

Ormiston Cliff Park Primary Academy
Subject Intent Statement
History
Subject Leader: Mr T Edwards
Intent 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. 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. In delivering our curriculum, we use the OAK National Academy scheme as a core framework — providing structured, sequenced history units and lesson resources that we adapt to our context. 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. 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. 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. Our use of the OAK sequence plans and lesson scaffolds helps ensure coherence, progression, and high expectations — while still allowing flexibility for teacher adaptation and contextualisation in our school setting.
Implementation At Ormiston Cliff Park Primary Academy, History is taught through a carefully sequenced and progressive curriculum, using the OAK National Academy scheme as a core framework. Units are organised to build upon pupils' prior learning, ensuring that substantive knowledge, disciplinary knowledge and subject-specific vocabulary are revisited, developed and embedded over time. Teachers adapt OAK lesson resources and sequence plans to meet the

needs of our pupils and reflect the context of our school, ensuring that learning is accessible, engaging and appropriately challenging for all.

Lessons provide opportunities for pupils to develop a secure understanding of significant people, events, periods and changes throughout history, making meaningful connections between the past and the present. Pupils are explicitly taught the historical vocabulary they need to articulate their understanding and are encouraged to think and work like historians by asking perceptive questions, examining sources, evaluating evidence, considering different interpretations and developing their own reasoned judgements. Chronology is woven throughout the curriculum, enabling pupils to place historical events and periods within a broader timeline and recognise patterns of continuity and change.

Learning is supported through a range of carefully selected historical sources, artefacts, images, accounts and other resources that encourage curiosity, discussion and enquiry. Teachers check pupils' understanding through questioning, retrieval practice, discussion and assessment opportunities, using this information to address misconceptions, revisit key knowledge and inform future teaching. Through inclusive teaching approaches, high expectations and purposeful adaptation, we aim to ensure that every pupil can access the curriculum, make progress and develop a lasting enthusiasm for History.

Impact

Through our History curriculum, pupils at Ormiston Cliff Park Primary Academy develop a secure and increasingly sophisticated understanding of the past, including significant people, events, societies and historical periods. They build a coherent chronological framework, enabling them to make connections across different periods, recognise continuity and change, and understand how the past has shaped the world in which they live today.

Pupils retain and confidently apply substantive knowledge, disciplinary knowledge and subject-specific vocabulary. They can ask relevant historical questions, examine and interpret sources, consider different perspectives, weigh evidence and explain their conclusions using appropriate historical language. As they progress through the academy, pupils become increasingly independent in their historical thinking, developing the critical skills needed to distinguish between evidence and opinion, recognise that interpretations of the past may differ, and form balanced, reasoned judgements.

The impact of our curriculum is reflected in pupils' engagement, curiosity and confidence when discussing historical topics, as well as in their ability to recall and apply prior learning. Through exposure to a broad range of people, cultures, events and experiences, pupils develop their cultural capital and a deeper appreciation of the diverse world around them. By the end of their time at Cliff Park, pupils are equipped with the knowledge, vocabulary and historical skills necessary to access the next stage of their education and continue to make sense of the past, the present and the world they will help shape in the future.