

Curriculum Intent Statement for History

Intent

The History curriculum at GM School is designed to allow our students to understand about and reflect on their place in the world through rigorous historical knowledge.

We hope students will develop high academic expectations of themselves and a love of History, recognising the importance of this subject for an understanding of the past and the world we live in today.

The blend of knowledge and skills is progressive and transferable, designed to lead to success from our Primary Phase through to our Secondary Phase and beyond, with more children choosing History at GCSE level. In short, we want all of our young historians to “know more, do more and remember more”.

Implementation

We cover key events and eras of relevance from the history of the UK. We also aim to provide a curriculum which strives to acknowledge the significance of key events and eras in wider world history. We aim to deliver a rigorous History curriculum which is inclusive and with relevance to the diverse student population at George Mitchell.

The history curriculum is delivered using a range of teaching methods and aims to develop strong historical skills and knowledge. These include wide ranging knowledge, historical source analysis, understanding of historical interpretations and opportunities for independent learning projects. This leads to acquisition of historical knowledge and an understanding of and ability to apply the skills used by historians. The aim is for students to appreciate and be able to apply the type of analytical and critical thinking required to make historically grounded and informed judgements. History at George Mitchell aims to enforce the role of active citizens in creating change historically and the need for young people to be active participants in the community and globally in improving society.

The development of good literacy, oral, listening and written skills are a key focus for the History department.

EYFS

In EYFS, children learn to talk about the lives of the people around them and their roles and societies. They learn about similarities and differences between things in the past and now, such as comparisons between their own childhood and that of their adults. Through stories and role-play, they are exposed to the past and a range of different people and societies.

KS1/KS2

History is taught discretely in alternate half terms, by the class teacher. The learning is underpinned by the National Curriculum, and makes use of the United Learning programme of study. At the start of each unit, children complete a pre-unit assessment to find out their starting points and points of interest to shape future lessons. Do Now and Starter tasks allow vital knowledge to be revisited or pre-learned. Teachers use a range of techniques to engage those students who require support or extension, to ensure that all are suitably challenged. Knowledge organisers are used to promote oracy and develop writing skills. During their lessons, children are challenged to 'think as historians': over their time in the primary school, they develop their historical skills alongside secure substantive knowledge.

KS3

Key Stage 3 follows the National Curriculum and is taught in mixed ability groups over 4 hours per fortnight.

KS3 Curriculum Overview

	<u>Term 1 Content</u>	<u>Term 2 Content</u>	<u>Term 3 Content</u>
<u>Year 7</u>	Mystery of the Skeletons – Maiden Castle Black History Month: Ibn Battuta 1066 – Norman Invasion of England William the Conquerors England	Change and continuity in Medieval England The significance of the Black Death and Peasants Revolt	Medieval Islamic Societies and Medieval Baghdad Renaissance and Reformation – from Medieval to Early Modern
<u>Year 8</u>	English Civil War 1642-1649 Medieval African Civilizations	Transatlantic Slave Trade Abolition of the Slave Trade Industrial Revolution	The British Empire The Indian Uprising 1857
<u>Year 9</u>	Causes of World War I World War I – Trench Warfare Key Events of WWI – The Battle of the Somme –	The Suffragettes Russian Revolution and the Rise of Stalin 1917-1925 Rise of Hitler and The Holocaust	Key events of the Second World War Hiroshima and Nagasaki Migration across time and the Windrush Generation.

KS4

KS4 follows the Edexcel GCSE exam board specification and is taught in mixed ability groups over 6 hours per fortnight. Students have the following unit choices:

- Thematic Study: Migrants in Britain c800-present day with Historic Environment: Notting Hill c1948–c1970. Migration has shaped the UK. Migration is part of the UK's History, why and which groups have forged the modern UK?
- Period Study – Superpower relations and the Cold War, 1941-91. The world today is still shaped by the legacy of the Cold War between the USA and the USSR, why had how did this happen.

- British Depth Study: Early Elizabethan England 1558-88 Elizabeth I was one of the most powerful Monarchs in History – what made her so powerful and what were the challenges of her reign.
- Modern Depth Study: Weimar and Nazi Germany, 1918-39. The rise to power of Hitler's Nazi Party in Germany and life in Nazi Germany.

More information about the specification can be found here: <https://qualifications.pearson.com/en/qualifications/edexcel-gcses/history-2016.html>

Assessment

EYFS

The understanding of children in EYFS is continually checked by teachers, using ongoing formative assessment. At the end of the EYFS, they are assessed against the Past and Present Early Learning Goal.

KS1 & KS2

To support the annual reporting of children's progress, progression grids and curriculum statements are used by teachers to make a 'best fit' judgement about key knowledge and skills acquired and developed throughout the year. One of 4 grades is given for History. Children also complete pre- and post-unit quizzes to support teachers to determine strengths and areas for development.

Code	Definition	Meaning
B	Below	Working below the child's chronological age/out of year group
WT	Working towards	Not yet expected, but working within their year group
EXP/ARE	Expected/Age Related Expectation	Achieving age-expected attainment
GD	Greater Depth	Working beyond the level expected for their year group

These are recorded centrally and electronically on SONAR.

Secondary

At KS3, students are assessed regularly with end of unit assessments to ensure that progress is being made. Success criteria is used to ensure students understand what knowledge and skill are being assessed and what progression looks like in this subject.

At KS4, practise exam questions and mock exams, are used to track progress. Students use the mark schemes to understand how to address each different style of question. Support material are used to ensure students are clear about what they need to do to achieve good grades.

The GCSE assessment for their final GCSE exams takes place at the end of the course in the summer of Y11. In History students sit four exams.

Enrichment Opportunities: Primary

- Visits, workshops, cultural days & trips
- Clubs

Enrichment Opportunities: Secondary

The History department actively seeks opportunities for students to engage with visits and events outside of the classroom. This has included involvement with the Beit project – engaging with local urban environments to stimulate interest in the traces and stories of the past. Taking part in the centenary visits to the cemeteries of WWI battlefields in Belgium. Visits to Hampden School in West London for events on Holocaust Memorial Day. As part of our GCSE course visiting the historic environments of Brick Lane and Notting Hill to support and deepen the understanding of the Historic environment unit of work. Collaborating with other providers and departments for example in our Green Schools group.

Supporting your Primary Child

[Horrible Histories - CBBC - BBC](#)

[History facts for kids | National Geographic Kids \(natgeokids.com\)](#)

[KS1 History - BBC Bitesize](#)

[KS2 History - BBC Bitesize](#)

[Home | Welcome | William Morris Gallery \(wmgallery.org.uk\)](#)

[www.theschoolrun.com](#) excellent resource for parents, carers and children [World and US History for Kids \(ducksters.com\)](#)

Supporting your Secondary Student

- Encourage your child to read especially history books and historical novels.
- Take a look at your own family History
- Watch History documentaries on BBC or You Tube
- BBC bite size covers key parts of the curriculum
<https://www.bbc.co.uk/bitesize/subjects/zk26n39>
- Visit the many museums of London – there are many to suit all kinds of interests and periods of History.

Visit the History blogs to access resources and follow links to the best websites and video clips. You will find previous topics by clicking on past years and months.

Where could History take you next?

History is an academic subject which is highly valued by colleges, universities and employers for the skills it develops – investigation, analysis and critical thinking, as well as structured argument and effective communication and written skills. Students learn and demonstrate an increasing

effectiveness in articulating complex ideas, using sophisticated complex historical terminology and concepts. They demonstrate confidence in asking questions and how to maintain a dialogue about historical topics.

Learning about the past is enjoyable and intrinsically worthwhile but History also has the added benefit of potentially providing a key to unlocking a better future. Historians become teachers, journalists, doctors, lawyers, lecturers, campaigners, business people, managers and more.