



GOSFORD HILL
SCHOOL

History Department



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Our vision and aims (Intent):

- Substantive Knowledge: We aim to ensure students develop a secure and broad understanding of the past, exploring the people, events, and ideas that have shaped Britain and the wider world.
- Inclusive Ambition: Our curriculum is ambitious and inclusive for all, ensuring that all students – regardless of their background or starting point – can access a rich historical education. We ensure that diverse perspectives and global histories are represented, allowing every learner to see themselves in the narrative of the past.
- Disciplinary Skills: We intend for students to master the disciplinary skills of a historian: the ability to question evidence, analyse interpretations, and form balanced, evidence-based judgements.
- Chronological Security: The curriculum provides a strong sense of chronology, helping students understand how societies have changed over time and enabling them to make meaningful connections between the past and the present.



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Our approach to teaching (Implementation):

- Sequenced Progression: The curriculum is logically sequenced and new knowledge is layered onto prior learning to deepen understanding of complex concepts like power, empire, and revolution.
- Enquiry-Based Learning: Every unit encourages students to weigh evidence and evaluate historical claims rather than simply memorising facts.
- Retrieval Practice: We use regular "low-stakes" retrieval quizzes and "Do Now Activities" (DNAs) to embed core substantive knowledge into long-term memory.
- Literacy and Argumentation: We explicitly teach historical vocabulary and the structures of formal argumentation, empowering students to communicate coherent, reasoned, and academic arguments.
- Source Analysis: Students are regularly exposed to a wide range of primary sources and secondary interpretations, learning to recognise bias, perspective, and the constructed nature of history.



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How we measure success (Impact):

- Analytical Mastery: Students demonstrate success by becoming critical thinkers who can evaluate complex information and recognise how historical accounts are constructed and contested.
- Academic Achievement: Impact is evidenced through the high quality of student work and their ability to produce structured, analytical pieces of writing that prepare them for the rigours of GCSE, A-Level, and beyond.
- Cultural Literacy: Our learners develop a deep appreciation for the complexity of the human experience, showing empathy and an understanding of the diverse societies that have existed over time.
- Active Citizenship: We measure impact by the development of informed citizens who can apply historical lessons to contemporary global challenges and navigate modern information with a critical eye.
- Lifelong Interest: The ultimate impact is seen in students who are curious about the world, equipped with the resilience to engage with difficult questions and a lifelong interest in the past.