

Creating

Wizard

Historians



At

Oasis
Academy
Limeside

The intent, implementation and
Impact for the learning of History

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. Children learn from the mistakes and triumphs of the past. 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, overview of history that builds connections globally, nationally 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. Literacy and numeracy skills are embedded throughout so our pupils can articulate their understanding in a thoughtful and mature way.
Community	Through history children learn about events that have influenced their local, national and global community. We celebrate and learn from the past through a variety of viewpoints across different communities to understand events from different tiers of society 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.

Why is history important at Limeside?

- History provides the context for a child to understand the world in which they live
- It is important to learn from past mistakes and triumphs
- Helps children understand aspects of what it means to be human
- Children learn to appreciate difference and similarity
- Develops a value system and links to British values
- It develops a sense of continuity and change
- Children learn to appreciate different cultures, periods and time
- It is a core element of cultural capital and hereafter knowledge: an understanding of key historical figures and periods enhances understanding of other academic subjects particularly English
- History develops the social and intellectual skills to analyse and interpret the situations that children find themselves in

Implementation

To ensure our intent transfers into everyday classroom practice, we use current research in cognitive history 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

What are the key knowledge concepts in history at Limeside?

Society	Institutions	Culture	Commerce
Gender Social Class Health Everyday Life	Monarchy Church Education Military	Arts Festivals Celebrations Sacrifice/worship Beliefs Myths	Trade Agriculture (and land use)
Politics	Agents for Change	Local Significance	
Power Government	Significant People Movements Enterprise/adventure	Relationship with the wider world (regional, national international) interconnections	

What are the core concepts in history at Limeside?

Chronology	Diverse overview of world history	Investigation	Historical communication	Historical enquiry
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What are the key history subject discipline skills?

- Sequence events across time
- Develop a sense of chronology (where different events / periods fit in time and different timescales)
- Describe and give reasons for change and continuity
- Find links and patterns
- Compare and contrast
- Develop confidence and precision in use of historical terms and language
- Identify cause and consequence
- Discuss people, events and developments
- Use different sources to find out
- Report findings in different ways
- Question reliability and bias
- Empathise
- Recognise what is significant
- Ask questions and try to answer them

curiosity, empathy, enquiry, chronology, imagination

Implementation

How is history taught at Limeside?

The curriculum is mapped using the core concepts outlined above. 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. Each half term's sequence of learning is built around 5 key questions and identify the knowledge children need to acquire. This is then applied in an end of theme mastery task.

Lesson timings	Sequencing of learning
History is taught as a discrete lesson within a humanities thematic approach. At least 1 hour each week is allocated to humanities (apart from in the spring growing topic) Where possible links are made between the history curriculum and English and art.	The history curriculum is carefully sequenced to build knowledge. Planning ensures children revisit concepts as they move through school and that they use a range of investigative skills.

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. We have also taken into consideration our local community in deciding on aspects to include: for example by including a study of local suffragettes in Yr 6 to

encourage children to see the potential for change locally. We aim to build a deeper understanding of some periods and aspects over time. For example Yr 1, 2 and 3 learn about different aspects of Victorian life linked to their topics and Yr 5 are encouraged to compare Mayan civilizations with aspects of Ancient Egypt.

History Sequence of Learning (in purple)

Term Year	Autumn 1 Exploration	Autumn 2 Heritage	Spring 1 Cultures	Spring 2 Growing	Summer 1 PLSS	Summer 2 Our World and Beyond
1	<p>Geography: different places in nature and their key physical features, basic maps, modes of transport and different shelters.</p> <p>History: Agent for change - Francis Drake (Elizabethan era).</p>	<p>Geography: Our locality.</p> <p>History: Victorian Homes -kitchens, bedrooms and toys.</p>	<p>Physical Geography: Brazil and Amazon rainforest.</p> <p>Human Geography: Carnival, favelas, cities and daily life for Brazilian children.</p>		<p>Geography: weather, equator and its link to weather, polar regions and their wildlife.</p>	<p>Physical Geography: different places, weather at the seaside, seaside sites around the world.</p> <p>Human Geography: features of the seaside and jobs there.</p> <p>History: Victorians - seaside holidays and agent for change: Grace Darling.</p>
2	<p>History: types of castle and their parts, life in a castle and the jobs there, Clitheroe Castle, Henry VIII, St George and Robin Hood.</p> <p>Geography: capital cities of the UK and castles found there.</p>	<p>History: Victorian Schools -lessons, games, discipline and changes over time.</p> <p>Geography: basic mapping of school. Features of the areas beyond school.</p>	<p>Physical Geography: location, climate, vegetation and landscape of Africa.</p> <p>Human Geography: housing, schooling and leisure activities in Mozambique. Diet and agriculture in Africa.</p>		<p>History: Agents for change -Florence Nightingale, Mary Seacole, Amelia Earhart, Moon Landing (Neil Armstrong).</p>	<p>Geography: mapping the park, functions of a park, pollution, rubbish and recycling, community planning.</p>
3	<p>History: Victorian technology, travel and inventors (Stephenson, Cayley and Brunel).</p>	<p>Geography: physical and human features of Hollinwood (region of UK) and local mills (land use).</p> <p>History: Victorian mills and life for Victorian children at work. Agent for change – Earl of Shaftesbury.</p>	<p>Geography: physical features (deserts, Red Sea and Nile), climate and location of Egypt.</p> <p>History: Ancient Egyptians - daily life, rich/poor, mummification, pyramids, Book of the Dead.</p>		<p>History: Stone Age tools, agriculture and settlements. Bronze Age – tools, weapons, trade and Stone Henge. Iron Age – agriculture, everyday life and hill forts.</p>	<p>History: first moon landing, NASA and Apollo programme.</p> <p>Geography: surface of the moon, weather, climate zones, climate change and global warming and taking better care of the planet.</p>

4	<p>History: Vikings – settlements, invasions, longboats, success, warriors, King Alfred and houses.</p>	<p>Geography: northwest as a region of the UK, human features of local town (Oldham), comparison of human features of Hollinwood and Clarksfield, different food specialities and migration. History: moving and settling as an asylum seeker.</p>	<p>Geography: India – climate, physical and human features, daily life, homes, schools, agriculture and trade.</p>		<p>History: Romans – their empire, comparison with Celts, roads and towns and Boudicca’s rebellion.</p>	<p>Geography: major oceans, human and physical features of coasts, the sea’s impact on physical geography, the sea as a resource, dangers of the sea, pollution of the oceans and impact of climate change on the sea.</p>
5	<p>History: agents for change – Captain Cook’s discoveries and expedition, Marco Polo’s exploration and Mary Kingsley’s travels in West Africa. Geography: Locating countries and oceans on maps and plotting routes.</p>	<p>Geography: major population centres in the UK, UK industries and agriculture. Location, climate and physical features of Caribbean. History: Windrush (arriving and settling in England, work and racism).</p>	<p>Geography: locating southern Mexico and Central America. History: Mayan civilisation – hieroglyphs, calendars, agriculture, trade, social class, worship and Maya creation story, end of the Maya.</p>		<p>Geography: identifying and locating world’s major mountain ranges. French Alps – climate, physical features and landscape, human features (industry and tourism) and plants and animals native to area.</p>	<p>Geography: tropical rainforests, Amazon rainforest and river, features of rivers, rainforest vegetation, indigenous groups and their way of life in the rainforests, changes to the rainforest and deforestation.</p>
6	<p>Geography: polar regions, Arctic and Antarctic, polar climate and global warming’s impact. History: agents for change – Ross, Peary, Shackleton, Scott, Hillary and Amundsen and the various challenges they all faced.</p>	<p>History: Guy Fawkes and the Gunpowder plot, suffragettes and Annie Kenney. Citizenship: parliament and democracy at both national and local levels. Geography: Europe as a continent, key</p>	<p>History: Ancient Greece – society, clothing, education, soldiers and slaves.</p>		<p>Geography: eco-towns, sustainable housing, green transport, recycling, sustainable community life.</p>	<p>Geography: Natural disasters – volcanoes (layers of Earth, volcanic eruptions, different types, where they occur and how they can be managed). History: a past volcanic eruption – Pompeii.</p>

		physical regions and location of some countries.				
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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 PSHEC 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 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 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 end of unit mastery challenges and against the must know understanding detailed in schemes for learning

Progression Points against the Core Concepts KS 1 and 2

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
chronology	<p>Understand some things happened in the past. Begin to understand recent past and longer ago</p>	<p>Use phrases such as: past, present, older, newer, before and after. Know medieval, Victorian, modern as periods of history</p>	<p>Place events, artefacts and historical figures on a time line using dates. • Use dates and terms to describe events. (decade, century, period age)</p>	<p>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</p>	<p>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological, cultural) Make links and comparisons across some periods</p>	<p>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.</p>
Diverse overview of history	<p>▪ 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.</p>	<p>▪ Describe historical events that have happened involving a range of significant people • Recognise that there are reasons why people in the past acted as they did. • Compare and recognise similarities and differences across time periods</p>	<p>Describe what the locality was like in the past Describe aspects of the social, ethnic, cultural or religious diversity of past societies</p>	<p>• Explore how the beliefs, attitudes and experiences of men, women, children, groups were similar and different in other places and compare it today. Compare different invaders</p>	<p>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</p>	<p>. • Understand how people’s lived experience of the past influenced future choices and impacts people today</p>

Investigation	<p>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?</p>	<p>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.</p>	<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. 	<p>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</p>	<p>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.</p>	<p>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.</p>
Historical communication	<p>Orally explain what they notice. Retell events using oral story telling</p> <ul style="list-style-type: none"> • Use common words and phrases that relate to the passing of time 	<ul style="list-style-type: none"> •Use precise, topic-specific language. •Place people and/or events in broad periods of time. <p>Collect information from different sources (objects, pictures, films and age-appropriate books).</p> <ul style="list-style-type: none"> •Compare, contrast and describe people, places and objects in the past. •Give simple reasons for events or actions using 'because'. •Present their findings orally and in writing. 	<p>Use appropriate historical vocabulary. • Begin to use evidence to support findings.</p>	<p>Use appropriate historical vocabulary to communicate a viewpoint. • Evidence is used to justify opinions</p>	<ul style="list-style-type: none"> • Use appropriate historical vocabulary to communicate more than one view point. • Use original ways to present info 	<p>Thoughtful selection and organisation of relevant historical information</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Historical enquiry</p>	<p>•Ask and answer questions. Give simple reasons for events and actions using because Describe people, places and objects in the past</p>	<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. 	<p>Enquiries based around change and continuity.</p> <ul style="list-style-type: none"> • 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. 	<p>Enquiries based around change and continuity.</p> <ul style="list-style-type: none"> • Recognise the significance these changes brought to the historical narrative by comparing similarities and differences within the same time periods in other places 	<p>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.</p>	<p>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 imp</p>
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