



HISTORY AT GOSDEN HOUSE

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

National Curriculum History Programme of Study

Our Purpose: 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.

Our 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

History provides many opportunities for pupils to develop Toolkit 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.





PUPIL LEARNING JOURNEY IN HISTORY

	EYFS Curriculum	KS1	KS2	Year 7	Year 8	Year 9
CONTENT COVERAGE	<ul style="list-style-type: none"> Stories old and new Big Events from the past Toys – old and new 	<ul style="list-style-type: none"> Houses – old and new Vehicles – old and new What we wear by the sea – now and then 	<ul style="list-style-type: none"> Medieval England, Castles Arctic explorers Transport past and present The Romans Nelson Mandela and Apartheid 	<ul style="list-style-type: none"> Human migration, Windrush Ice Age into the Stone Age? Doggerland? Georgian period Diaries of Elizabeth Davis Child labour and the workhouse 	<ul style="list-style-type: none"> World War II The Holocaust The Berlin Wall Archaeology Mary Anning 19th Century Women Development of canals Industrial Revolution in Guildford 	<ul style="list-style-type: none"> Struggles for equal rights – suffragettes, Stonewall, Equal Pay Act Medicine through time – Jenner, Fleming, Covid Hampton Court, Spanish Armada, Columbus
SKILLS FOR LIFE	<ul style="list-style-type: none"> Simple chronology – present and past. Similarity and difference 		<ul style="list-style-type: none"> Similarity and difference Using artefacts 	<ul style="list-style-type: none"> Chronology Significance – the contribution of individuals Primary sources, diaries, journals Secondary interpretations Fact and fiction Local history study 		





PROGRESSION OF SKILLS IN HISTORY

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

Commented [AS1]:





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

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

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.





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.

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.

