



## History in the OAT Primary Curriculum

### Intent

The OAT 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 a world where:

- they require the skills and qualifications, flexibility, emotional intelligence and expertise to be leaders and to thrive as human beings.
- accepting themselves as individuals and celebrating who they are is key in navigating a complex and ever-changing environment.
- they need to feel a sense of ability to change things for the better and have self-efficacy.
- they need a network of relationships and a network of support to thrive and excel.
- 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 OAT statement of intent by focussing on character, competence and community in the following areas:

	<p><b>Character:</b> History is a pivotal subject that helps our pupils understand who they are. It is from the past that we can understand our current place in the world and how that influences our future. 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.</p>
	<p><b>Competence:</b> 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, chronological overview of history that builds connections globally, nationally and locally as well as focus on in depth studies 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. This knowledge is delivered through research-informed practise to ensure all our pupils know more, remember more and understand more. Literacy and numeracy skills are embedded throughout so our pupils can articulate their understanding in a thoughtful and mature way.</p>
	<p><b>Community:</b> Oasis has a rich history both nationally and globally and we use that to enhance and connect our local areas, as well as give every pupil a real sense of belonging to Oasis' rich history. The history of Oasis enables our pupils to understand that they are part of something bigger. We celebrate the importance of the past through a variety of viewpoints 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.</p>

### Implementation

To ensure our intent transfers into everyday classroom practice, we use current research in cognitive science 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. Responsive feedback approaches, delivered through

our highly effective one-to-one horizons approach, ensure each adult knows the relevant next steps to maximise learning opportunities.

Using research from Dan Williamson’s Models of Memory, Sweller’s Cognitive Load Theory, Rosenshine’s Principles of Instruction and the thinking behind Ebbinghaus’ Forgetting Curve, the curriculum is implemented effectively through a set of core concepts, developed for each curriculum area. This enables children to assimilate new information into growing schema as they move through the academy. By presenting new information to students as another example of these core concepts it allows them to process information in relation to previously learned knowledge and make connections.

**The core concepts for History:**

Core Concepts in History				
Chronology	Diverse overview of world history	Investigation	Historical communication	Historical enquiry

The curriculum is mapped using these core concepts. 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. Specific knowledge is acquired through the knowledge organisers in each curriculum area and unit of study to ensure broad and balanced coverage and as a tool for children to add to, revise and structure that knowledge. These are presented at the beginning of the unit to provide children an overview of what their learning, links to previous learning, and key vocabulary and events that will be mentioned within the unit.

**Subject Delivery**

Lesson Timings	Type of delivery
History is taught as discrete lessons within the allocated thematic time.	The History lessons are generally weekly throughout the six themes. This enables the subject to be linked to the themes below to make rich and meaningful links in learning. History is woven into the fabric of the themed weeks allowing children to build knowledge and skills and become historians; inspiring an interest and fascination about into the past and how that has impacted the present and will impact the future.

**How History is mapped against the themes**

Theme	History
Autumn 1: Who am I and who am I becoming? EYFS: Houses and Homes – The Three Little Pigs – place in family	History lessons are woven into this theme to help build a better understanding of chronology. They engage in a broad, chronological overview of history that builds connections globally, nationally, and locally. <b>In EYFS, they learn about themselves and their family, including siblings. From Nursery, where children learn about themselves and their families, children will progress their chronological knowledge up to Y6 where they learn about migration through time and its importance.</b> The historical narrative begins by focusing in on the self and ordering significant events in the child’s life so far. As the children progress through the school years, they will zoom a little further out each time to gain a wider perspective of how their history fits into the bigger picture of the historical narrative around them.
Autumn 2: Citizenship and the World	In this theme, History lessons focus on developing the diverse overview of world history by uncovering inventions and ideas from the past and locate them around the world. <b>In the early years, citizenship starts with exploring world festival.</b> Pupils explore how the earliest civilisations had to fight for freedoms that have helped shape the diverse world we live in today. In year 6 they will be taught the knowledge they need to apply to the thematic learning in Music and Art in Spring 1.
Spring 1: Heritage and culture	This theme is History focused so pupils have the time and opportunity to delve into a significant period of History that had a political, social, religious, or economic impact on life as humans knew it at the time. <b>In the early years, we start by looking at castles and knights so that children have a clear understanding of place in time, with links to books made.</b> Through detailed exploration of the chronology of each period all pupils gain a good understanding of place in time. Through rigorous enquiries pupils explore a range of sources to understand historian interpretations of the past and form their own opinions on these key moments in history. As pupils progress through the curriculum these key periods will be revisited again and again.
Spring 2: Building a sustainable world	Within this theme, History lessons compliment the knowledge already covered in the previous terms by celebrating significant figures, inventions and organisations through the lens of the Global Goals. All year groups explore the influence people or events have had over major developments in Climate Change. <b>In the nursery, we start off by looking at how we look after ourselves and our body so that in Reception they can progress on to how to look after the environment, minibeasts, lifecycles with links to Science.</b> These lessons are taught as individual case studies with a focus on chronology, historical enquiry and historical communication.
Summer 1: Building an inclusive world	This theme in history focuses on the Core Concept of Historical Investigation. Children will study Moments and Movements that have changed the World. <b>In the early years, they will start with change that they can observe through the season of Spring which then allows children to progress</b>

	<p>onto how things grow and how to look after them allowing them to work as a team and learn the qualities of a good team member. Linked with the British Values, each year group will study a particular moment or movement that is significant to our current time in the world. Children will be provided with the opportunity to ask questions about evidence they see and understand that it may not tell the whole story.</p>
Summer 2: Performance and Transition	<p>As performance is the focus of this theme, History lessons explore the legacy of Shakespeare. Children will focus on Chronology and Historical Communication. Before children learn about major historical changes through a time period of the Tudors, they explore the planet including the natural world around them. They will talk about the chronology of their visit to the beach and Reception will talk about the chronology of their trip to the zoo. Each year pupils will learn about a different aspect of Tudor life and deepen their understanding of how this narrative was influenced by major changes that occurred around the world at the time.</p>

### Annual Organisation per year group

History is the study of the past, particularly 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. In year 1 we begin by starting with the modern day and working backwards to a point within living memory and as pupils progress through the key stage they travel back to moments in time that are significant to their understanding of the curriculum that is to follow, such as the Victorians and the Tudors. In KS2 we felt the best approach was to begin with what made sense chronologically, both within Britain and the wider world. Where possible students in year 3,4 and 5 study elements of history that occurred within the same time period. By the time pupils reach Y6 they should have a solid understanding of the timeline our curriculum is built around and will focus on units of work that require the knowledge of that chronology and significance of those previous periods of time to be able to answer deep and meaningful enquiries about major events from the past.

Historical Periods					
2021-1900	1837 -2021	300,000 BCE - 43CE	2000 BCE – 476 CE	450 CE - 1066	1485-2021
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Recent History	Recent History Victorians	Stone Age-Iron Age Ancient Egypt	Romans Ancient Greece	Anglo Saxons- Vikings and Normans Early Islamic Civilisation	Industrial Revolution World War 2 Human and Civil Right Movements

Term	Theme	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Who am I? Who am I becoming?	All About Me	Houses and Homes	My history	My Academy's History	Local History – Cheetham Hill	Local History - Manchester	History of Europe	History of the wider world
Autumn 2	Citizenship and the World	Festivals (Personal History)	Celebrations around the world	Equality- Nelson Mandela Local hero - Emmeline Pankhurst	Railways- The British Empire Linked to Manchester railway system	Hieroglyphic s-Ancient Egypt	Democracy and Olympics- Ancient Greece Linked to British Values, buildings of Manchester and RE Y3/4	Al-Khwārizmī- Early Islamic Civilisation Linked to Space (Science) and Anglo-Saxons/Vikings	Industrial Revolution Linked to Manchester's factories and canals
Spring 1	Heritage and culture	People who help us	Castles and Knights	Kings, Queens and Leaders Linked to school/home rules and the Queen's visit to Manchester	Victorians Linked to our school/ uniform, toys they have today	Stone-Age to Iron Age Compare to modern day – Mellor Hill Fort, Stockport	Romans Link back to Ancient Greece and Roman Manchester	Anglo Saxons, Vikings and Normans Link back to Romans	World War 2 Link to Manchester during the war
Spring 2	Building our Sustainable World	Healthy eating	Minibeasts and lifecycles – taking care of my environment	Fashion through the decades	Nursing: Florence Nightingale and Mary Seacole	History of 2-minute beach clean-up/ timeline	David Attenborough timeline	History of Water Aid / timeline	Greta Thunberg timeline
	International Women's Day humanities focus	Queen Elizabeth II - monarchy	Queen Elizabeth II - monarchy	Wangari Maathai - Deforestation	Greta Thunberg - Climate Change	Katherine Johnson/Mary Jackson - Black women in NASA	Rosa Parks - Segregation	Malala Yousafzai - Girls' education	Emmeline Pankhurst - Votes for women

Summer 1	Building our Inclusive World	Growing - Spring	Growing – Plants/Vegetables	We are all equal	Important moments in the Olympics	Important moments in the Paralympics	The Civil Rights Movement	The Suffragette Movement	China- Rule of Law
Summer 2	Showasis	Transport to the beach	Our planet	Who are the Tudors?	Tudor Monarchy	Tudor Britain	Age of Discovery	Merchants and Voyages	Shakespeare's Legacy

## 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 History 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 retrieval 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 through **Socratic** quizzes and hinge questions 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 spaced quizzing, end of unit assessment quizzes and Student Portfolios in Showbie.

## History Specific Impact Measures

In History, quizzing is used as a method of assessing pupils understanding at the end of a core concept to analyse the extent to which knowledge has been consolidated into long-term memory. Retrieval practice tasks throughout the lessons also interrupt the forgetting curve to enable faster access to prior learning. Pop tasks at the end of the year pull together the learning for the subject under the core concept areas to consolidate learning and to prepare children to make links to the future learning in subsequent years.

## Progression Points against the Core Concepts

# History in EYFS with links to KS1

What does the EYFS curriculum say?

Development Matters		
<b>Birth to Three</b>	<i>Understanding of the World</i>	Make connections between the features of their family and other families
<b>Three to Four</b>	<i>Understanding of the World</i>	Begin to make sense of their own life-story and family's history.
<b>Reception</b>	<i>Understanding of the World</i>	Comment on images of familiar situations in the past. Compare and contrast characters from stories, including figures from the past.
<b>ELG</b>	<i>Understanding of the World</i> <i>People and Present</i>	Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.

How do we do this in Early Years:

We do this through:
<p><b>All about me</b></p> <ul style="list-style-type: none"> <li>• Discussing our families, recounting fun family experiences in our past.</li> <li>• Thinking about changes in our life as we grow and get older.</li> <li>• Look at our school rounds and the history/changes within our school.</li> <li>• Look at how homes have changed over time. Compare own homes to those from the past.</li> <li>• Exploring family trees and family photos.</li> </ul>
<p><b>Christmas Past and Present:</b></p> <ul style="list-style-type: none"> <li>• Explore and compare toys past and present</li> <li>• Share favourite toys and listen to parents/grandparent's childhood experiences of favourite toys</li> <li>• Recount experiences of Christmas and toys received</li> <li>• Compare stories – modern and traditional</li> </ul>
<p><b>Castles and Knights:</b></p> <ul style="list-style-type: none"> <li>• Exploring the role of a Knight</li> <li>• Exploring the role of Kings and Queens</li> <li>• Visits to a castle</li> <li>• Exploring fiction and non-fiction texts</li> </ul>
<p><b>Space:</b></p> <ul style="list-style-type: none"> <li>• Looking at the life/experiences of Neil Armstrong/Tim Peake</li> <li>• Sharing grandparent's first-hand experiences of watching the moon landing 1969.</li> </ul>
<p><b>Around the world:</b></p>


- Recount and share family experiences of holidays abroad
- Talk about how holidays have changed over time.
- Recount and share family experiences of holidays in the UK.

**Additional activities:**

- Through interactions talking about what they did yesterday, last week, last year.
- Personal history: how they celebrate festivals, new year, family celebrations such as Birthdays – throughout the year.
- Learning about the family traditions of children in class from different cultural backgrounds.
- Traditional tales

## Links to Year One

This section outlines how EYFS can provide a preparation for future learning in History. For more information about the OCL History Curriculum, please follow this link [History in the OCL Primary Curriculum.docx \(sharepoint.com\)](#).

OCL History Core Concepts	Vocabulary	Key texts and activities
Chronology	<ul style="list-style-type: none"> <li>• Family</li> <li>• Order</li> <li>• Young, Old</li> <li>• Kings, Queens</li> </ul>	<ul style="list-style-type: none"> <li>• All About Me/Self topics</li> <li>• Castles and Knights topic</li> <li>• Exploring family photos and family trees</li> <li>• Thinking about growing from young to old</li> </ul> <p><i>Text: Who is in my Family? By Robbie Harris</i>  <i>Text: Knights and Castles by Usborne</i></p> 
Diverse Overview of World History	<ul style="list-style-type: none"> <li>• World</li> <li>• Countries</li> <li>• History</li> <li>• Historical figure</li> </ul>	<ul style="list-style-type: none"> <li>• Around the World Topic</li> <li>• Festivals Topic</li> </ul>
Investigation	<ul style="list-style-type: none"> <li>• Past</li> <li>• Present</li> <li>• Then and Now</li> <li>• Who, What, When, Where, Why, How?</li> </ul>	<ul style="list-style-type: none"> <li>• Christmas past and present topic</li> <li>• Exploring old and new toys</li> <li>• Exploring houses and homes through time</li> </ul>
		<p><i>Text: Peepo by Allan Ahlberg</i>  <i>Text: Step inside homes through history Goldie Hawk and Sarah Gibb</i></p>
Historical Communication	<ul style="list-style-type: none"> <li>• Order</li> <li>• First, Next, Then</li> <li>• Before, After</li> <li>• What happens next?</li> </ul>	<ul style="list-style-type: none"> <li>• Putting stories/events in order</li> <li>• Discussing personal history</li> </ul> <p><i>Text: Pirate Pete by Nick Sharratt</i></p>
Historical Enquiry	<ul style="list-style-type: none"> <li>• History</li> <li>• Historical figure</li> <li>• Hero</li> </ul>	<ul style="list-style-type: none"> <li>• Dinosaur topic and exploration of Mary Anning</li> <li>• Space topic and exploration of Moon Landing and Tim Peake</li> </ul> <p><i>Text: Dinosaur Lady by Linda Skeers</i></p>

Core Concepts	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Chronology	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Discussing our families, recounting fun family experiences in our past. Thinking about changes in our life as we grow and get older. Look at our school rounds and the history/changes within our school. Look at how homes have changed over time. Compare own homes to those from the past. Exploring family trees and family photos.</p>	<p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>Begin to make sense of their own life-story and family's history.</p> <p>Discussing our families, recounting fun family experiences in our past. Thinking about changes in our life as we grow and get older. Look at our school rounds and the history/changes within our school. Look at how homes have changed over time. Compare own homes to those from the past. Exploring family trees and family photos.</p>	<p>Understand their own personal timeline so far and begin to recognise the concept of before and after.</p> <p>Use dates where appropriate.</p> <p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: older and newer, before and after.</p>	<p>Recount changes that have occurred in their own lives.</p> <p>Use dates where appropriate.</p> <p>Place events and artefacts in order on a time line.</p> <p>Label time lines with words or phrases such as: past, present, older, newer, before and after.</p>	<p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Use dates and terms to describe events. (decade, century, period, era)</p>	<p>Place events, artefacts and historical figures on a time line using dates.</p> <p>Use dates and terms to describe events. (decade, century, period, era)</p> <p>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)</p> <p>Identify periods of rapid change in history and contrast them with times of relatively little change on a timeline.</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)</p> <p>Use dates and terms accurately in describing events.</p>



Diverse overview of world history	<p>Explore and compare toys past and present Share favourite toys and listen to parents/grandparent's childhood experiences of favourite toys Recount experiences of Christmas and toys received Compare stories – modern and traditional</p>	<p>Explore and compare toys past and present Share favourite toys and listen to parents/grandparent's childhood experiences of favourite toys Recount experiences of Christmas and toys received Compare stories – modern and traditional</p>	<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 around the world.  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 changes that have happened in the locality of the school throughout history.  Give a broad overview of life in Britain from (time periods tbc)  Describe the social, ethnic, cultural or religious diversity of past societies and compare it to today.</p>	<p>Explore and compare what was happening around the world at the same time in the periods studied to build a clear picture of world history.  Explore how the beliefs, attitudes and experiences of men, women, children, groups were similar and different in other places and compare it today.</p>	<p>Identify continuity and change in the history of the locality of the school.  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>Explore why the major changes in the local community might have happened in relation to the bigger historical picture (nationally or globally) considering cause and consequence.  Understand how people's lived experience of the past influenced future choices and impacts people today.</p>
Investigation	<p>Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past.</p>	<p>Comment on images of familiar situations in the past.  Compare and contrast characters from stories, including figures from the past.</p>	<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>	<p>Use a range of evidence to ask perceptive questions and infer about the past.  Suggest suitable sources of evidence for historical enquiries.</p>	<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>Talk about the lives of people around them and their roles in society.  Talk about the lives of people around them and</p>	<p>Talk about the lives of people around them and their roles in society.  Talk about the lives of people around them and</p>	<p>Orally explain a timeline using key words.  Storytelling is used to promote oracy and the idea of passing of time.</p>	<p>Orally explain the passing of time through the use of appropriate historical vocabulary.  Understanding is portrayed through</p>	<p>Use oracy, literacy, maths and computing skills to respond to enquiry questions.  Use appropriate historical vocabulary.</p>	<p>Use oracy, literacy, maths and computing skills to respond to enquiry questions.  Use appropriate historical vocabulary to</p>	<p>Use oracy, literacy, maths and computing skills to an exceptional standard to respond to enquiry questions.  Use appropriate historical vocabulary</p>	<p>Use oracy, literacy, maths and computing skills to an exceptional standard to respond to enquiry questions  Thoughtful selection and organisation of relevant</p>

	their roles in society.	their roles in society.	Use common words and phrases that relate to the passing of time.	drama, written responses, presentations.	Begin to use evidence to support findings.	communicate a viewpoint.  Evidence is used to justify opinions.	to communicate more than one viewpoint.  Use original ways to present information and ideas.	historical information.
Historical enquiry	Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Know similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	Enquiries based around the concept of significance.  Understand the words important, hero, change.	Explore the idea of significance in relation to people, events and places locally, nationally and globally.  Recognise similarities and differences in the periods studied.	Enquiries based around change and continuity.  Begin to understand the significance these changes 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.	Enquiries based around change and continuity.  Recognise the significance these changes brought to the historical narrative by comparing similarities and differences within the same time periods in other places  Explore different interpretations of events to build a wider perspective of events at the time.	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.	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 impact their future.

### Approach to environment

For both Geography and History, knowledge is displayed on our classroom Knowledge Maps. On the display, the following things should be included (see image below):

- unit title
- sequence of learning for both subjects;
- key vocabulary with definitions – use of Wikidictionary will make this accessible by all;
- key knowledge for the unit of work taken from the unit overview;
- timeline for that unit of work;
- enlarged world map with compass directions;





### Approach to recording

Depending on the independent task, we use a mixture of recording work on Showbie, and in pupils' curriculum books.



Distance the Romans travelled	Distance on map	Distance using scale
From Rome (C2) to Milan	2cm ✓	600km
From Cardiff (B2) to London	1cm ✓	300km ✓
From Paris (C2) to Brussels	1cm ✓	300km ✓
From Madrid (B2) to Lisbon (B1)	2cm ✓	600km ✓
From Rome (C2) to Athens (D1)	5cm ✓	1500km ✓

### **Approach to recording**

Depending on the independent task, we use a mixture of recording work on Showbie, and in pupils' curriculum books.

### **Approach to monitoring**

Leaders have had opportunities to go on learning walks. Through this, leaders have been able to monitor the curriculum coverage, the quality of work being produced, and teacher assessment of the tasks recorded in books. Whilst on these learning walks, leaders use the time to do a pupil voice to monitor the pupils' understanding of their current History theme, how well they are retaining their learning and if they are making links across the curriculum. These findings have then been fed back in staff briefings as areas of strength and progression.

### **Approach to assessment**

During the unit, children may engage in Socrative quizzes where they are presented with a range of multiple choice and explanation questions to answer regarding their learning. Units are also ended with a POP task activity where children use their retention skills to answer questions about their learning from the theme they have just explored. Children also complete pre and post assessment quizzes on Smartgrade. Teachers can then assess any gaps children have from the previous unit of work or gaps in the upcoming unit of work and adapt their planning accordingly.

### **Marking and feedback**

Teachers use marking and feedback sheets for each lesson. They highlight children in yellow if they have understood the lesson but need some more input to have fully understood the new knowledge; children will be highlighted in pink if they have not understood the learning and need a re-teach of the key knowledge. This could be a short teacher input in the next lesson's Do Now. Children who have fully understood the new learning will be left blank. Teachers may correct in red pen and give verbal feedback to children. Pupils then respond to feedback in green pen. Focus is primarily on spelling, grammar and date corrections.

### **Approach to Inclusion**

## **PRACTICES TO SUPPORT ACADEMIC PROGRESS For SEND PUPILS – SUBJECT SPECIFIC**

The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. At OATs, we develop a repertoire of these strategies, which can use daily and flexibly in response to individual needs. These are used as the starting point for classroom teaching for all pupils, including those with SEND.



At OATS, we incorporate the ‘Five a day’ principle within our pedagogical model of teaching. The “I do, we do, you do” is a teaching strategy that involves a gradual release of responsibility from the teacher to the students. The three phases are:

- **I do:** In this phase, the teacher models how to complete a task or solve a problem. The teacher may use think-alouds, demonstrations, or other methods to show the students how to do the task.
- **We do:** In this phase, the teacher and the students work together to complete the same task or solve the same problem. The teacher provides support and guidance as needed, but the students actively participate in the task.
- **You do:** In this phase, the students work independently to complete a similar task or solve a similar problem. The teacher provides feedback and support as needed, but the students are responsible for completing the task independently.

The goal of the “I do, we do, you do” strategy is to gradually shift the responsibility for learning from the teacher to the students. Students can build their skills and confidence over time by starting with explicit instruction and modelling, moving to guided practice, and finally to independent practice.

	<b>I Do</b>	<b>We DO</b>	<b>You DO</b>
<b>Area of SEND</b>			
<b>Physical/Sensory</b>	<p><b>Visual</b></p> <p>Enlarged pictures on the screen</p> <p>Adaptive equipment as advised by MSSS</p> <p>Considered seating – clear view of interactive whiteboard with consideration given to displayed information</p> <p>Turn lights off for videos</p> <p>Upload transcript to show in large font</p> <p>Use of visualiser with child physically</p>	<p>Explore physical artefacts</p> <p>Physical copies of activities for discussion (showbie)</p> <p>Considered seating</p> <p>Ensuring space is appropriate</p>	<p>Explore physical artefacts</p> <p>Pictures on showbie to enable zooming to enlarge</p> <p>Voice noting (teacher/TA)</p> <p>Voice recording learning (child)</p>

	<p>exploring an artifact at the same time</p> <p><b><u>Auditory</u></b>          Considered seating – close to the front so they can hear          Face children when doing input          Repeat instruction slowly          Wear radio aid          Repeating key vocabulary with gesture/actions</p> <p><b><u>Physical</u></b>          Ensuring space is appropriate</p>		
<p><b>SEMH</b></p> <p><b>Task Planner</b></p>	<p>Visual timetable          Clear instructions          Clear expectations          Small steps          Use of choices to support understanding          Use of fiddle toys/wobble cushion</p>	<p>Considered seating          Working in small groups, trusted adult circulating          Clear expectations/instructions of task          Use of timer</p>	<p>Now and Next board          Considered seating          Working in small groups, trusted adult circulating          Brain breaks          Praising the small steps          Use of zones of regulation          Use of timers</p>
<p><b>Cognition and Learning</b></p>	<p>Use of communication in print          Colourful semantics (colour coding)          Use of mixed ability pairs          Visual vocab using actions          Recall questioning focusing on who/what/where/when          Pre-teach and repetition of vocabulary          Limited and precise instructions.</p>	<p>Repetition of vocab          Opportunities for partner talk with word banks and sentence stems          Additional time to explore key historical questions/ artefacts          Transcripts available for video stimulus with highlighted/widget key vocab          Pre-warn of asking them to share an answer with the class</p>	<p>Writing frames using backwards fading          Word banks with carefully selected visual vocabulary          Audio recording or acting out learning          Prompt cards          Condense amount of text          Multi-sensory activities; matching tasks, role play, sorting tasks, etc.</p>
<p><b>Speech, Language and communication need</b></p> <p><b>Pre-teaching vocabulary prior to lesson</b></p> <p><b>Mr Word</b></p>	<p>Colour coding vocabulary          Using the same name/word for objects consistently          Offering simple vocabulary to support understanding and exposing children to ambitious vocabulary to stretch</p>	<p>Reference to colour coded vocab throughout          Carefully considered adapted video use          Repeated instructions/modelling as required          Range of activities to enable access (picture stimulus, audio stimulus etc)          Use AAC</p>	<p>Use of colourful semantics sentences          Clearly worded questions          Voice noting          Word banks          Use of AAC</p>

	Colour coding brain dumps/ mind-maps Speak clearly/considered speed	Use of Knowledge Organiser Simple questions – show yes/no with thumbs up/down Considered partners Clear, precise instructions	
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