

<b>Ormiston Cliff Park Primary Academy</b>
<b>Academy Self Evaluation 2025</b>
<b>History</b>
<b>Mr T Edwards</b>
<b>Quality of Education</b>
<p><b>Intent</b></p> <p>At Ormiston Cliff Park Primary Academy, we aim, through the teaching of History, to prepare each student for the next phase of their education and foster within them a broad, balanced and coherent view of the complex world in which they live.</p> <p>History at Cliff Park is underpinned by our belief that learning is shaped by the acquisition of substantive knowledge, disciplinary knowledge and subject-specific vocabulary. They will ascend into high school ready to think critically as historians and possess strong cultural capital which will accompany them throughout their lives. We aim for all pupils to leave our academy having developed a sound understanding of the world in which they live and will continue to live in.</p> <p>The historical skills (disciplinary knowledge) taught in our academy will be developed over the whole course of a child's time with us, enabling our students to think critically, ask perceptive questions, weigh evidence, sift arguments and develop perspective and judgement.</p> <p>Units have been carefully selected and sequenced to inspire and satisfy the innate curiosity of our pupils, whilst also delivering in full the aims of our National Curriculum.</p> <p>It is our aim that all children who leave our academy will:</p> <ul style="list-style-type: none"> <li>Know and understand the history of the British Isles from the earliest times to the present day.</li> <li>Know and understand significant aspects of the history, and the significant people, of the wider world.</li> <li>Understand abstract terms such as empire, parliament, peasantry.</li> <li>Recognise historical concepts such as continuity and change, cause and consequence, similarity and difference and use the to make connections and draw contrasts.</li> <li>Understand the methods used in historical enquiry.</li> <li>Gain an historical perspective by placing their growing knowledge into different contexts and understanding the impact that historical time periods and eras bear on our lives and lifestyles today.</li> </ul>
<p><b>Implementation</b></p> <p>Our lessons will be centred around the pillars of substantive knowledge, vocabulary, and disciplinary knowledge (skills).</p> <p>Weekly systematically planned and sequenced history lessons (every other term) aim to facilitate the</p>

accumulation of relevant subject specific knowledge. Ambitious vocabulary is introduced to the children every lesson and is built on as time progresses.

Substantive knowledge or concepts are revisited regularly as children move through the school, in ever increasing depth. For example, in Year 3, children are introduced to the idea that countries can invade one another. By the time they reach Year 6, they think about how the mere threat of an invasion can cause governments to behave in particular ways both internally and international.

Specific historical skills are built upon progressively as our children move through each year and each topic, we call this disciplinary knowledge. As an example, children work with chronological understanding in different ways as they move through the school. Children in Year 2 may date events to the nearest century or era, whereas children in Year 5 will date events more precisely, sometimes to the day.

Children are encouraged to make clear links between periods of history and compare and contrast both within and across topics. They understand the relevance that a topic has within their lives and how their lives been affected by it.

The knowledge gained by our children is regularly revisited and presented to them in a way which gives them the best possible opportunity to transfer it from their short-term memories into their long-term memories. This often takes the form of low stakes testing in starters and plenaries.

Lessons foster deeper thinking within our pupils through higher order questioning; they provide students with regular opportunities for challenge. Teachers have high expectations that all pupils strive to regularly access and complete such challenges.

High levels of subject knowledge within all staff ensure that pupils' understanding can be checked systematically. Children have regular opportunities to revisit key information from past weeks and months. Routine informal assessment opportunities are provided and utilised by staff who will respond and identify misconceptions at source.

Opportunities for enrichment within our history curriculum are taken wherever possible. It is our belief that children can develop their cultural capital through enjoyment and experience, we encourage learning outside of the classroom.

At the beginning of each history topic, children are issued with a knowledge organiser comprising of a variety of topic-specific information. The document lists important people, key facts, vocabulary, disciplinary knowledge (skills) and substantive knowledge (concepts).

### **Impact**

History at Cliff Park leaves children with established cultural capital; they have a solid understanding of the world around them and will be able to understand their place within it. Students are equipped with invaluable transferable skills: the ability to question, compare and contrast, make connections, weigh evidence, think critically and view things in perspective.

Outcomes in humanities books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified key knowledge, vocabulary and skills.

Specific topics are linked to recurring disciplinary knowledge (skills) and substantive knowledge (concepts). Children can build upon what they have learned in previous years regardless of the topic

being studied. They see how all topics are linked together and share areas of similarity as well as clear differences. Children's experiences at Cliff Park will equip them with the prerequisite skills required to be successful in the subject in future years.

Teachers regularly assess students against both the content and skills taught (in the form of informal quizzes and end of topic tests) to track progress.

Above all it is our hope and expectation that they enjoy the subject.