

Oakmeadow CE Primary School – History Overview (Ofsted-Version)

At Oakmeadow CE Primary, our history curriculum is designed to give pupils a coherent, secure and ambitious understanding of the past. Through a broad and well-sequenced curriculum, pupils learn how people and events have shaped Britain and the wider world, enabling them to develop a strong sense of identity, cultural understanding and historical perspective. Our curriculum reflects our school vision to “**Live Life in All Its Fullness,**” ensuring pupils appreciate the richness and complexity of human experience.

Curriculum Intent

Our intent is that all pupils:

- develop secure and progressively sequenced historical knowledge from EYFS to Year 6;
- understand significant events, civilisations and individuals across a diverse range of periods;
- build the disciplinary skills needed to think, question and reason like historians;
- engage critically with different forms of evidence and interpretations;
- communicate their understanding confidently using subject-specific vocabulary;
- develop curiosity, independence and an enthusiasm for investigating the past.

Our History Progression Framework ensures substantive knowledge (facts, events, people, concepts) and disciplinary knowledge (enquiry, evidence, interpretation, significance, continuity and change, cause and consequence) build cumulatively over time.

Curriculum Implementation

History at Oakmeadow follows a carefully sequenced and ambitious long-term plan supported by the **Key Stage History scheme**, chosen for its strong academic rigour, high-quality primary and secondary sources, and clear progression of knowledge and skills. Teachers adapt and scaffold learning to ensure full accessibility for all pupils, including those with SEND, while providing challenge for higher attainers.

Each unit is underpinned by a clearly defined *key enquiry question*. Teachers introduce this overarching question at the start of every unit, ensuring pupils understand the focus and direction of their learning. Through a structured series of lessons, pupils examine a wide range of sources, explore interpretations and apply disciplinary concepts to build towards a well-reasoned, evidence-based answer.

Throughout the sequence, pupils are supported to:

- revisit key knowledge through low-stakes retrieval practice;
- use knowledge organisers to secure vocabulary and core concepts;
- build and refine their own historical opinions;
- apply prior learning to make connections across time periods.

By the end of each unit, pupils articulate a thoughtful, coherent and substantiated response to the enquiry question, demonstrating secure understanding and the ability to think historically.

Curriculum Impact

The impact of our curriculum is that pupils leave Oakmeadow as confident, reflective and curious young historians who can:

- recall and apply historical knowledge with increasing accuracy;
- analyse sources and interpretations with growing independence;
- construct well-reasoned arguments based on evidence;
- understand how the past influences the present;
- show respect for the diverse experiences of people across time.

Ongoing assessment, including formative strategies and end-of-unit enquiry outcomes, ensures teachers identify gaps and adapt teaching responsively. Regular subject monitoring ensures that the curriculum remains coherent, progressive and ambitious for all learners.

Through rich content, strong progression and high-quality teaching, Oakmeadow pupils develop the knowledge, skills and cultural literacy needed to interpret the world around them and flourish as informed, thoughtful citizens.