

## HISTORY AT GOSDEN HOUSE

### Key 'End Points' in our Learner's Journey

The History curriculum supports the progress of our learners in achieving our purposeful and ambitious 'End Points'. These identified 'End Points' focus on 'tooling' up our eventual Gosden Graduates for their future pathways. In addition to these guiding End Points, all learners have ILPs (Individual Learning Plans) based on their EHCP individual outcomes within the four areas of need, which are developed and progressed throughout their time at Gosden.

### Primary End Points

- EYFS / KS1 - I am learning to be curious about the world around me, through practical and creative exploration. I am excited to find out more.
- KS2 - I am becoming more confident in exploring the wider world and I use my curiosity and creativity to investigate and to express my learning. I explore my own ideas and beliefs and value those of others

### Secondary End points

- WIIFM (What's in it for me) - I have the skills to be confident in my community and feel valued in making positive contributions. I am interested in the world outside my door and I want to play a part in it, understanding differences in people and my community.

## WHAT DO WE BELIEVE IS ESSENTIAL IN THE TEACHING AND LEARNING OF HISTORY FOR OUR GOSDEN LEARNERS?

### National Curriculum History Programme of Study

Purpose of study: The study of history at Gosden House School aims to inspire curiosity in pupils to know more about the past, so that they gain a broad knowledge of change and development at many levels, from within the school and the local community to events that have shaped the United Kingdom and the wider world. At a basic level, we want our pupils to understand the difference between fact and fiction, and between fact and opinion, when looking at events in the past. At a higher level, we encourage our pupils to ask thoughtful questions, think critically, learn from different sources, analyse where information comes from, and develop perspective and judgement. We believe that history helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as our own identity and the challenges that we all face.

Aims: At Gosden we aim to give pupils:

- Tools to identify how to distinguish fact from fiction, and fact from opinion
- Insight into the chronology of key events and time periods that have influenced the development of Britain, the United Kingdom and the wider world, so that they gain understanding of history as a coherent narrative
- Understanding of significant events and time periods and how they have impacted on our lives today
- Understanding of some historical terms, including monarchy, government and democracy
- Understanding of historical concepts including continuity and change, cause and consequence, similarity and difference, and significance, to enable them to develop historical skills as appropriate to their abilities.
- Opportunities to ask questions about history and the ability to make connections between key events and time periods
- Inspiration to create their own interpretations of history, using the written word, drama and recreation
- An understanding of the difference between fact and opinion, the use of historical sources and the ways that different interpretations of history are made

### Gosden Learners

Learning Power Vision: To nurture in all our learners a lifelong love of learning. Our whole school curriculum will build resilience and grit in our learners, so when they leave Gosden House they are better equipped to face life's challenges in a world that is forever changing.

History provides many opportunities for pupils to develop Toolbox Skills. For example, taking part in dramatic recreations and writing personal accounts helps pupils to develop toolbox skills of being brave. Discussing sources helps pupils to develop toolbox skills of getting ready and learning together. History provides opportunities to develop literacy skills, for example, reading sources, writing accounts and discussing opinions. History provides opportunities to develop numeracy skills, through an understanding of chronology and statistical analysis. History is also useful for developing toolbox skills of creative thinking skills and a sense of belonging.

As pupils become Gosden Graduates and progress into the wider world, they will benefit from understanding key institutions which have developed over time, including parliament, elections, heritage and diversity, enabling them to become active and informed citizens. They will benefit from skills of critical analysis, including the ability to distinguish fact from opinion and to recognise how interpretations are developed.

## **HOW DO WE DEVELOP, STRETCH AND NURTURE THE ESSENTIAL SKILLS AND KNOWLEDGE IN HISTORY?**

The History curriculum is based around enquiry where pupils are encouraged to be active in their learning, to ask questions and develop ways of reaching answers.

### **Our Key Pedagogical Elements to the delivery of History at Gosden House**

**Child-led and practical** - The History curriculum must be meaningful for our learners, with topics selected to engage and provide relevance for our pupils in their learning. We want to stimulate interest and a questioning attitude in our pupils, so that they become excited and interested in the past and how their local community has developed. They should be able to make links between events in the past and the key features of life in the modern world. Pupils should have some independence in developing lines of enquiry, selecting relevant sources and developing their own interpretations of the past. They should be encouraged to develop their own questions for future learning.

**Enquiry led learning** - Each unit will focus around a Key Question, such as, “How civilized were the Romans?” or “How much did life improve in the Industrial Revolution?” Pupils are encouraged to select relevant sources to help them research key questions. They are encouraged to be critical in their use of historical sources, by ascertaining the difference between fact and opinion. More confident learners will identify the author and the nature of sources, to identify its purpose and to evaluate how useful it is for the intended enquiry. Pupils will also evaluate secondary historical interpretations, by considering what they include and what is missing. Pupils will be encouraged to develop their own interpretations of historical events.

**Development of historical skills** - History offers opportunities for pupils to develop important skills, including an understanding of chronology, cause, effect, continuity, change and significance. Chronological skills will be developed through timelines and historical narratives. Cause and effect may be understood by matching causes with effects and explaining their relations. More confident learners will learn that events have more than one cause or effect and that these causes and effects may be categorised according to different criteria. Understanding of continuity and change will be developed through discussing short and long term changes and by identifying difference and similarity. More confident learners will use graphs and other visual resources to demonstrate continuity and change. Significance will be developed through discussion and debate. More confident learners will be able to construct and argument to justify their conclusions about the significance of different events.

**Learning outside the classroom** - Pupils will be encouraged to explore the school and its grounds to gain a greater understanding of the history of the school and its buildings. Pupils will visit relevant sites in the local community, including churches, Guildford Castle, Shalford Mill and local heritage museums. Pupils will also be provided opportunities to visit sites of national importance, including Fishbourne Roman Villa and the Tower of London.

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**PUPIL LEARNING JOURNEY IN**

	<b>EYFS Curriculum, KS1</b>	<b>Lower KS2</b>	<b>Upper KS2</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>KS4</b>
<b>CONTENT COVERAGE</b>	<ul style="list-style-type: none"> <li>• Stories old and new</li> <li>• Toys - old and new</li> <li>• Me and my family</li> <li>• Big events from the past</li> <li>• Christmas then and now</li> <li>• Lawnmowers past and present</li> <li>• Olympians</li> <li>• Houses old and new</li> <li>• Explorers</li> </ul>	<ul style="list-style-type: none"> <li>• Stone Age</li> <li>• Ancient Greece and the Olympics</li> <li>• Rome - Pompeii</li> <li>• Anglo-Saxons - peasant life</li> <li>• Medieval England - castles</li> <li>• Early modern Britain - famous explorers, Fire of London</li> <li>• Industrial Revolution - farming</li> <li>• Thematic studies through time - food, flight, travel</li> <li>• Local history study - Gosden House and local heroes</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Egypt</li> <li>• Roman Empire and Roman Britain</li> <li>• Vikings</li> <li>• Thematic studies - individuals in medicine, world trade</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient civilizations - Mayans and Aztecs</li> <li>• Medieval England - the Norman conquest</li> <li>• Early modern Britain - Tudors and Georgians, formation of the UK, voyages of discovery to Africa, Asia and the New World</li> <li>• Industrial Revolution - new machines, child labour, factory reform</li> <li>• Local history study - the history of Gosden House</li> </ul>	<ul style="list-style-type: none"> <li>• Medieval England - the Norman conquest</li> <li>• Early Modern World - Voyages of Discovery to Africa, Asia and the New World</li> <li>• Industrial Revolution - industrialisation, child labour, factory reform.</li> </ul>	<ul style="list-style-type: none"> <li>• 20<sup>th</sup> Century World: WW1, WW2, life for Children in WW2</li> <li>• Thematic study through time - medicine</li> <li>• Thematic study through time - the fight for human rights.</li> </ul>	N/A
<b>SKILLS FOR LIFE</b>	<ul style="list-style-type: none"> <li>• Simple chronology - present and past.</li> <li>• Similarity and difference</li> </ul>	<ul style="list-style-type: none"> <li>• Similarity and difference</li> <li>• Using artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Chronology</li> <li>• Significance - the contribution of individuals</li> <li>• Primary sources, diaries, journals</li> <li>• Secondary interpretations</li> <li>• Fact and fiction</li> <li>• Local history study</li> </ul>				

**PROGRESSION**

<b>Level</b>	<b>Planning</b>	<b>Use of sources and interpretations</b> (Sources come from the past, eg a diary, old photo, old toy. Interpretations were made more recently, eg a film set in the past, an internet site or a book written about the past).	<b>Analysis</b>	<b>Communication</b>
1	<ul style="list-style-type: none"> <li>I am aware of the past</li> <li>I show some curiosity about the past</li> </ul>	<ul style="list-style-type: none"> <li>I know that some things about the past are true and other things are false.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify an important event in my life.</li> </ul>	<ul style="list-style-type: none"> <li>I can verbalise or draw my ideas with support.</li> </ul>
2	<ul style="list-style-type: none"> <li>I can ask a question about the past</li> <li>I can identify some differences between the past and the present</li> </ul>	<ul style="list-style-type: none"> <li>I can identify a true and false with support.</li> <li>I can find some information from a source and an interpretation with support</li> </ul>	<ul style="list-style-type: none"> <li>I can identify an important event in the past with support.</li> </ul>	<ul style="list-style-type: none"> <li>I can verbalise or draw my ideas independently.</li> </ul>
3	<ul style="list-style-type: none"> <li>I can ask more than one question about the past</li> <li>I can am aware that there are different historical periods and I can find 3 on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify true and false independently.</li> <li>I can find some information from a source and an interpretation independently</li> </ul>	<ul style="list-style-type: none"> <li>I can identify important events from the past independently and I can say why they are important with support.</li> <li>I can know the difference between a cause and a consequence</li> </ul>	<ul style="list-style-type: none"> <li>I can write a sentence or draw a picture about the past.</li> </ul>
4	<ul style="list-style-type: none"> <li>I can select a useful source to answer a question</li> <li>I can place 3 historical periods in order on a timeline</li> </ul>	<ul style="list-style-type: none"> <li>I know the difference between fact and opinion.</li> <li>I can identify some facts and opinions in historical sources and interpretations</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why an event is important without support.</li> <li>I can give a cause and a consequence of a historical event</li> <li>I can identify a similarity and a difference between two time periods.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the meaning of a few topic-specific historical terms, eg democracy, slavery, industrial</li> </ul>
5	<ul style="list-style-type: none"> <li>I can suggest a line of enquiry in history with support</li> <li>I can select 3 useful sources to investigate my line of enquiry with support</li> <li>I can give the similarities and differences between at least 3 time periods</li> </ul>	<ul style="list-style-type: none"> <li>I know that some sources are more reliable than others</li> <li>I know the difference between a source and an interpretation</li> <li>I can explain how interpretations are made.</li> </ul>	<ul style="list-style-type: none"> <li>I can give more than one reason why an event is important.</li> <li>I can give more than one cause and consequence of an event.</li> <li>I can give more than one similarity and difference between two time periods.</li> </ul>	<ul style="list-style-type: none"> <li>I can use historical terms in my writing.</li> <li>I write in full sentences.</li> </ul>

6	<ul style="list-style-type: none"> <li>I can suggest a line of enquiry in history independently</li> <li>I can select 3 useful sources to investigate my line of enquiry independently</li> <li>I can name characteristic features of past time periods</li> </ul>	<ul style="list-style-type: none"> <li>I can comment on the reliability of a source or interpretation by referring to the author</li> <li>I can comment on the reliability of a source or an interpretation by comparing it to other knowledge of the past.</li> </ul>	<ul style="list-style-type: none"> <li>I can give several reasons why an event is important.</li> <li>I can give several causes and consequences of an event.</li> <li>I can give several similarities and differences between different time periods.</li> </ul>	<ul style="list-style-type: none"> <li>I can write a paragraph about a historical event or period, using appropriate historical terms.</li> </ul>
7	<ul style="list-style-type: none"> <li>I can identify steps to developing a historical investigation</li> <li>I am aware that some sources are more useful than others for a line of enquiry</li> <li>I can explain changes between different time periods in history</li> </ul>	<ul style="list-style-type: none"> <li>I can comment on the reliability of a source by referring to its purpose.</li> <li>I can comment on the reliability of an interpretation by referring to the perspective of the author.</li> </ul>	<ul style="list-style-type: none"> <li>I can categorise different causes, effects, similarities and differences according to different criteria, eg economic, political, social.</li> <li>I can refer to different criteria when discussing the significance of an event.</li> </ul>	<ul style="list-style-type: none"> <li>I can structure my work in to more than one paragraph, using appropriate historical terms.</li> </ul>
8	<ul style="list-style-type: none"> <li>I can develop an appropriate line of historical enquiry independently, including questions that need to be addressed to reach a conclusion.</li> <li>I can select a range of useful sources which are appropriate to the time period and line of enquiry that I am investigating I can explain why the sources that I have selected are useful to my enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the difference between usefulness and reliability</li> <li>I can evaluate the sources and interpretations that I have selected for an enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>I can develop an argument about the relative causes, consequences, similarities and differences of events by referring to the weights given to different criteria.</li> <li>I can develop an argument about the significance of events by referring to different criteria.</li> </ul>	<ul style="list-style-type: none"> <li>I can produce well-structured accounts of the past, with an introduction, main body and conclusion, using a variety of carefully selected and appropriate historical terms.</li> </ul>

### HOW DO WE KNOW OUR HISTORY LEARNERS ARE ACTUALLY LEARNING? HOW DO OUR LEARNERS KNOW HOW THEY ARE DOING?

Pupils' learning is assessed in relation to lesson objectives and outcomes. Pupils are given verbal and written feedback according to how far they fulfilled the objectives and outcomes of the lesson, and how much effort they put into their work. Learning is recorded using Evisense and B-Squared. Pupils are given suggestions on how to improve their work both in discussion and in written form. They are given opportunities to comment on each others' work and to give constructive feedback to their peers. Learning is also assessed through internal standardisation and moderation procedures.

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## **IN HISTORY HOW WILL OUR GOSDEN GRADUATE BENEFIT FROM THEIR SKILLS AND KNOWLEDGE IN THE FUTURE ?**

There are many opportunities in history for pupils to gain toolbox stickers, for example, using muscles such as Working Together and Bing Brave, to help them to earn Toolbox Certificates. This should provide them with confidence and evidence of learning to support transition to college and the world of work.

History provides pupils with an understanding of how the world has been shaped around them on many levels, from the local community to Britain and its place in the wider world. They should have an increasing awareness of different aspects of human development, including political, economic, social, religious and technological changes. This understanding should provide them with an understanding of the challenges that we will face as a society in the future and confidence in how to approach solving some of these problems.

Pupils should also have a firm awareness of the difference between fact and opinion, and how narratives of the past have been formed. In a world increasingly influenced by fake news and malicious influencers, this should be of great benefit to Gosden pupils. Our pupils should have growing confidence in their own abilities to challenge narratives and to develop their own narratives about the past.

### **DEIB statement**

It is very important that the study of history reflects the diverse nature of our pupil cohort and modern Britain. As a school, we have audited the curriculum carefully to make sure that historically under-represented groups are given coverage in the curriculum. A wide range of different cultures and societies are covered including the Egyptians, Romans, Aztecs and Mayans. Western encounters with world civilizations are covered in units on voyages of Discovery (KS2 and Y8) and the fight for human rights (Y9), which includes explicit reference to slavery and emancipation. The struggle for equality for women and for gay rights is covered in the unit on the fight for human rights (Y9). Conscious effort is made to include sources and information covering underrepresented groups, for example, soldiers from the British Empire who fought in WW1 or black people who came to Britain during the Roman Empire and as part of the Windrush Generation, thereby representing the diverse nature of English and British society throughout history. The importance of equality is addressed in thematic units on the history of medicine and the fight for human rights. Inclusion and a sense of belonging are addressed in units on the history of Gosden House and local heroes.

Revised by Alex Scott, November 2024