

History

'To build a future you have to know the past.'

What does progress look like in History?

- Pupils focus on the five key skills of historical learning: knowledge, cause and consequence, change and continuity, evidence and interpretations.
- Pupils study these key areas from years 7-11. The level of challenge and sophistication increases throughout their time at SGCHS.
- They will need to put together the skills of History in order to understand how History is written and studied, providing them with the confidence to reach their own judgements.
- Underlining all of the above is literacy. In order to progress through History, clarity of communication through the written and spoken form is essential.

How will my child's progress be assessed in History?

- Pupil progress will be measured against our 'Progression Map' which you will find in your child's book.
- Feedback in their books will tell them how to make the next steps in their learning. This will often follow on from assessed work, which will allow your child to reflect on how to continue to make progress.
- More formal assessments will take place in each of the five skill areas throughout their studies. These will be based upon the revised GCSE examination style questions. In History it is important to recognise that the key skill areas may vary in the level of challenge. These assessments will allow your child to see where they are up to in their learning and allow them to practice the skills they will need to achieve in their GCSEs.

What can I do to help my child to make progress in History?

- Encourage independent reading, this does not always have to be historical, in order to develop your child's literacy levels.
- Encourage your child to complete further research on topics studied in class.
- Promote an interest in current affairs and how they may link to events in the past.
- Where possible encourage an interest in sites of historical importance or interest.
- Discuss with your child topics they are currently studying in History.