

Newbridge Learning Community

History Curriculum 2025–2026

Intent

At Newbridge Learning Community, our history curriculum aims to develop pupils' sense of identity and cultural understanding through an appreciation of historical heritage. We want pupils to enjoy learning, take pride in their achievements, and develop curiosity and confidence in their approach to learning, enabling them to apply these skills throughout their lives.

Our curriculum aligns with the National Curriculum, which states: 'A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.' By acquiring historical knowledge spanning from ancient to modern times, pupils gain insight into how the past has shaped our present and can influence our future. By understanding how people lived in the past, pupils are better equipped to make informed life choices today.

Topics are sequenced to build upon pupils' understanding over time. The curriculum is carefully organised to ensure that skills, knowledge, and vocabulary are taught coherently and progressively. Pupils also explore British values, learning to appreciate and respect their own and others' cultures in modern, multicultural Britain.

Reflecting School Context

- The History curriculum at Newbridge Learning Community is designed specifically to meet the needs of our pupils, all of whom have Education, Health and Care Plans (EHCPs). Lessons are carefully planned to be accessible, engaging, and meaningful, ensuring that every learner can experience success and make progress from their individual starting point.
- All pupils are supported by Teaching Assistants within every class, enabling the delivery of differentiated and personalised learning. This ensures that pupils receive additional guidance, reassurance, and targeted support when developing historical skills and knowledge.
- The curriculum builds upon pupils' existing knowledge and experiences, using familiar contexts and real-life examples to make learning relatable and relevant. Local history and current global issues are used to bridge pupils' understanding of the past and its connection to their lives today.
- Lessons are structured to support pupils with Social, Emotional and Mental Health

(SEMH) needs by providing predictable routines, visual cues, and opportunities for discussion and reflection. Teachers adapt materials, pace, and delivery styles to maintain focus and engagement.

- Differentiation is embedded within the curriculum to cater for a wide range of learning abilities and preferred styles. Pupils are encouraged to demonstrate their understanding through multiple formats, including discussion, creative tasks, visual presentations, and written work.
- The History curriculum supports the school's overarching aim of developing resilient, confident, and independent learners. Pupils are encouraged to ask questions, make connections between historical events and the present day, and form their own interpretations based on evidence.
- The curriculum also reinforces Newbridge Learning Community's values of respect, inclusivity, and curiosity. By studying significant individuals and societies from a range of time periods and cultures, pupils learn to value diversity and understand the shared human experience.
- In addition to meeting National Curriculum requirements, our History provision is responsive to the needs of our learners, ensuring that topics, teaching methods, and assessments are continuously reviewed and adapted to maintain engagement, accessibility, and relevance.

Clarity of Objectives

- The History subject policy clearly outlines curriculum intent, implementation, and assessment procedures. It is available to all staff and governors and is published on the school website.
- Curriculum maps and long-term plans detail the sequence of learning, key concepts, and vocabulary to ensure coverage and progression across Key Stage 3 and Key Stage 4.
- At the start of each topic, teachers introduce learning objectives and success criteria, linking new learning to prior knowledge to help pupils make meaningful connections.
- Lesson objectives are shared at the beginning of each lesson both verbally and visually (on the board or through handouts), and revisited during the plenary to reflect on progress.
- Knowledge organisers are used to outline essential facts, dates, and key terminology pupils need to understand each topic. These are displayed in classrooms and included in exercise books.
- Targeted questioning and retrieval practice activities help teachers check pupils' understanding of objectives throughout lessons.
- Learning outcomes are differentiated to reflect varying ability levels and support pupils with EHCPs, ensuring that all learners can demonstrate achievement.
- Staff use marking, feedback, and assessment to track pupils' progress towards objectives, identifying areas for reinforcement or extension.

Alignment with National Policy

- The History curriculum at Newbridge Learning Community fully reflects the expectations of the National Curriculum for England and is structured to ensure breadth, balance, and

progression across all key stages.

- Our scheme of learning enables pupils to gain a coherent chronological understanding of Britain's past and that of the wider world, helping them to establish clear narratives and connections between local, national, and global histories.
- The curriculum provides opportunities for pupils to develop disciplinary skills—including historical enquiry, source analysis, interpretation, and evaluation of evidence—in accordance with the National Curriculum's focus on developing historical thinking.
- The topics selected ensure coverage of key historical concepts such as cause and consequence, continuity and change, similarity and difference, and significance. These are revisited in different contexts to deepen understanding and support long-term retention.
- British Values—democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs—are explicitly promoted through the exploration of historical themes such as governance, conflict, empire, civil rights, and social reform.
- The curriculum reflects the diverse and multicultural nature of modern Britain, providing pupils with opportunities to study histories from a variety of cultures and perspectives, including global, European, and non-European contexts.
- Lessons also incorporate current educational priorities such as literacy development, cultural capital, and SMSC (Spiritual, Moral, Social, and Cultural) education. Pupils are encouraged to reflect on moral and ethical issues in history and to understand their relevance to contemporary society.
- The History curriculum is regularly reviewed and evaluated to ensure continued alignment with national policy updates, examination board requirements (WJEC), and best practice in teaching and learning.

Implementation

In Key Stage 3, History is taught once per week for a 45-minute lesson. History is also offered at Key Stage 4, where pupils can study up to GCSE level, with three 45-minute lessons per week. All teaching and support staff are aware of pupils' SEN needs, and lessons are adapted accordingly.

Curriculum Structure

- At Key Stage 3, topics are taught in chronological order to help pupils understand the causes and events of history more clearly, allowing them to see the 'big picture'—how and why events unfolded and how they are connected.
- At Key Stage 4, pupils study GCSE topics in a non-chronological order, building on their prior understanding of historical context and cause and effect.

Curriculum Content

Key Stage 3 Topics:

The story of Britain up to 1066, The Norman Conquest, The Tudors, Elizabeth I, The Industrial Revolution, The British Empire, The Transatlantic Slave Trade, The First World War, World War II, The Holocaust, Medicine and War, Civil Rights in the USA, and The Cold War.

Key Stage 4 (GCSE Topics):

WJEC GCSE History – The Development of the USA (1929–2000), History of Medicine (500AD–Present), Germany in Transition (1918–1939), and Elizabeth I.

Teaching Approach

Lessons typically follow a three-part structure: starter, main activity, and plenary. This structured approach provides routine and consistency, which supports pupils' learning. Historical issues are made relevant by linking past events to current global topics such as war, dictatorship, and democracy.

Resources and Cross-Curricular Links

A broad range of resources are used, including textbooks, artefacts, photographs, films, games, costumes, music, and educational trips. SEN resources—such as coloured overlays, fidget tools, and varied writing implements—are available to ensure all pupils can access learning.

History connects with many other curriculum areas, including Art (e.g., WWI), DT, Science, Music, Literacy, Maths, PE, and M&E.

Differentiation and Learning Support

Teaching methods, lesson delivery, and resources are adapted to meet pupils' needs and remove barriers to learning. Seating plans, visual aids, and support strategies are used to maximise focus and engagement. Marking and feedback—both verbal and written—are tailored to the individual, ensuring constructive guidance and praise.

Key vocabulary is displayed in classrooms, reinforced with word mats and glossaries. Pupils are supported through scaffolding, tailored questioning, peer teaching, and visual, auditory, and kinaesthetic methods.

Progression of Learning

Each topic begins with simple concepts and key vocabulary before progressing to more complex ideas and interpretations. Pupils are encouraged to analyse historical evidence, evaluate sources, and form independent conclusions. Previous learning is revisited regularly to strengthen knowledge and understanding.

Impact

Progress in History is measured through ongoing teacher assessment, classwork, pupil voice, and end-of-topic assessments. Most pupils make three to four steps of progress each year. Regular moderation ensures consistency and accuracy of assessment.

Preparation for Future Learning and Life

Achieving a GCSE in History enables pupils to access further education pathways. Through studying History, pupils enhance their questioning, analytical, and literacy skills. They develop the ability to summarise, debate, and form reasoned conclusions—skills that are transferable to many aspects of life and learning.

Assessment and Evaluation

Formative assessment is ongoing through teacher questioning and feedback at KS3. Summative assessments take place at the end of each unit, and GCSE-style questions are integrated into KS4 lessons. Mock exams in Year 11 prepare pupils for their final examinations.

Evaluating Impact on All Learners

Teachers observe increasing confidence, participation, and attainment among all pupils, including those with lower prior attainment. Pupils demonstrate enthusiasm for learning, actively engaging in discussions and tasks.

Evidence of Knowledge Retention

Attainment data, pupils' workbooks, and class participation demonstrate strong retention of learning. Regular recaps, verbal questioning, and practical application of prior knowledge to new topics confirm understanding. Positive behaviour and engagement in lessons reflect sustained curiosity and enjoyment of History.