

## History Intent at Oakley CE Junior School



### Our vision and rationale

It is our aim that children should leave Oakley CE Junior School with a love of history. We want all children to be curious about the stories of our past, how people used to live and how historical figures paved the way for our current way of life. We want all pupils to know key events and periods of history and how to use historical skills to conduct their own research about the past. The history curriculum is sequenced chronologically to provide pupils with opportunities to build and revisit knowledge as they progress through the school, slotting together the pieces to form a timeline of historical periods and events. Our pupils also take opportunities to compare worldwide history to national and local history. We provide opportunities for pupils to experience history learning beyond the school gates. For example, Year 3 experience an Iron Age village at Butser Farm and Year 4 visit Ufton Court and rein act a local Viking and Saxon battle. We also invite local historians into school to share local historical knowledge, for example in Year 6 we discuss the battle of Britain and WW2, looking at local artefacts.

This is modelled through our Christian values of courage, respect and grace, which are at the centre of our school ethos. Children are developing their own **courage** to consider different historical viewpoints and communicate their own historical hypothesis. We develop **respect** through looking at examples of diversity, gender and faiths in the historical events of the past and the people that have influenced life today. Children discover a range of historical figures who have shown courage themselves. Throughout history **grace** has been shown by many historical figures. The theme of grace is particularly focussed on in our migration topic in Year 6.

We recognise that to be accomplished historians, children need to have a range of opportunities while they are with us at Oakley CE Junior School and this goes beyond the curriculum taught in class lessons. All the children are given the opportunity to experience artefacts and different sources of evidence. We also celebrate with themed days such as Roman Day and Greek Day.

Our history planning, which is taught in themed units, follows a clear learning journey which builds on previous skills as well as teaching new skills. The three historical threads of empire, trade and religion, are woven into our history mapping, giving children the chance to embed previous learning opportunities. Children are excited by history and the opportunities they have at Oakley CE Junior school. At times, the history curriculum links to the children's topic work which develops the children's understanding further. Cross curriculum opportunities are also developed, for example in Year 4 the pupils engage in a thematic study about the historical development of maths.

### Purpose of study:

- A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind

- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed  
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- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### **Inclusion**

As teachers and educators, we need to be flexible. As a school, we believe in '**Great expectations for all**' and this is fostered in our approach.

#### **Some pupils might need the following adaptations:**

- words highlighted and given to them on their desk so they can refer to new vocabulary
- word mats available for children throughout the unit of work
- including picture clues to help understanding and allow for visual clues
- continue to develop set skills before moving them on to the next step
- assessment for learning opportunities and making reference to previous years learning when a child is working below age related expectations.
- use a range of stimuli to support a range of learners and needs: Visual- learners respond to images and graphics. Auditory- learners prefer verbal presentations. Kinesthetic- learners prefer a physical, hands-on approach.
- small group work supported by an adult to develop the children's thinking and understanding further
- make tasks accessible by adapted the resources
- allow children time to explore and process to build their confidence and understanding before committing their understanding to paper
- allowing the children, the chance to record their understanding and ideas in a range of ways e.g. adults scribing for them, using ICT to record ideas, talking tins, recording their responses using the i-pad
- sentence starters to support children to record their work
- tasks broken down into manageable chunks of learning
- teacher recording skills and processes in the classroom so children can make reference to them

**All lessons will have scaffolded opportunities throughout, the class teacher to ask SENDCo for further guidance if/when needed**