



History

Newent Community School and Sixth Form Centre

Whole school Curriculum INTENT

Our curriculum aims are underpinned by our values:

Our goal is for Newent Community School and Sixth Form Centre to be a thriving and supportive community underpinned by mutual respect. We strive for excellence by providing a challenging, stimulating, creative and diverse learning environment that enables us all to become the best we can be.

HISTORY - INTENT AND IMPLEMENTATION

In History we provide a broad and balanced education for all students that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment by:

- Developing transferable skills such as analysis, evaluation and communication.
- Following a systematic "journey" from Year 7 to Year 13.
- Revisiting key concepts in different contexts, linking with other subjects where possible.
- Building up from simple/familiar concrete concepts to more complex, unfamiliar and abstract ones.
- Establishing substantive and second-order concepts, e.g. empire (Roman & British).

We enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations by:

- Sequencing knowledge in a way that builds breadth and depth through enquiry studies.
- Revisiting key ideas at increasing levels of depth, detail and complexity, at a range of scales.
- Using the skills taught within lessons to effectively analyse and evaluate sources and interpretations.
- Using developmental feedback to embed key learning.

We support students' spiritual, moral, social and cultural development by:

- Fostering an appreciation for the rule of law and how it protects individual citizens.
- Enabling students to acquire an appreciation of, and respect for their own and other cultures.
- Encouraging students to contribute positively in their local areas and within wider society.
- Embedding social and economic sustainability.

- Showing respect for other people and encouraging an acceptance that other people have different faiths, beliefs and opinions.

We support students' physical development and responsibility for their own health, and enable them to be active by:

- Implementing and understanding physical and mental health through historical investigations.
- Planning for movement within lessons whenever possible.
- Taking students on trips that involve an element of walking in different environments.
- Promoting healthy living through the teaching of the Medicine in Britain unit at GCSE and within other Key Stages whenever possible.

We promote a positive attitude towards learning by:

- Recognising, praising and rewarding all student successes.
- Ensuring that lessons are student-centered and engaging.
- Incorporating stretch and challenge opportunities, either within the curriculum, or through our programme of trips, visits and events.
- Using student voice.
- Upholding the school's HEART values.

We ensure equal access to learning for all students, with high expectations for every pupil and appropriate levels of challenge and support by:

- Planning lessons at an appropriate level of difficulty for each class.
- Using adaptive teaching strategies within lessons.
- Teachers knowing their students' differences, and levels of need.
- Reflective monitoring of all "disadvantaged" students, and levels of challenge.

We have high academic/vocational/technical ambitions for all students by:

- Regularly reminding and explaining the key terminology (tier 3 specific) and concepts necessary for their advancing levels of understanding.
- Regular exposure to the examination skills necessary for KS4-5 success, through a planned programme of assessment.
- Considering assessment, marking and feedback strategies that best support and promote learning.

We equip students with the knowledge and cultural capital they need to succeed in life by:

- Decolonising the curriculum to widen views of past and present societies.

- Giving students the essential knowledge needed to be an educated citizen, and for their future success.
- Promoting a respect for democracy and the importance of active participation in the democratic process.
- Widening their understanding of how the world “works” by using appropriate historical case studies.
- Offering a varied programme of trips and visits.

We provide subject choices that support students’ learning and progression, and enable them to work towards achieving their goals by:

- Ensuring that GCSE and A Level units are selected and matched to each teacher’s expertise.
- Selecting KS 3 topics that will interest and motivate the students to want to research them after lessons.
- Using student voice to guide curriculum choice, particularly Year 9 students and their GCSE unit choices.

We provide a broad curriculum ensuring all students are able to access the English Baccalaureate by:

- Raising the numbers of students who opt for History at GCSE.
- Promoting literacy and oracy within all lessons.
- Choosing and sequencing topics, concepts and skills so that the curriculum is both coherent and rigorous.
- Presenting the curriculum in a sequence, which moves students from simple/familiar/concrete concepts to more complex, unfamiliar and abstract ones.
- Revising and revisiting key ideas at increasing levels of depth, detail and complexity.
- Promoting historical scholarship and debate.

We develop students’ independent learning skills and resilience, to equip them for further/higher education and employment by:

- Promoting thinking skills within all lessons.
- Providing regular extra reading and research activities for students to develop their independent learning.
- Making regular links between the transferable skills that the study of History develops, and how they link to the modern workplace.

Our Key Stage 3 curriculum has been reviewed several times over recent years and many other schools have been looked at for comparisons and ideas. We are keen to develop the essential skill of chronology throughout the key stage and this is evident with the following:

- Year 7 focus on the years 10,000 BCE – 1685 CE
- Year 8 focus on the years 1685 – 1900 primarily, with some depth studies (e.g. the Transatlantic trade in enslaved persons) stretching to the present day
- Year 9 focus on 1900 – present day, which includes a study of the Holocaust.

This pattern is in common with other schools and the National Curriculum generally. A system of enquiry questions, depth studies and both formative and summative assessments has been assembled to teach all of skills that students need to do well at both Keys Stages 4-5, as well as linking to SMSC and British values. Topics have been chosen that we feel would interest the students, but also form a “journey” through time. Clear links to later study at both GCSE and A level have been identified in our curriculum planning documents. We review our curriculum every year to ensure that it is up-to-date and that it meets the needs of our students.

KS4 – next Year 10 (2025-2026)

Edexcel GCSE 9-1

- Paper 1 – Medicine in Britain, c.1250-present and historical environment: Surgery on the Western Front, 1914-1918.
- Paper 2 -Anglo-Saxon and Norman England, c1060-1088, and Superpower Relations and the Cold War, 1941-1991.
- Paper 3 – Weimar and Nazi Germany, 1918-1939

KS5 – next Year 12 (2025-2026)

OCR H505

- Paper 1 – The later Tudors, 1547-1603, or Britain, 1930-1997 (tbc)
- Paper 2 -The Crusades, 1095-1192
- Paper 3 – US Civil Rights, 1865-1992 (tbc)
- Paper 4 – Non-Examined Assessment essay

ASSESSMENT

In History we assess students by:

Using a system of enquiry questions, depth studies and both formative/summative assessments that enable all students to gain the knowledge and skills needed to do well at both Key Stages 4-5.

- KS 3 – enquiry questions and essay-writing techniques, as well as a range of summative assessments that build on the skills and concepts taught within class.
- KS 4/5 – regular end-of-unit tests throughout the course, with extensive feedback and use of model answers. Mock examinations as per the school calendar.

HOME LEARNING

We support home learning by:

- KS 3 – providing weekly reading and relevant website information on satchel One. Setting creative tasks for the students to try at key points in the curriculum such as Neolithic monuments and a tipi/totem pole.
- KS 4/5 – providing all lesson material on Satchel One for review and catch-up, and setting regular examination questions for student practice. Promoting historical scholarship and debate.

HOW PARENTS CARERS CAN ASSIST AT HOME

You can assist at home by:

- Reading history magazines and watching documentaries together.
- Visiting historical sites whenever possible.
- Ensuring that your child accesses the weekly reading and activities that are provided on Satchel One.
- Using the latest news stories to promote discussion about the causes, consequences and significance of these events.
- Taking an active interest in your child's development and challenging their knowledge and understanding of historical events.
- Relating your own experiences of more recent events, such as the Cold War.

Last checked – 1st April 2025

Ivan Woodward (Head of History)

