

Pearson Edexcel GCSE (9-1) History

Developing Historians at Key Stage 3



‘Do now’ activity

Activity 1 - Please answer the polls on the screen.

How long is your Key Stage 3 and how many hours of lessons a week do you have?

How long is your Key Stage 4 and how many hours of lessons a week do you have?

If you were allowed to choose, how would you organise teaching time for KS3 and KS4?

Have you been inspected under the new framework and, if so, do you have any feedback you could give the group about the process?

Today's Objectives

We will:

- Explore the historical skills and understanding that students should develop during Key Stage 3.
- Look at the relationship between Key Stages 3 and 4 and how to encourage smooth progression in how students develop as historians.
- Consider the effects of the Ofsted framework on History curricula.

The Ofsted Framework



The Ofsted framework

Headlines:

- Renewed focus on curriculum: a more forensic focus on 'quality of education', i.e. the curriculum and the three Is (intent/implementation/impact).
- Internal progress data no longer to be used for inspection evidence, replaced by work scrutiny and conversations with teachers, middle- and senior leaders.
- Inspections to check on how schools are moving more students to studying EBacc subjects at GCSE
- Encouraging a broad curriculum for as long as possible, especially at KS2 and KS3 (but also KS4 and KS5).
- Increased inspection time for Good schools.

[Helpful blog post](#) from Sean Harford HMI.

The Ofsted framework

Area	Examples of evidence
Intent	<ul style="list-style-type: none">- How carefully leaders have thought about and sequenced their curriculum (at macro and micro level)- The breadth of the curriculum- Whether the curriculum reflects the school's local context- How leaders have ensured the subject curriculum contains content which has been identified as most useful, and ensured this is taught in a logical progression
Implementation	<ul style="list-style-type: none">- Scrutiny of students' work- Discussion with subject leaders & teachers about the curriculum- Discussion with subject specialists & leaders about the content & pedagogical knowledge of teachers, and what is done to support them- Reviews of schemes of work or other long-term planning documents
Impact	<ul style="list-style-type: none">- Nationally generated performance information- Information on destinations of students who leave the school- Listening to students read (at Primary)- Discussions with students about what they have remembered about the content they have studied

The Ofsted framework

Activity 2 – thinking about your own programme of study, complete a SWOT analysis against the new framework.

Strengths	Weaknesses
Opportunities	Threats

The Ofsted framework

Questions to consider:

Possible questions/issues to develop the activity:

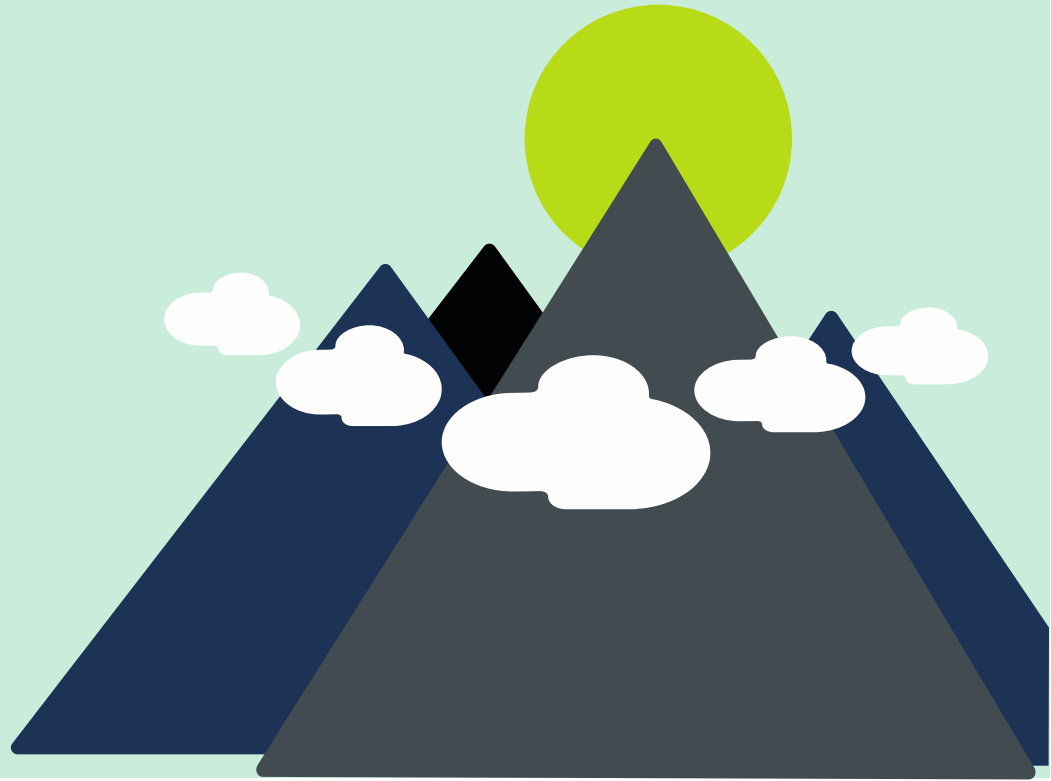
1. What are your key anxieties/uncertainties?
2. How well do you understand the framework and its implications?
3. How can you balance the meet the needs of your students/SLT/MAT?
4. Can you review your curriculum strengths/ weaknesses? (e.g. sequencing, teacher subject knowledge, pedagogy)
5. Are you moving back to two-year KS4?
6. Are you clear over your curriculum intent?
7. Role of internal assessment? (summative/formative)
8. Student and teacher wellbeing – do you have capacity to strengthen/redesign the whole curriculum?

Managing the GCSE in 2 years

Tips:

- Check your **teaching time**: the GCSE is written to be taught in 120 hours, or 2 hours a week over 2 years, not including exam practice, mocks and revision.
- Review your schemes of work now you have taught them through a few times.
- Review your lessons against the question styles.
- Consider the use of enquiry questions to tie together content.

Making your Key Stage Three powerful



Developing historians

Discuss:

What knowledge and skills should we expect students to have

- at the beginning of year 7?
- at the end of KS3?
- at the end of GCSE?

How are your thoughts on this reflected in your **curriculum intent**?

Making your KS3 powerful

Three aspects:

1. Developing powerful knowledge
2. Developing historical thinking
3. Preparing for Key Stage 4

Aspect 1:

Developing powerful knowledge

Asking hard questions about the content you deliver:

- How do you decide what content you include at Key Stage 3?
- Resources?
- Teacher knowledge?
- Teacher preference?
- Student engagement?
- National Curriculum?
- Preparation for future study?
- Habit?
- Cross-curricular or cross-MAT alignment?

Aspect 1:

Developing powerful knowledge

Playing to your audience

Some questions to ask your department...

- What does the student population look like and how does the curriculum meet their needs?
- Does KS3 history reflect the history of the locality and region that the school is in?

Aspect 1:

Developing powerful knowledge

Underpinning your GCSE studies with enough context.

- Activity 3 – what substantive concepts do they need to know?
- What content would best deliver these?

Aspect 2:

Developing historical thinking

Second order concepts in history include:

- Causation
- Consequence
- Change and continuity
- Significance
- Similarity and difference

How do you address this at Key Stage 3?

Aspect 2:

Developing historical thinking

Working with historical evidence:

- Does your curriculum give students opportunities to work with sources and interrogate interpretations?
- Discrete 'sourcework' or 'interpretations' enquiries or evidence interwoven into other enquiries?

How do you include sources and interpretations in your KS3 programme of study?

Aspect 3:

Preparing for Key Stage 4

Teaching revision and recall skills:

- Knowledge organisers
- Knowledge quizzes
- Closed book assessments

What other strategies do you use that could be made explicit during KS3?

Aspect 3:

Preparing for Key Stage 4

Procedural knowledge:

- How to write to time
- How to structure longer answers
- Inference and source utility skills

BUT! Assess what you value.

How do you currently assess at KS3?

Planning a powerful Key Stage Three Programme of Study



Choosing your content

Substantive knowledge:

- What would your ideal KS3 look like?
- Using your substantive knowledge work from earlier in this course, consider how you could include this at KS3.

Choosing your content

Does your curriculum cover diverse content?

- Royal Historical Society, [*Race, Ethnicity and Equality in UK History: A Report and Resource for Change*](#) (October 2018)
- Claire Holliss, [*'Seeing the whole board': the case for a more diverse history curriculum*](#) (blog post, June 2019)
- [*Meanwhile, Elsewhere*](#) website

Planning for all the second order concepts

Now you've chosen your topics, can you match them to different second order concepts?

- Causation
- Consequence
- Change and continuity
- Significance
- Similarity and difference

How can you include development and period studies, as well as depth?

Working with evidence

Do any of your units lend themselves particularly well to working with evidence?

- Source packs on the National Archives website
- Source collections at the British Library
- Ideas for historians that have written about popular KS3 topics
- Favourite source and interpretation activities

Further reading

- Mary Myatt, *The Curriculum: Gallimaufry to coherence* (John Catt Educational, 2018)
- Alex Ford and Richard Kennett, 'Conducting the orchestra to allow our students to hear the symphony', *Teaching History* 171 (2018)
- ['Redesigning the curriculum: a short guide for the new, novice or nervous'](#), a free planning sheet on the HA website (2019)
- ['Curriculum Evolution'](#), *Teaching History* 153 Supplement (2014), also free on the HA website

Your Subject Advisor

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You can sign up for Mark's e-updates by completing this [online form](#)



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What can Pearson do for you?

