

Intent	Implementation	Impact
<p>The Forest of Dean and Dene Magna School have a specific and identifiable context. The area is socially mixed, however it is not as culturally and ethnically diverse as some areas of the country. The History curriculum at Dene Magna allows us to tackle big, 21st century issues with our students and broaden their horizons beyond the Forest of Dean. The history curriculum provides many opportunities for cultural capital which is outlined below and in more detail in the documents for the individual year groups.</p> <p>The NC states that at KS3, students must be taught about: The development of Church, state and society in Medieval Britain 1066-1509; The development of Church, state and society in Britain 1509-1745; Ideas, political power, industry and empire: Britain 1745-1901; Challenges for Britain, Europe and the wider world 1901 to present day (must include Holocaust education); A local history study; The study of an aspect or theme in British history that consolidates and extends pupils chronological knowledge from before 1066; At least one study of a significant society or issue in world history and its interconnections with other world developments The links to these have been made explicit in the Scheme of Work.</p> <p>In addition to the aims of the NC, the aims of Dene Magna History are to: Develop chronological history pre 1066 - present day to spot trends over time - often using comparison across lessons or referring back to previous learning; Relate key areas of GCSE topics either through content or skills; Consider fewer events in more depth - though each year is a breadth study, to be reviewed at the end of each academic year; Build on second order concepts each year; Provide different levels of challenge - students are pushed to justify their own opinions of people or events so formative assessment is ongoing as they demonstrate their understanding; Demonstrate a wide range of personalities and experiences throughout history; Consider a wide range of national and international history, with local analogies used to demonstrate certain teaching points.</p>	<p>Our curriculum has been developed so that it extends what has been taught at Primary Schools; it is taught chronologically through KS3 beginning with the Vikings and ending with an enquiry on whether modern day Britain has achieved equality. This allows a broad range of topics to be taught in their three lessons per fortnight and gives students the opportunity to develop an interest in different periods of history. Each year of KS3 has a thread running through it: Y7: Britain's relationship with Europe c.790-1603 Y8: Britain's relationship with the Wider World Y9: Britain and the Twentieth Century World Our schemes of work allow roughly half a term for each topic and all lead to an assessed piece of extended writing. Students are also assessed through quizzes every half term and in class using questioning, whiteboards, paragraphing and exit tickets. ILTs are set to broaden understanding of History beyond the British Isles and allow students to make comparison with global histories. At GCSE, we follow the AQA Understanding the Modern World course, with units in Germany, International Relations, Elizabethan England and Migration. Students have five lessons per fortnight and ILT to support their exam skills. A-Level History follows the AQA specification. Year 12 and Year 13 are taught Tudors and Russian histories. In Year 13, students will also complete their NEA (Non-Examined Assessment) on a topic of their own choosing. They should have spent the summer between Year 12 and 13 researching their subject matter and finding appropriate sources and interpretations in support of their argument. They have 9 lessons per fortnight, two teachers and ILT to support exam skills. Regardless of the age group, History teachers:</p> <ul style="list-style-type: none"> • are encouraged to use a wide variety of techniques and resources to develop student understanding of second order historical concepts such as cause and consequence, similarity and difference and interpretations; • begin with retrieval practice of the previous lesson, topic or term with quizzes and games; • continue to use Google classroom in order to provide continuous learning for absent students and also to have a digital library of past learning. <p>We enjoy taking History outside of the classroom and regularly take trips to the Black Country Museum, Goodrich Castle and France. 2023 saw our first visit to Berlin for GCSE students since 2017. The History department also brings in guest speakers such as former members of the British Army to speak about their experiences.</p>	<p>Students adopt a love of learning of History. They become passionate debaters, independent thinkers and critical analysts. They broaden their horizons beyond the Forest of Dean and often go off to have extraordinary experiences beyond school. Students gain a strong understanding of the world we live in today and can explain to others the background to current affairs. Both GCSE and A-Level uptake are among the strongest in the school because of the strong teaching students receive through KS3 and KS4. We build strong relationships with students, getting to know them and their interests, ensuring that their time in the classroom is a positive one. Students are able to go on and write strong university applications with the written skills that they have developed over time. Many of our A-Level students have gone on to study History at University. Students develop their resilience in problem solving and know how to find answers for themselves. Progress is assessed through routines of regular ILTs (both printed or electronic) and summative topical assessments, with revision techniques being taught ahead of tests.</p>