

History in the OCL Primary Curriculum

Intent

The OCL Curriculum Statement of Intent has been carefully considered for each curriculum area to ensure the content designed meets this at every opportunity.

The context that our children and young people live in:

- Our children live in a world where they require the skills and qualifications, flexibility, emotional intelligence and expertise to be leaders and to thrive as human beings.
- Our children live in world where accepting themselves as individuals and celebrating who they are is key in navigating a complex and ever-changing environment.
- Our children live in a world where they need to feel a sense of ability to change things for the better and have self efficacy.
- Our children live in a world where they need a network of relationships and a network of support to thrive and excel.
- Our children live in a world where early development of vocabulary skills is the single most important factor to get right as early as possible.

We want our children and young people to:

- Be inspired to improve the world around them.
- Have the ambition, skills and expertise to thrive in a fast changing, interconnected and communication rich world, with the confidence and technical expertise to thrive.
- Have a network that supports them.
- Be comfortable in who they are and able to continuously explore who they are becoming.
- Be rich in language with a passion for learning.
- Seek to include others, be other-centred and celebrate difference.
- Have a values approach to life and a sense of what is right and wrong through the lived experience of the 9 habits.

Therefore, we focus on developing character, competence and community. The History curriculum specifically meets the OCL statement of intent by focussing on character, competence and community in the following areas:



Character: History is a pivotal subject that helps our pupils understand who they are. It is from the past that we are able to understand our current place in the world and how that influences our future. History is taught thematically throughout the year so pupils can connect with the past and explore sensitive issues with empathy. We encourage our pupils to ask questions about the past and widen their perspective on historical interpretations. Through our thematic approach we instil a curiosity about the world that existed before them and what responsibility they have in shaping the world they live in now. We engage our pupils in thought-provoking enquires to help build their understanding of themselves and others, which gives them the tools they need to succeed in life.

Competence: Our progressive curriculum enables our pupils to become successful historians. Through inclusive history lessons our pupils are given the foundations they need to make a difference in the world. Engaging enquiries empower our pupils to question, interpret and challenge the past. They engage in a broad, chronological overview of history that builds connections globally, nationally and locally as well as focus on in depth studies to build a deeper understanding of significant historical events that shape our present. By looking at the world through a variety of lenses, pupils will develop their intellectual curiosity and their ability to think critically about the political, social, religious and economic impact of historical events and significant figures. This knowledge is delivered through research-informed practise to ensure all our pupils know more, remember more and understand more. Literacy and numeracy skills are embedded throughout so our pupils can articulate their understanding in a thoughtful and mature way.

Community: Oasis' has a rich history both nationally and globally and we use that to enhance and connect our local areas, as well as give every pupil a real sense of belonging to Oasis' rich history. The history of Oasis enables our pupils to understand that they are part of something bigger. We celebrate the importance of the past through a variety of viewpoints to ensure all our communities are represented and the past is portrayed in an impartial way. We also equip our pupils with the historical skills they need to be able to challenge viewpoints and interpret evidence to form their own historical judgements. By doing this, we know our pupils will be empowered to use the past to inform their actions in the future.

Implementation

To ensure our intent transfers into everyday classroom practice, we use current research in cognitive science to develop pedagogy and specific CPD to ensure subject content is expertly delivered. This is alongside individualised coaching in constantly striving to continually improve practice. Responsive feedback approaches, delivered through out highly effective one-to-one horizons approach, ensure each adult knows the relevant next steps to maximise learning opportunities.

Using research from Dan Williamson's Models of Memory, Sweller's Cognitive Load Theory, Rosenshine's Principles of Instruction and the thinking behind Ebbinghaus' Forgetting Curve, the curriculum is implemented effectively through a set of core concepts, developed for each curriculum area. This enables children to assimilate new information into growing schema as they move through the academy. By presenting new information to students as another example of these core concepts it allows them to process information in relation to previously learned knowledge and make connections.

The core concepts for History:

Core Concepts in History				
Chronology	Diverse overview of world history	Investigation	Historical communication	Historical enquiry

The curriculum is mapped using these core concepts. We plan for progression using the key points outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Specific knowledge is acquired through the knowledge organisers in each curriculum area and unit of study to ensure broad and balanced coverage and as a tool for children to add to, revise and structure that knowledge.

Subject Delivery

Lesson Timings	Type of delivery
History is taught as discrete lessons within the allocated thematic time.	The History lessons are generally weekly throughout the six themes. This enables the subject to be linked to the themes below to make rich and meaningful links in learning. History is woven into the fabric of the themed weeks allowing children to build knowledge and skills and become geographers; inspiring an interest and fascination about the world and people within it.

How History is mapped against the themes

Theme	History
Autumn 1: Who am I and who am I becoming?	History lessons are woven into this theme to help build a better understanding of chronology. They engage in a broad, chronological overview of history that builds connections globally, nationally, and locally. The historical narrative begins by focusing in on the self and ordering significant events in the child's life so far. As the children progress through the school years, they will zoom a little further out each time to gain a wider perspective of how their history fits into the bigger picture of the historical narrative around them.
Autumn 2: Citizenship and the World	In this theme, history lessons focus on developing the diverse overview of world history by uncovering inventions and ideas from the past and locate them around the world. Pupils explore how the earliest civilisations to fights for freedom that have helped shape the diverse world we live in today. In year 6 they will be taught the knowledge they need to apply to the thematic learning in music and art in spring 1.
Spring 1: Heritage and culture	This theme is history focused so pupils have the time and opportunity to delve into a significant period of history that had a political, social, religious, or economic impact on life as humans knew it at the time. Through detailed exploration of the chronology of each period all pupils gain a good understanding of place in time. Through rigorous enquiries pupils explore a range of sources to understand historian interpretations of the past and form their own opinions on these key moments in history. As pupils progress through the curriculum these key periods will be revisited again and again.
Spring 2: Building a sustainable world	Within this theme, history lessons compliment the knowledge already covered in the previous terms by celebrating significant figure, inventions and organisations through the lens of the Global Goals. All year groups explore the influence people or events have had over major developments in Climate Change. The lessons are taught as individual case studies with a focus on chronology, historical enquiry and historical communication.
Summer 1: Building an inclusive world	This theme in history focuses on the Core Concept of Historical Investigation. Children will study Moments and Movements that have changed the World. Linked with the British Values, each year group will study a particular moment or movement that is significant to our current time in the world. Children will be provided with the opportunity to ask questions about evidence they see understand that it may not tell the whole story. This theme in history focuses on the Core Concept

	of Historical Investigation. Children will study Moments and Movements that have changed the World. Linked with the British Values, each year group will study a particular moment or movement that is significant to our current time in the world. Children will be provided with the opportunity to ask questions about evidence they see understand that it may not tell the whole story.
Summer 2: Performance and Transition	As performance is the focus of this theme, history lessons explore the legacy of Shakespeare. Children will focus on Chronology and Historical Communication. Each year pupils will learn about a different aspect of Tudor life and deepen their understanding of how this narrative was influenced by major changes that occurred around the world at the time.

Annual Organisation per year group

History is the study of the past, in particular the changes over time that have occurred within human society. In order to equip our pupils with a broad but deep knowledge of history we have had to decide which elements of history to focus in on and which elements to leave out. In year 1 we begin by starting with the modern day and working backwards to a point within living memory and as pupils progress through the key stage they travel back to moments in time that are significant to their understanding of the curriculum that is to follow, such as the Victorians and the Tudors. In KS2 we felt the best approach was to begin with what made sense chronologically, both within Britain and the wider world. Where possible students in year 3,4 and 5 study elements of history that occurred within the same time period. By the time pupils reach Y6 they should have a solid understanding of the timeline our curriculum is built around and will focus on units of work that require the knowledge of that chronology and significance of those previous periods of time to be able to answer deep and meaningful enquiries about major events from the past.

Historical Periods					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
2021-1900	1837 -2021	300,000 BCE - 43CE	2000 BCE – 476 CE	450 CE - 1066	1485-2021
Recent History	Recent History Victorians	Stone Age-Iron Age Ancient Egypt	Romans Ancient Greece	Anglo Saxons- Vikings and Normans Early Islamic Civilisation	Industrial Revolution World War 2 Human and Civil Right Movements

Term	Theme	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Who am I? Who am I becoming?	My history	My Academy's History	Local History 1	Local History 2	History of the UK	History of the wider world
Autumn 2	Citizenship and the World	Equality- Nelson Mandela	Railways-The British Empire	Hieroglyphics- Ancient Egypt	Democracy and Olympics- Ancient Greece	Al-Khwārizmī- Early Islamic Civilisation	Industrial Revolution
Spring 1	Heritage and culture	Kings, Queens and Leaders	Victorians	Stone-Age to Iron Age	Romans	Anglo Saxons, Vikings and Normans	World War 2
Spring 2	Building our Sustainable World	Fashion through the decades	Nursing: Florence Nightingale and Mary Seacole	History of 2-minute beach clean-up/ timeline	David Attenborough timeline	History of Water Aid / timeline	Greta Thunberg timeline
	International Women's Day humanities focus	Wangari Maathai - Deforestation	Greta Thunberg - Climate Change	Katherine Johnson/Mary Jackson - Black women in NASA	Rosa Parks - Segregation	Malala Yousafzai - Girls' education	Emmeline Pankhurst - Votes for women
Summer 1	Building our Inclusive World	We are all equal	Important moments in the Olympics	Important moments in the Paralympics	The Civil Rights Movement	The Suffragette Movement	China- Rule of Law
Summer 2	Showasis	Who are the Tudors?	Tudor Monarchy	Tudor Britain	Age of Discovery	Merchants and Voyages	Shakespeare's Legacy

Impact

The ultimate test of the impact of the curriculum is in whether the students know what you want them to know, and what you think they should know. This has been carefully mapped against the core concepts for History in the tables on the following pages.

To determine this, we check and monitor children's learning, providing teachers and students with information about progress and analysis of deliberate retrieval practice. We need to be able to fluidly use 'checking for understanding' techniques in the moment as well as being able to know what has been learnt and retained over time and the depth of that learning:

- We use checking for understanding techniques through **Socratic** quizzes and hinge questions to ensure we are aware of all students learning during the lesson and adapt the pace as necessary.
- Retrieval practice is built in where most impactful to interrupt the forgetting curve and secure constructs in long term memory.
- Depth of knowledge is then assessed through spaced quizzing, **end of unit assessment quizzes** and Student Portfolios in Showbie.

History Specific Impact Measures

In History quizzing is used as a method of assessing pupils understanding at the end of a core concept to analyse the extent to which knowledge has been consolidated into long-term memory. Retrieval practice tasks throughout the lessons also interrupt the forgetting curve to enable faster access to prior learning. Pop tasks at the end of the year pull together the learning for the subject under the core concept areas to consolidate learning and to prepare children to make links to the future learning in subsequent years.

Progression Points against the Core Concepts

Core Concepts	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<ul style="list-style-type: none"> • Understand their own personal timeline so far and begin to recognise the concept of before and after. • Use dates where appropriate. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: older and newer, before and after. 	<ul style="list-style-type: none"> • Recount changes that have occurred in their own lives. • Use dates where appropriate. • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older, newer, before and after. 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Use dates and terms to describe events. (decade, century, period, era) 	<ul style="list-style-type: none"> • Place events, artefacts and historical figures on a time line using dates. • Use dates and terms to describe events. (decade, century, period, era) • Use a timeline, along with evidence, to explain areas of significant change in the past 	<ul style="list-style-type: none"> • Describe the main changes in a period of history (using terms such as: social, religious, political, technological, cultural) • Identify periods of rapid change in history and contrast them with times of relatively little change on a timeline. 	<ul style="list-style-type: none"> • Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line. (using terms such as: social, religious, political, technological, cultural) • Use dates and terms accurately in describing events.
Diverse overview of world history	<ul style="list-style-type: none"> • Understand that historical events happen all around the world. • Locate significant people from the past on a map and on a timeline. • Identify similarities and differences across the events/people studied. 	<ul style="list-style-type: none"> • Describe historical events that have happened around the world. • Recognise that there are reasons why people in the past acted as they did. • Compare and recognise similarities and differences across time periods. 	<ul style="list-style-type: none"> • Describe changes that have happened in the locality of the school throughout history. • Give a broad overview of life in Britain from (time periods tbc) • Describe the social, ethnic, cultural or religious diversity of past societies and compare it to today. 	<ul style="list-style-type: none"> • Explore and compare what was happening around the world at the same time in the periods studied to build a clear picture of world history. • Explore how the beliefs, attitudes and experiences of men, women, children, groups were similar and different in other places and compare it today. 	<ul style="list-style-type: none"> • Identify continuity and change in the history of the locality of the school. • Give a broad overview of life in Britain from the past to now. • Compare experiences of the past based on attitudes and beliefs and use it to inform their own understanding of the world today. 	<ul style="list-style-type: none"> • Explore why the major changes in the local community might have happened in relation to the bigger historical picture (nationally or globally) considering cause and consequence. • Understand how people's lived experience of the past influenced future choices and impacts people today.

Investigation	<ul style="list-style-type: none"> • Use a range of artefacts, pictures, stories, online sources and databases to find out about the past. • Ask questions about the evidence. Such as: What was it like for people? What happened? How long ago? 	<ul style="list-style-type: none"> • Observe or handle evidence to ask questions and find answers to questions about the past. • Identify some of the different ways the past has been represented. 	<ul style="list-style-type: none"> • Use a range of evidence to ask perceptive questions and infer about the past. • Suggest suitable sources of evidence for historical enquiries. 	<ul style="list-style-type: none"> • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. 	<ul style="list-style-type: none"> • Use sources of evidence to deduce information about the past and think critically. • Understand that no single source of evidence gives the full answer to questions about the past. • Select suitable sources of evidence, giving reasons for choices. 	<ul style="list-style-type: none"> • Seek out and analyse a wide range of evidence in order to justify claims about the past. • Use sources of information to form testable hypotheses about the past. • Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
Historical communication	<ul style="list-style-type: none"> • Orally explain a timeline using key words. • Storytelling is used to promote oracy and the idea of passing of time. • Use common words and phrases that relate to the passing of time. 	<ul style="list-style-type: none"> • Orally explain the passing of time through the use of appropriate historical vocabulary. • Understanding is portrayed through drama, written responses, presentations. 	<ul style="list-style-type: none"> • Use oracy, literacy, maths and computing skills to respond to enquiry questions. • Use appropriate historical vocabulary. • Begin to use evidence to support findings. 	<ul style="list-style-type: none"> • Use oracy, literacy, maths and computing skills to respond to enquiry questions. • Use appropriate historical vocabulary to communicate a viewpoint. • Evidence is used to justify opinions. 	<ul style="list-style-type: none"> • Use oracy, literacy, maths and computing skills to an exceptional standard to respond to enquiry questions. • Use appropriate historical vocabulary to communicate more than one view point. • Use original ways to present information and ideas. 	<ul style="list-style-type: none"> • Use oracy, literacy, maths and computing skills to an exceptional standard to respond to enquiry questions • Thoughtful selection and organisation of relevant historical information.
Historical enquiry	<ul style="list-style-type: none"> • Enquiries based around the concept of significance. • Understand the words important, hero, change. 	<ul style="list-style-type: none"> • Explore the idea of significance in relation to people, events and places locally, nationally and globally. • Recognise similarities and differences in the periods studied. 	<ul style="list-style-type: none"> • Enquiries based around change and continuity. • Begin to understand the significance these change brought to the historical narrative of the time period both nationally and globally. • Recognise similarities and differences within the same time periods in other places. 	<ul style="list-style-type: none"> • Enquiries based around change and continuity. • Recognise the significance these changes brought to the historical narrative by comparing similarities and differences within the same time periods in other places • Explore different interpretations of events to build a wider perspective of events at the time. 	<ul style="list-style-type: none"> • Enquires around cause and consequence. Begin to question why change happened and what this resulted in. • Explore the relevance of different interpretations of history to get a wider perspective. 	<ul style="list-style-type: none"> • Enquires around cause and consequence. Understand why change happened and what this resulted in. • Use a range of interpretations of the past to give a fair perspective. • Form an informed judgement on past events and consider how these actions may impact their future.