

The Quality of Education – Intent, Implementation, and Impact.

History.

Intent – what we want to achieve.

The main aim of History at BGGs 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 Medieval 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. Students will show a love of the past and be passionate about debating historical concepts. The curriculum builds on knowledge from KS2 and prepares students for further study post 16 in History or related subjects.

To create <i>aspirational citizens</i> , our curriculum is:	To create <i>successful learners</i> our curriculum is:	To create <i>leaders and communicators</i> our curriculum:
<ul style="list-style-type: none"> ambitious and rigorous. accessible for all. contextualised to help students see the relevance and impact of History. focused on British values and the school ASPIRE values. 	<ul style="list-style-type: none"> rich in knowledge and skills. carefully sequenced and scaffolded to be accessible to all. designed to prioritise reading, develop literacy and oracy skills. 	<ul style="list-style-type: none"> promotes effective communication through discussion tasks and targeted questioning. places literacy, diversity and SMSC at the heart of planning.
<p>Students have opportunities to:</p> <ul style="list-style-type: none"> develop a greater understanding of their place in the world. speak/listen to people who experienced or expert in significant events in history, such as the WW1 workshop. 	<p>Students have opportunities to:</p> <ul style="list-style-type: none"> express curiosity about a range of historical events. regularly revisit and embed key concepts through retrieval practice and assessment opportunities. weigh up evidence, develop chains of reasoning and evaluate. 	<p>Students have opportunities to:</p> <ul style="list-style-type: none"> develop the skills of analysis and evaluation. articulate their views through oral and written work. prepare presentations on historical topics.

Implementation – how we achieve it.

- Quality First teaching with adaptations to ensure accessibility for all.
- High expectations for achievement, attitude to learning and engagement.
- Effective routine use of formative assessment to ensure student understanding and progress.
- Prioritise reading, using a range of primary and secondary texts, including scripture, and employing strategies such as ‘controlling the game’ and ‘choral reading’.
- Interleave content where possible to embed concepts and reinforce common themes, leading to greater depth of understanding and a more synoptic view of the curriculum.

Impact – how we know we have been successful.

- Students are confident learners and communicators.
- Students develop knowledge and skills across the curriculum and achieve well.
- Data shows that students make progress.
- Students achieve qualifications which enable them to successfully move on to the next steps in education or employment.

SMSC Statement.

Students learn about different religious traditions in historical context. Lessons are built around enquiry, encouraging students to ask questions about history and its relevance today. Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage is integral to the history curriculum. Lessons regularly involve group tasks and discussion work, promoting the development of social skills.

Equality, Diversity and Inclusion (EDI) in the Curriculum.

The curriculum is designed to explore and include the history of different people from different backgrounds and different areas of the world. We explore protected characteristics and challenges faced by diverse groups in history. We ensure that students see themselves in the curriculum.

British Values in the Curriculum.

British Values are modelled in the way the curriculum is delivered to students and the way they work in the classroom. Students discuss the origins of democracy in the Magna Carta and compare democratic states with Nazi and Communist dictatorships. They explore individual liberty through the suffrage and civil rights movements.

Careers in the Curriculum.

History teaches important life skills; it requires empathy, understanding of and respect for other people’s experiences, and the ability to sustain a reasoned line of argument and evaluate objectively. As these skills are taught, links are made

to careers where these would be useful. For example, when studying 'Medicine through time' this is linked to modern day medical professions.