

History at Oakridge

Oakridge School & Nursery





History Leader

Mrs Eldeib is our History lead at Oakridge School



The Vision for History

"History is important because it helps children understand how the past has shaped their lives, their community, and the world around them"

At Oakridge, our History curriculum aims to develop every child's curiosity about the past and a strong understanding of how history shapes the world today. Pupils learn to see history not as distant events but as stories that connect to their families, community, and the wider world.

Children build secure chronological knowledge, understand cause and consequence, and use evidence to form balanced interpretations of the past. Through studying local history—people, places, industries, and movements—they learn how their town fits within the wider national and global story.

We encourage pupils to ask questions, challenge assumptions, and explore why different people interpret the past in different ways. Key concepts such as democracy, equality, power, and migration run throughout the curriculum, helping children make meaningful connections across time.

A strong history education helps children understand modern society, develop empathy, and build critical thinking skills. It gives them a sense of place and identity, showing that people in their own community have shaped the world—and that they can shape the future too.



History Intent

At Oakridge School, our aim is to spark curiosity and deepen pupils' knowledge through a relatable, well-rounded curriculum. Children explore how and why people interpret the past differently and gain insight into change, diversity, and identity. Learning builds progressively—for example, Year 3 study the Roman invasion, followed by the Anglo-Saxons and Vikings in Year 4—helping pupils understand how periods link across time. Cross-curricular opportunities, such as DT projects, enrich their learning and prepare them for future experiences. Local history, including topics like the Suffragettes in Year 6, helps children understand how national movements shaped High Wycombe and their own community.

History is woven into our families, cultures, and communities, and places like High Wycombe hold stories that shape who we are. Studying history nurtures children's curiosity about the past in Britain and beyond. By understanding how the world, the country, and their local area have developed, children see how the past influences the present, helping them form their identity and values. Our curriculum teaches key knowledge alongside themes such as **Democracy** and **Equality**, which run throughout their learning.

Children will learn to:

- develop a strong interest in the past
- build a coherent understanding of Britain and the wider world
- ask perceptive questions, think critically, and weigh evidence
- understand the complexity of people's lives and the diversity of societies
- recognise how past events shape their own attitudes and values
- appreciate their cultural heritage
- connect international and national events to local experiences



How we teach History

At Oakridge School, we deliver a broad and balanced History curriculum that ensures pupils build securely on their prior learning. Our progression of skills document outlines the key knowledge and skills taught across each year group, covering all four areas of the National Curriculum: Changes within living memory, Events beyond living memory, significant individuals and significant historical events, people, and places in their own locality. These strands build upon each other to give children a broader understanding of the world and how history has had a significance over today's world.

Our Threads allow us to weave core concepts like **Culture, Diversity, social aspirations, technology and press, democracy and environment** across subjects, helping pupils make connections and develop skills for life, rather than just isolated learning. These threads ensure an ambitious, personalized curriculum that builds knowledge, fosters skills, and celebrates individuality, creating a vibrant, linked learning experience for students.

Each unit has a big question which , helps pupils think deeply and stay curious. They focus learning on important ideas rather than simple facts. Big questions encourage pupils to ask questions, make connections, work together and understand how their learning links to the real world.

History Overview

Democracy	Culture & Society	Technology & Progress	Equality & Diversity (Role of women)	Environment	Social Mobility and Aspirations
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Black History Month: Rosa Parks & the Bristol Bus Boycotts (1-2 Lessons) History of toys What were the similarities and differences between the toys of poor and wealthy children	Famous Explorers - Captain Scott How did explorers like Captain Scott travel to places no one had been before?		History of ourselves past and present. Changes within leaving memory How has life changed for me, my family, and my community		
Year 2	BHM: Mary Seacole and Florence Nightingale (Medical care comparison between then and Modern life) How did Mary Seacole and Florence Nightingale change hospitals and medical care?		The Great Fire of London- events before living memory. Fire at Windsor Castle - within living memory and locality. How did the Great Fire of London change the way we live?		Local history: Looking at local locations - Changes overtime/ covered in fieldwork How has High Wycombe changed over time?	
Year 3	Black History Month: Frank Bowling Achievements of the earliest civilisations. Depth study of Ancient Egyptians What made Ancient Egypt such an amazing civilisation?			Early Britons and settlers: Stone Age, Bronze Age and Iron Age How did life change for people from the Stone Age to the Iron Age?		The Roman Empire and its impact on Britain How did the Romans shape the way we live and rule today?
Year 4	Black History Month: Bob Marley (significance of Music as a form of protest)	Britain's settlement by Anglo Saxons & Soots How did the Anglo-Saxons and Soots shape life in Britain?	Vikings Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the confessor Who really ruled Britain — the Vikings or the Anglo-Saxons?			Local History: change in Industry (Study of the Local area) How did industry change life in High Wycombe?
Year 5	Black History Month: Martin Luther King The Reign of Queen Elizabeth I What made Elizabeth I a successful leader?	The Reign of Queen Victoria- The woman who redefined Britain's monarchy How did Queen Victoria change what it meant to be a monarch?			Early Islamic Civilisation- Golden age How did the Islamic Golden Age change the world?	
Year 6	Black History Month: Malorie Blackman Battle of Britain and Subsequent Events in British Society including post war study (contribution of commonwealth nations) Who helped Britain win the war and rebuild our country?		Ancient Greece Study of life, achievements and their influence on the Western world How did the Ancient Greeks shape the way we live and rule today?	The Suffragettes Why was the fight for women's rights so important?		

How we measure Progress

Progress in History is measured by how much pupils **know, remember, and can apply** — from facts and vocabulary to skills and thinking about the world.

At Oakridge, we measure progress in History through a range of approaches:

At the start of each unit, pupils recap prior learning within the strand and are introduced to the new learning ahead.

- We check what pupils know about events, significant individuals and where we are on the timeline of History.
- Key knowledge points ("Golden Nuggets") show if pupils remember important facts Teachers use targeted questioning to assess pupils' understanding of key knowledge and skills.
- **Big Questions:** Pupils answer open-ended questions that encourage deeper thinking.
- We find that assessing history skills works best when it focuses on **what children can do as young historians**, not just what facts they remember. Strong assessment blends evidence of knowledge, enquiry, thinking skills, and communication.
- History is assessed by looking at how well children can use key historical skills—such as placing events in chronological order, asking questions, using evidence, and explaining why people and events were significant—alongside their understanding of the key knowledge taught in each unit. Teachers gather this evidence through discussion, practical activities, written work, and source-based tasks, building a clear picture of how pupils think like historians and how securely they can apply what they have learned
- Using a range of **assessment strategies allows teachers to accurately identify strengths and gaps, adapt teaching accordingly, and ensure all pupils make meaningful progress in writing.**



Enrichment

Reception: RAF Hendon

Year 1: History of Toys workshop

Year 2: Fire of London workshop

Year 3: Ancient Egypt workshop

Year 4: Vikings Workshop and Ufton court Residential

Year 5: Ufton court residential

Pupil Voice

- “We played with lots of toys from the olden days. They are very different to the toys I play with now. They are all wood and metal and no Ipads!” - Year 1 Pupil
- “We looked at Thomas Farriner and how the fire begun in Pudding Lane. The houses were all made from wood and that’s why the fire spread so quickly. Now houses are not made of wood ” - Year 2 Pupil
- “I like History because we learn about real people and events that changed the world. In Year 6, I enjoyed learning about World War II and how evacuees, women and soldiers helped Britain during the war.” - Y6
- “I like History because we learn about people from the past and how they changed the world. I enjoyed learning about the Islamic Golden Age because people made important discoveries that still help us today.” - Y5
- “In History, we use clues from the past to find out what life was like. I liked learning about Ancient Egypt because we looked at artefacts and hieroglyphics. We also got to dress up as Egyptians” - Y3