extent and trends in change and continuity over time
- students are able to make relevant links between historical episodes such as the black death and the industrial revolution
- there is progression between EYFS and key stages 1, 2 and 3, with students being exposed to themes and content that will allow them to access the KS4 content
- there is an increasing level of challenge and complexity to enquiries
- there is appropriate division of time between Ancient, Medieval, Early Modern and Modern topics

Curriculum Implementation

Our history curriculum ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all students. It is important that our students develop the skills of a historian throughout their time at BGGGS and do not just learn a series of facts about the past. In History, pupils find evidence, weigh it up and reach their own conclusion. To do this successfully, as historians, they need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue their point of view; a skill that will help them in their adult life.

By the end of EYFS students should have developed:

- Some understanding of the lives of the people around them and their roles in society
- Some knowledge of similarities and differences between things in the past and now, drawing on their experiences and what has been read in class
- Some understanding of the past through settings, characters and events encountered in books read in class and storytelling.

By the end of KS1 students should have developed:

- Secure awareness of the past
- Some understanding of the chronology (where the people and events studied fit within a chronological framework)
- Some understanding of similarities and differences between ways of life in different periods

- Some understanding of key features of events – ability to choose and use parts of stories and other sources to show understanding of key features
- Understanding of some of the ways in which we find out about the past and identify different ways in which it is presented.

By the end of KS2 students should have developed:

- Chronologically secure knowledge and understanding of some aspects of British, local and world history, establishing clear narratives within and across the periods studied
- Ability to address and devise historically valid questions about change, cause, similarity, difference and significance of events studied
- Ability to construct informed responses that involve thoughtful selection and organisation of relevant historical information
- Some understanding of how knowledge of the past is constructed from a range of sources.

By the end of KS3 students should have developed:

- A secure knowledge and understanding of people, events and contexts of History
- The ability to think critically about History and communicate confidently in styles appropriate to a range of audiences
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate evidence derived from a range of sources
- The ability to assess evidence
- The ability to assess conflicting interpretations
- The ability in assessing past examples of change
- A passion for History and an enthusiastic engagement in learning, which develops their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of historical topics.

History in **KS3 is enquiry based** to show students that there is often more than one side to a story and that history is multi-perspective.

In KS3 students work through the following enquiries: **Year 7** - What is the legacy of Ancient Greece and Rome in the 20th century? How did the life of Britons change after the Roman invasion? What was so special about the 7 Wonders of the Ancient World? How did the Norman Conquest change England? What was the life like in Medieval Ages? How powerful were English monarchs? Why did the Normans build so many castles? Why are the Tudors so famous? Why was Jerusalem worth dying for? **Year 8** - How revolutionary was the Renaissance thinking? Why did the English execute their king? How much did Britain change in the 17th century? Who run the country: King or Parliament? Why did the Slave trade last for 300 years? How should we remember the British Empire? Can the policy of isolationism be ever good for a country (history of Japan)? **Year 9 (ONLY 2021-2022)** - How did new ideas cause conflict? Was the Second World War Britain's 'Finest Hour'? What lessons should we learn from the Holocaust? What has caused conflict in the 20th Century? How have migrants changed Britain? Are people passive victims of fate? How do you fight a 'Cold War'? What's the best way to bring about change? Research project – Britain after WW2.

KS4 students should also have developed:

- Excellent understanding of the GCSE content
- Examination skills.

At Key stage 4 students follow EDEXCEL History – studying Medicine in Britain, c1250–present; Early Elizabethan England, 1558–88; Superpower relations and the Cold War, 1941–91; Weimar and Nazi Germany, 1918–39. The chosen topics enable our students to develop and extend their knowledge and understanding of specified key events, periods and societies in local, British, and wider world history, and of the wide diversity of human experience. Each of the topics is linked to what we teach at KS3 to help the students develop their knowledge and fully appreciate the importance of history. KS4 students are using a variety of GCSE textbook. The content of some of the textbook, especially source analysis, is often too

challenging for the weaker students. Therefore, differentiated worksheets are often used in lessons. More Able students are given a chance to read A level History textbooks and some academic articles.

Implementation

The summative assessment to check for overall fluency and knowledge retention of students takes place twice a year. The formative assessment is embedded in lesson plans, in form of peer & self-assessment, quizzes, visuals to demonstrate learning (e.g., diagrams, charts), questioning and verbal feedback, to highlight strengths and areas for improvement. Gaps in knowledge are quickly identified and corrections and improvements are promoted (reflection time in lessons).

Metacognitive strategies are used to help student to understand the way they learn. Students are encouraged to 'think aloud' especially when struggling with reading comprehension or problems solving, they are given but also asked to create their own check lists and knowledge organisers, to support pupils in the decision-making process, and self-evaluation. The importance of low stake testing is valued by the department, as we believe that the students should be given the opportunity to try, make mistakes and to learn from them. Multiple choice quizzes, quick quiz with answers in books, key words tests, labelling a diagram from memory or recalling key facts/dates/people from memory are often used as starters or plenaries in History lessons.