


Reach for the Stars

History Intent:


Through a varied curriculum, we aim to equip children with the knowledge and skills to answer thoughtful questions on important moments in history. We see the importance in opening children's eyes to the local area, educating them about how the surrounding area has changed through time. Our curriculum allows the children to revisit themes in different topics, offering a new context to the meaning of the word. Through this range of historical topics, we endeavour to make children aware of the wider world and not to repeat the mistakes of their ancestors. We believe in the importance of seeing real history in person, arranging ambitious trips that aim to bring the history to life. Children depart from our school with a secure timeline of prehistory through to the modern day and a solid understanding of different periods of history that can then be built on in secondary school.



History Curriculum Drivers:

Key Driver	Promoting	Rationale and Evidence
<p>Developing lifelong learners</p>	<p>Metacognition through the canopy of The Oakridge Way</p> 	<ul style="list-style-type: none"> • Resilient: Children develop resilience through extended pieces of learning which enable them to utilise the knowledge they have built upon throughout the unit of learning. • Reflective: They reflect on retrieval practise and work on areas they are less secure on. Through class discussion and debate, they have opportunity to reflect upon their own and others' ideas and opinions. • Resourceful: Children always have access to history literature in the school which they are able to read at any time of the year. The cover sheets for each unit have key vocabulary which can be used by the children to help in their current learning. • Reciprocal: When working in small groups or pairs, children share knowledge, learning resources, equipment and ideas in order to meet success criteria. Children share this knowledge to their peers in different ways including brain dumps and retrieval practise.

	<p>Unique discipline in each subject</p>	<ul style="list-style-type: none"> • We encourage our children to become historians who can: <ul style="list-style-type: none"> ○ Construct and sequence the past ○ Understand change and development ○ Analyse cause and effect ○ Significance and interpretation ○ Plan and carry out an enquiry ○ Use sources as evidence • As the children develop through their Oakridge journey, they consistently build on these skills further.
	<p>Secure fundamental basic skills in Reading Writing and Maths</p>	<ul style="list-style-type: none"> • In reception, children develop the core basics of letter and number formation linked to the history activities and learning accessible to them through the Statutory Early Learning Goals. • The school library and classrooms have a wide range of topical history books that are age appropriate and link to the learning in the curriculum. • Children are encouraged to read these non-fiction texts to develop their finger-tip knowledge. • Written sources are used during lessons and require the children to use their reading skills to understand its message. • There are planned opportunities to write like a historian using a more formal, non-fiction style with appropriate historical language.
Key Driver	Promoting	Rationale and Evidence
Enrichment	<p>Education visits, visitors, theme days, after school clubs, paired year group work</p>	<ul style="list-style-type: none"> • Each history unit has relevant enrichment chosen specifically to maximise children’s learning whether that be educational visits or experts visiting the school. • Children interact with experts at museums and in school leaving them with a pathway and reality of a job related to history as being achievable. • No trip is too ambitious and if the enrichment will aid the children’s learning then it is planned. Some of our ambitious trip include Ireland, Stone Henge and Llandudno. • Enrichment brings history to life where children can see real artefacts and put themselves in the position of a person from that period. • Children develop their own finger-tip knowledge outside of planned lessons to heighten their outcomes. • Children are exposed to museums and worlds they otherwise might not have been at home.

Key Driver	Promoting	Rationale and Evidence
<p>Making a positive contribution</p>	<p>The roots of 'The Oakridge Way'</p> 	<ul style="list-style-type: none"> • Children learn about both ancient and modern societies from around the world and think about how other cultures can enrich our lives. • When discussing history topics explicit references are made to the roots of the tree and whether these values have been shown. For example, were the Romans being respectful when they invaded the Celts.
	<p>British Values</p>	<ul style="list-style-type: none"> • Children become culturally rich of Britain's history as well other continents. • Children have a secure chronology of how humanity has developed from hunter gatherers to the modern person. <p>Respect</p> <ul style="list-style-type: none"> • Pupils learn about how societies throughout history have had to cohabit with one another and seeing how successful these relationships have been. • We make children aware of how communities in the past have come together to solve issues like the great fire of London. <p>Individual Liberty</p> <ul style="list-style-type: none"> • Pupils think about how their actions can impact their own community through learning about individuals who have had significant impacts on the world. These individuals come from a range of different backgrounds. <p>Rule of Law</p> <ul style="list-style-type: none"> • Our pupils learn about the consequences of individuals who have not followed the law from across history and see how these punishments have differed. • Pupil also learn about how these rules have changed throughout time. <p>Democracy</p> <ul style="list-style-type: none"> • Our history units make children aware of when Democracy was founded and how societies have continued to adopt it. <p>Tolerance</p> <ul style="list-style-type: none"> • We celebrate the multiculturalism of the UK today and in the past by learning about the different societies who have come to Britain.
	<p>Healthy Relationships</p>	<ul style="list-style-type: none"> • Children analyse how our lives and relationships are much safer today than they were in the past. • Children are reminded on how to act safely in enrichment activities.
Key Driver	Promoting	Rationale and Evidence

Developing character	Resilience	<ul style="list-style-type: none"> • Children completed extended pieces of learning which involve challenge and perseverance.
	Independence	<ul style="list-style-type: none"> • Some learning involves elements of choice and decision making. • Children choose to read their topic books in their classroom. • Children complete extra research at home on their current learning.
	A celebration of effort and hard work	<ul style="list-style-type: none"> • We celebrate history with an annual golden book for history assembly. • Marking in books reflects not only the outcomes but also the effort put into achieving the results. • Headteacher and Deputy Headteacher stickers are used to celebrate 'thinking like a historian'. • Selected children have the chance to submit their outcomes for the Young Historian Prizes.