HISTORY
OCEAN ACADEMY

Purpose:

The purpose of this document is to outline the planning intent and implementation of the History curriculum at Ocean Academy. In response to the Ofsted Research Review, our planning and approach has been reviewed to ensure that the History curriculum offers the best education for our pupils. To ensure that all staff understand the high expectations agreed, whilst establishing and maintaining a consistent approach to the teaching and learning of History across our school; ensuring that all learners have exposure to high quality History teaching and learning opportunities. The effective teaching of History requires not just a well-structured and progressive programme but its consistent implementation across the school. Consequently, this will ensure that excellent attainment and progress is achieved by all children, regardless of ability, gender or socio-economic backgrounds.

Underpinning evidence:

1. Ofsted Research review: History
2. The forgetting curve, Ebbinghaus
3. Cognitive Load Theory, Sweller
4. Principles of Instruction, Rosenshine
5. Metacognition and Self-regulated Learning, EEF
6. Feedback, EEF Teaching and Learning Toolkit
7. Mastery Learning, EEF Teaching and Learning Toolkit

Introduction and aims:

At Ocean Academy, we want our pupils to work as historians to develop a chronological, secure knowledge of local, British and world history to then be able to critically analyse historical evidence in order to see connections, contrasts and trends over time using a range of sources. Pupils will use enquiry skills to draw conclusions about key individuals, peoples and events from both the ancient world and more recent times.

Our aim is for the vast majority of our pupils to:

- Develop a lifelong love of history through diverse and engaging learning
- Embed a strong foundation of substantive and disciplinary knowledge to enable them to deepen and broaden this knowledge in the future
- Develop a secure chronological understanding of the ancient world, through to the modern day
- Acquire and develop a wide base of sophisticated historical vocabulary
- Be exposed to and appreciate a wide range of high quality texts and sources
- Understand the different employment opportunities that history offers

Curriculum design - sequencing and progression:

Across the curriculum, chronological awareness is carefully developed so that children can understand and place periods of history in context. This progression enables pupils to build and follow a coherent understanding of chronology from Year 3 through to Year 6.

The Ocean history curriculum has been planned to ensure:

The history curriculum at Ocean is planned to ensure that pupils develop a secure and coherent understanding of the past through applied learning, where knowledge is actively used rather than passively received. Through carefully designed topics, pupils engage in historical enquiry, exploring continuity and change, cause and consequence, and developing strong chronological awareness from Year 3 to Year 6. Teaching focuses on ‘working historically’, enabling children to question, interpret evidence and construct informed responses. Alongside this, pupils build essential power skills: creativity through presenting and interpreting ideas in varied ways; collaboration through discussion and shared enquiry; communication through articulating historical understanding; critical thinking through analysing sources and viewpoints; and character through resilience, curiosity and respect for diverse perspectives.

This is underpinned by substantive themes that run throughout the curriculum—religion and beliefs, trade and economy, innovation and invention, and migration and movement—which provide a clear structure for learning. These themes allow pupils to make meaningful connections across different periods of history, deepening their understanding of how societies develop and interact over time, and helping them to apply their knowledge in increasingly sophisticated ways.

Historical knowledge is secure and deep:

History is taught every term, three times per year, with each topic framed by a driving question that supports historical enquiry. The topic is purely history-focused, ensuring that all pupils recognise they are learning history and are developing specifically historical disciplinary knowledge.

This approach allows children to fully immerse themselves in each historical period, enabling deeper learning and the development of secure disciplinary and substantive understanding. Between topics, learning journey maps, books and flashcards are revisited to reinforce prior learning and support long-term retention, in line with our revisit and revise cycle based on the forgetting curve and a spaced learning approach.

Learning goes above and beyond the national curriculum and pupils develop a secure chronological understanding:

The curriculum is organised chronologically to support pupils in building their understanding of the passage of time in Britain and the wider world. Discreet chronology lessons embed this understanding by comparing the dates and length of the time period studied with previous chronological knowledge. *(Statutory requirements in italics).* Chronology is also taught discreetly and the progression of chronological understanding is planned centrally to support teachers to deliver this effectively.

Year 3:

1. ***Changes in Britain from the Stone Age to the Iron Age.***
2. ***The achievements of the earliest civilisations including a depth of study:***
   We have decided that Year 3 will learn about Ancient Egypt. Egypt is most accessible at a younger age and provides an opportunity for them to explore the role of archeologists most clearly through Howard Carter and Tutankhamun. Exploration of Ancient Egyptian religion also supports developing a schema of polytheistic ancient religions, linking to learning around Romans, Greeks and Mayans.

Year 4:

1. ***Changes in Britain from the Stone Age to the Iron Age.***
2. ***The Roman Empire and its impact on Britain.***
3. ***A study of Ancient Greece, their achievements and influence on the western world.***

   We have decided that Year 4 will learn about Ancient Greek democracy, the ancient Olympic Games, pottery and art, and Greek Theatre. This will then allow pupils a chance to compare Greek theatre to Shakespearean and modern day theatre. Similarities and differences are drawn to allow pupils to see both the impact of Greece on modern life, but also how art forms change and adapt to reflect the culture and beliefs of the time.

Year 5:

1. ***A non-European society that contrasts with British history:***
   We have decided that Year 5 will learn about the Mayan civilisation as it continues Year 5 learning around Southern and Central America in Geography so pupils are aware of the civilisation geographically, allowing them to ‘hang’ their new historical understanding on previously understood concepts of rainforest life. There are also links to be made between this civilisation and prior

learning of Ancient Egypt (Y3), as well as opening discussion around the impact of conquest and empire on indigenous peoples.

2. ***Britain's settlement by the Anglo-Saxons and Scots AND***
   The Viking and Anglo-Saxon struggle for the Kingdom of England up to the time of Edward the Confessor.

Year 6:

1. ***A study of an aspect of British history that extends pupil's chronological knowledge beyond 1066*:**
   We have decided that Year 6 will learn about World War Two due to its significance in modern British history which allows pupils to tie an understanding of British and world history to their own lives and personal histories. The focus of this topic is on the disruption of British life and how this impact can be seen even today, with links to Covid-19 for example.
2. ***A local history study*:**
   We have decided that Year 6 will learn about the English Civil War due to local links to Corfe Castle and understanding the history of Dorset within this eg. Bankes Family. This also provides a chance to develop chronological understanding from 1066 to WW2 and make links to prior learning eg. Elizabethan England.
3. ***The Victorians (a local history study):***
   Through this local history study, pupils examine the stark disparities across Victorian society, evaluating differences between wealthy individuals and underprivileged communities.This unit also provides an exciting opportunity to explore a local history link by looking at Poole's role in the Trade Triangle during Victorian times.

Repeated exposure of key themes, concepts and core content:

'Specific opportunities are planned for pupils to develop their knowledge of some particularly important substantive concepts. *The curriculum ensures that pupils regularly encounter a wide range of important substantive concepts.'* Ofsted 2021.

Substantive concepts and core content have all been selected to ensure a broad range of historical areas are covered social, cultural, political & military history.

Our curriculum has been designed to embed a broad range of substantive knowledge in pupils which will allow them to deepen and extend their understanding in their later education.

Below are the recurring concepts and core content that are interwoven within our history curriculum to ensure that children build a secure understanding over time:

- **Homes** - covered and revisited within:
  - Stone Age
  - Roman Britain
  - Anglo-Saxons & Vikings
  - World War Two
- **Inventions incl. Writing and number systems** - covered and revisited within:
  - Stone Age (tool-making)
  - Ancient Egypt (Irrigation systems)
  - Roman Britain (Roman numerals, roads, aqueducts, hypocaust)
  - Ancient Greece (Democracy, the Olympics, theatre)

    - Mayan civilisation (writing and number system)
    - Anglo-Saxon and Vikings (longships)
    - English Civil War (muskets)
    - World War Two (Anderson shelters)
    - The Victorians (Industrial Revolution)
- **Religion** - covered and revisited within:
    - Ancient Egypt
    - Roman Britain
    - Mayan Civilisation
    - Anglo-Saxons and Vikings
    - English Civil War
- **Archaeology** - covered and revisited within:
    - Stone Age (Skara Brae)
    - Ancient Egypt (Tutankhamun)
    - Roman Britain (Villas)
    - Mayan Civilisation (Chichen Itza)
    - Anglo Saxons (Sutton Hoo)
    - English Civil War (Corfe Castle)
- **Warfare incl. invasion** - covered and revisited within:
    - Roman Britain (Roman tactics and Boudicca's rebellion)
    - Vikings (weaponry)
    - English Civil War (weaponry and tactics)
    - World War Two (weaponry, tactics and tactics)
- **Politics** - covered and revisited within:
    - Ancient Egypt (kingdoms)
    - Roman Britain (empire and rebellion)
    - Ancient Greece (democracy)
    - Anglo-Saxons and Vikings (kingdoms, beginnings of modern monarchy, Danegeld)
    - English Civil War (divine right of kings, republics vs. monarchies)
    - World War Two (fascism, propaganda, alliances)
- **Art** - covered and revisited within:
    - Stone Age (cave painting)
    - Roman Britain (mosaics)
    - Ancient Greece (theatre, vases)

Pupils understand the relationship between substantive and disciplinary knowledge:

Once we are sure that pupils have secure substantive knowledge in a historical area, pupils are then able to develop their disciplinary knowledge through applying their new-found understanding through historical enquiry. We have designed our curriculum to ensure the progression of the disciplinary knowledge set out in the National Curriculum as follows *(statutory requirements in italics)*:

Year 3:

- *They should understand how our knowledge of the past is constructed from a range of sources.*
- Stone Age: Pupils learn about the role of archaeologists and explore where and how artefacts from the past are discovered, uncovered and analysed. Through looking at physical artefacts, pupils develop an understanding of which materials 'survive' from the past for longest. A study of Skara

Brae, an archeological site, also teaches pupils that knowledge of the past comes from locations such as these as well as individual artefacts.
- Ancient Egypt: Pupils continue to explore the role of archaeologists through a study of Howard Carter and his discovery of Tutankhamun's tomb. They also develop their understanding of how different conditions affect the type of artefacts found through their work on mummification.

Year 4:
- *They should understand how our knowledge of the past is constructed from a range of sources. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.*
- Roman Britain: Focusing on addressing and devising questions around change, cause and significance, pupils study the rebellion of Boudicca to explore the causes of this revolt. They compare Roman inventions such as the organisation of the military and their road systems to the existing Celtic methods to explore and analyse how the Romans changed life in Britain. Finally, their ATL assignment asks pupils to think critically about the significance of Roman inventions to the wider world and make an informed judgement about which they feel is the most important. Pupils also have an opportunity to explore physical artefacts, using them to develop and demonstrate their understanding of Roman homes.
- Ancient Greece and the Theatre: Focusing on addressing and division questions about similarity and difference, a thematic study of theatre and its impact on British life always pupils to identify similarities and differences between Ancient Greek, Shakespearean and modern day performances.

Year 5:
- *They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.*
- Mayan Civilisation: Pupils revisit their work on archaeology from Year 3 by looking at both physical artefacts and images of primary sources alongside secondary sources. Discussion around Frank Catherwood's discovery of Chichen Itza allows pupils to begin to understand the 'trustworthiness' of sources and to begin to recognise how a historian's interpretations can affect our own understanding. Pupils then use these sources along with their newly developed substantive knowledge to write justified responses to questions around the significance and similarities and differences of Mayan civilisation.
- Anglo-Saxons and Vikings: Work on archaeology is continued by studying the finds at Sutton Hoo and revisiting their learning from Year 3 about how different conditions can preserve artefacts. A study of Alfred the Great, and then of the death of Edward the Confessor and the events leading up to 1066 ensures pupils continue to address questions about change and cause, as well as develop their ability to justify their opinions around these key events by using the historical information available to them. Pupils begin to work with written primary sources, such as the recount of the attack of Lindisfarne.

Year 6:
- *They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.*

- World War Two: A study of the causes of World War Two allows pupils to draw comparisons and connections to a variety of conflicts and invasions previously studied. Pupils look at the impact of the war on British life which again ensures a range of opportunities to identify connections and contrasts as well as promoting discussion around the impact and significance of this war, in comparison to other invasions and wars involving Britain. Physical primary sources provide an opportunity to see the similarity and difference in common items in the last 100 years and allows pupils to explore how the rate of human progress has increased exponentially.
- The English Civil War: Moving into a modern historical period allows pupils to compare historical themes such as warfare with ancient periods. Pupils begin to develop a broader schema of these themes and the development of historical terminology throughout their learning about the ancient world allows them to connect more modern terms to the more classical eg. emperor/king/chief to government, dictator, divine right of kings. Their ATL assignment asks a broad question which requires a thoughtful, well justified response. Their local study of Corfe Castle revisits the idea of 'trustworthy' sources as pupils look in more detail at written accounts from the time.
- The Victorians: Studying the Victorian era allows pupils to explore a period of rapid industrial, technological, and social transformation, tracing continuity and change between early modern Britain and the 20th century. Pupils build on their schema of historical themes—such as power, class, warfare, and empire—by examining how concepts like monarchy and governance shifted under Queen Victoria, while connecting classical forms of rule to modern parliamentary democracy and social reform. A focus on child labour, industrialisation, and daily life provides rich opportunities to devise historically valid questions around cause, similarity, and difference across social strata.

Pupils have excellent 'fingertip knowledge':

- Learning Journey Maps - These have been created for all the history topics and cover all the essential information that must be taught. They are written simply enough to be accessed and used by pupils but also act as a valuable resource to teachers when planning. The information on them covers all of the chronological and substantive knowledge for the topic and both 'thinking points' and assessment questions support staff in assessing historical understanding.
- Flashcards (Leitner Cards) - These have been created for all history topics and cover all the 'Tier 3' vocabulary and essential substantive and chronological knowledge for each topic. This ensures that pupils have 'fingertip knowledge' when exploring historical themes in more detail and can link historical time periods together easily by recognising key terms across them eg. hieroglyphs in both Ancient Egypt and the Mayan civilisation.
- Revisit and revise sessions - Across the year, many opportunities are given for pupils to revisit and revise their historical understanding, both from the current year and previous, and continue to make links across the topics as they gain new knowledge.

Feedback, assessment and marking

'Well-designed assessment enables teachers to gather evidence to plan subsequent teaching that helps pupils to know and do more.' Ofsted, 2022

Feedback, assessment and marking in History follows our whole school feedback and assessment policy: regular and often, to move learning on.

Teachers' subject knowledge of each aspect of History is secure and planning and resources support this to enable teachers to make effective assessments and provide specific feedback to move learning on, within and across lessons, blocks of learning and year groups.

Learning objectives are planned alongside the National Curriculum and summative assessments are made of the knowledge and skills demonstrated to ensure that pupils are making progress and retaining this knowledge over time. This assessment system is progressive and builds year on year to enable teachers to plan from their pupils' current level of development.

SEND and inclusion:

Pupils with special education needs and/or disabilities are provided with an inclusive education through the effective use of scaffolds and support to enable all pupils to access the learning and work with their peers. All planning ensures that pupils with SEND or physical impairment can achieve just as well as their peers. The school works closely with the SENCO and external agencies through regular consultations to understand the specific needs, individual goals and incorporate these into the planning and delivery of history lessons.

Monitoring and Evaluation of Teaching and Learning:

We regularly monitor teaching and learning across the school to make sure that all of our pupils make the best possible progress from their starting points.

Aims of monitoring and evaluation:

- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of students
- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify training needs across the teaching and support staff and drive the CPD programme

SLT and subject leaders will monitor and evaluate the impact of teaching on student's learning through:

- Learning walks
- Book looks
- Review of termly assessment data
- Gathering input from pupil voice and staff voice

Review:

This policy is subject to yearly reviews by the subject leader and SLT.
Upon review, amendments will be made in line with the Academy Improvement Plan and shared with all staff.