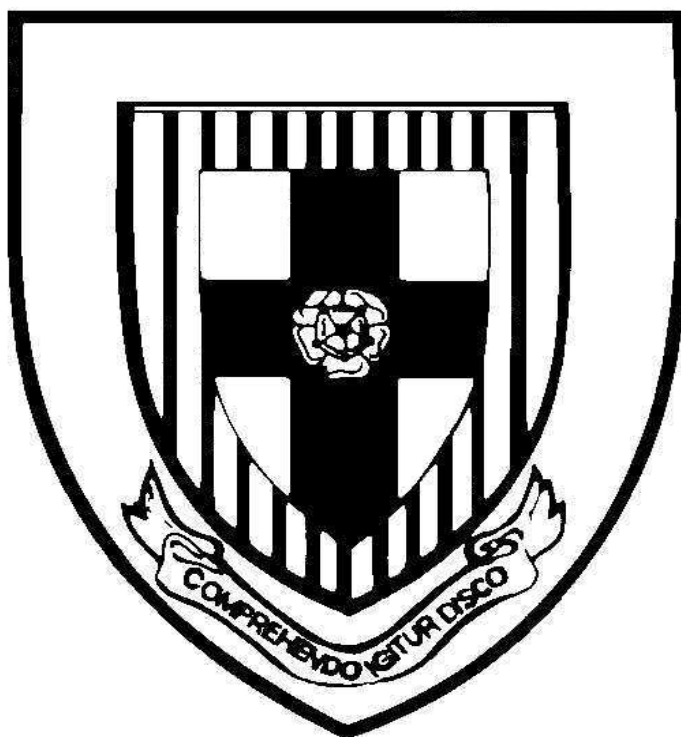


Oak Cottage Primary School



History

Curriculum (Intent, Implementation, Impact)

January 2024

Intent

At Oak Cottage we believe that high-quality history lessons inspire children to want to know more about the past, and to think and act as historians. Children have opportunities to investigate and interpret the past, develop their chronological understanding, and build an overview of their local area's history, Britain's past as well as that of the wider world, and to be able to communicate historically. We aim to develop children with the following key characteristics to help them become historians:

- Have a thorough understanding of the National Curriculum content for History
- Develop their disciplinary knowledge as detailed in the National Curriculum
- Use appropriate Historical vocabulary in the correct contexts
- Understand the role that History plays in the wider world, including potential future career opportunities
- Understand the roles played by different Historians in different roles (inventors, archaeologists, researcher, exhibition officer etc) throughout history, including those of different races, genders, nationalities and protected characteristics
- See the connections between History and other aspects of their learning, including reading, writing and Geography.
- Are provided with sufficient challenge and support to progress at their own level
- Enjoy and take pride in their learning.
- Develop a sense of curiosity about the past and how and why people interpret it in different ways.
- Develop a wide knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past;
- Think critically about history and communicate their ideas confidently in a range of ways and to different audiences;
- Have the ability to use historical evidence from a range of sources to support, evaluate and question their own and others' view;
- Develop the ability to think, reflect on, debate, discuss and evaluate the past by forming perceptive questions and lines of enquiry;
- Develop respect for historical evidence and the ability to make use of it to support their learning
- Taught through historical visits and activities where children are able to develop a greater understanding of the past in their local area and across the world

Implementation

We have implemented a curriculum that aims to enable all our children, regardless of background, ability or additional needs, to flourish and to develop key historical skills. We teach the National Curriculum, supported by a clear skills and knowledge progression using the scheme KAPOW. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. Staff are able to access the scheme for a variety of up-to-date resources, publications, and training to ensure pupils access rich and engaging lessons.

In EYFS, History is taught as part of the "Understanding the World" strand of learning, with a mixture of continuous provision activities and adult-led learning. Elements of KAPOW are also introduced involving exploration to ensure children begin to develop a wider understanding of past and present meaning. This structure continues into Year 1 before moving on to a more formal approach from Year 2 onwards. Each unit of work begins with a pre-learning assessment challenge. This allows pupils to reflect on their previous learning and generate questions they would like to find out the answers to over the course of the unit.

It also allows teachers an opportunity to address any misconceptions and follow the children's particular interests for that unit.

The curriculum content is taught in a child-centred way and lessons are differentiated appropriately to provide access and challenge for all children. Children undertake a variety of different types of activities for each unit of work, including practical activities, exploration and work designed to develop their vocabulary. Children are taught about the important contributions of individual Historians and inventors, including those of different nationalities, races and genders.

To encourage cross-curricular learning, children often do an activity which links their Historical learning with a foundation subject. For example, in Year 6 children use their knowledge of the world War to enhance their writing linked to their reading focus 'Goodnight Mr Tom.'

Implementation (How do we teach it ?)

Our History curriculum is taught:

- So that lessons are appropriately pitched and challenging and are designed to inspire and support learning, providing opportunities to explore the past
- Through carefully sequenced lessons that demonstrate progression building upon prior knowledge and enabling children to apply it to new learning
- To allow children to make links across the curriculum through topic based learning
- Using timelines so that chronology is embedded and children understand how different periods of history link together
- By ensuring that key vocabulary is incorporated alongside different sources of evidence – both primary and secondary – to help bring history to life within the classroom

Impact

We aim to develop progressive skills of a historian throughout their time at Oak Cottage and not just learn a series of facts about the past. In addition to gaining a secure substantive knowledge and understanding of people, events and contexts from the historical periods, children will ask questions, find evidence, weigh it up and reach their own conclusion using primary and secondary sources. Upon leaving Oak Cottage the children have the necessary skills to communicate their findings and argue for their point of view; skill that will help them in their adult life.

History progress at Oak Cottage Primary School is measured through the child's ability to obtain sustainable knowledge, remember more and explain more. Our successful, consistent approach results in a fun, engaging, high-quality History education that provides children with the foundations and knowledge for understanding the world. This is evident in pupils' work, photos, trips and displays. Through a variety of well-designed and well delivered History lessons, workshops, trips and interactions with experts, children have the understanding that History has impacted our lives today and continues to do this for their future.

Teachers are well-supported and are continuously encouraged to pursue professional development through internal twilight sessions through the scheme KAPOW, observations as well as external training where needs are identified. In EYFS, children are assessed

through observations and discussions with children. In KS1 and KS2, children are assessed against the NC core objectives stated on the knowledge organisers for each half term. Teacher assessments are informed through carefully differentiated planning and teaching, targeted questioning, observations, challenges and next steps. Knowledge and skills are assessed through teacher assessments evidenced through pictures, observations pupils' work in books, online KAPOW quizzes and next steps. Monitoring and evaluation of the impact on children's learning includes regular monitoring of books by the subject coordinator, discussion with teachers, learning and environment walks as well as termly progress summative assessments. Providing equal opportunities for all the children is at the heart of teaching practice at Oak Cottage Primary School Primary School. Activities are differentiated to ensure all the children, including PP, SEND and low attainers needs are met.

At Oak Cottage Primary School, as Historians, our children demonstrate enthusiasm for the subject and can talk with confidence about History. Clear progress of substantive knowledge, disciplinary knowledge and vocabulary is clearly defined as the children progress through each year group.

History Strands of learning

Topic knowledge

To be able to gain a rich knowledge of the current topic with a clear understanding of chronology, time periods, society or an event being studied. It is important to widen the awareness and understanding of the substantive concepts listed below.

Chronological awareness

Understanding language related to chronology. It is important children build a mental timeline of the chronological order of periods and begin to develop and awareness of general features of periods with a strong awareness of significant dates and events.

Substantive concepts

Significant people of the past and their achievements – How they have influenced today's world.
Power – Monarchy, government and empire.
Civilisation - Invasion, Settlement and migration.

Disciplinary concepts

Change and continuity
 Similarities and differences
 Cause and consequence
 Historical significance
 Sources of evidence
 Historical interpretations

Historical enquiry

Posing a historical question.
 Gathering, organising and evaluating evidence.
 Interpreting findings, analysing and making connections
 Evaluating and drawing conclusions
 From findings.