

Our School Vision Statement

At Crookham Infant School we aim to make learning irresistible so that as Team Crookham we all develop the life-long learning habits of resilience, resourcefulness, reflectiveness and reciprocity through exploring together the loving invitation of Jesus to 'live life in all its fullness' John 10:10.

Our vision stems from our Christian foundation and is firmly rooted in our values: **Love God, Love Others, Love Learning.**

Curriculum Intent for History at Crookham Infant School

The curriculum at Crookham Infant School is designed so that all pupils develop the learning habits of reflection, resourcefulness, reciprocity and resilience. They learn to apply these characteristics of learning effectively across all subjects and curriculum areas whilst at Infant School and continue to develop them in lifelong learning.

History at Crookham Infants is a spiral curriculum so that within each school year and as children move through the school from Early Years to Year 2 they have the opportunity to revisit key concepts, to rehearse and expand vocabulary, to refine skills and build on historical knowledge. Our pupils are encouraged to ask questions from the past, like Owl, to investigate historical sources such as timelines like Squirrel, to explore community like Ant and to draw all that learning together into high quality outcomes, through resilience like Tortoise. Children at Crookham Infants will refine these learning habits as they discover a love of History. As enthusiastic historical detectives they will grow in understanding what makes history significant in the curriculum and in life learning, as it inspires and challenges us in reflecting on the past and looking to the future. Our History curriculum plays an important part in implementing our School Vision so that we learn to celebrate the uniqueness of individuals (with all their diversity and difference) within the joyful inclusive community which is Team Crookham.

Implementation for History:

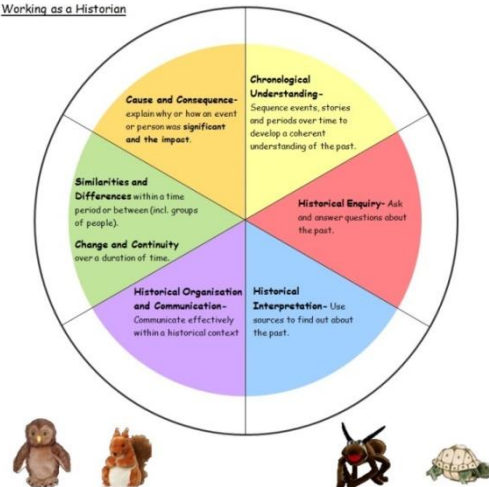
In KS1, History is documented in a subject specific class Floor Book. To reflect the EYFS curriculum, within Year R it is recorded in a shared learning journey Floor Book. The curriculum is underpinned by rich substantive knowledge and ambitious, carefully considered vocabulary, whilst ensuring children are developing the disciplinary knowledge by *Working as a Historian*. We have identified key threads that run through our curriculum, they are: **Monarchy, People who help us, Personal/local significance, Achievements, Influential people, and Lifestyle.** Each unit will not include every thread, but over a year, children will visit each one more than once.

Following the Early Years Framework, in our EYFS, History and the skills within are taught explicitly but usually embedded in multiple areas of learning. Our children begin to develop a sense of chronology by talking about their life and the life story of other family members. They are supported to communicate in the past tense when speaking about things that have happened. Children are encouraged to develop of sense of change over time and are given opportunities to differentiate between past and present by observing routines, growing plants, the passing of seasons and time, and looking at photographs of their life and others. We look at the influence of key figures in history, events and the roles of people within society, as we follow our children's interests. The substantive knowledge within a topic may change dependent on the cohort's interests and needs (e.g. history of planes or trains), but the understanding of concepts will remain the same.

In KS1, History is taught as a discrete subject in half termly blocks, with links made to the wider curriculum where possible *such as, British Values, PSHE and RE*, to enable deep contextual learning. Teachers plan a sequence of lessons across a unit that will build on and develop the children's historical knowledge, vocabulary and understanding of disciplinary knowledge: *Working as a Historian*. These lessons are planned around an enquiry question, where children are taught to deeply explore and investigate a theme. Existing knowledge is checked at the beginning of each topic as part of our *What I know (beginning) and What I know now (end)* approach.

'Hooks' are utilised to create engagement and enjoyment. Where possible, children are encouraged to relate their historical learning to their own lives, their experiences and the

Working as a Historian



experiences of people who are close to them. We encourage parents to join us in our historical learning and to celebrate our achievements in events like Open Classroom or through shared Home Learning tasks.

Impact for History:

Our History curriculum offers high quality and well-planned lessons which encourage carefully sequenced progression from Early Years to Year 2, preparing the children for their next steps in KS2 and beyond. In line with our learning habits, our pupils think critically, ask perceptive questions and evaluate evidence. They talk about and present their understanding in a historical context and begin building the foundations of the disciplinary knowledge linked to *Working as a Historian*. Children at Crookham Infant School show their love of History in the many opportunities to share their Floor Book learning with staff, parents and visitors. Through pupil voice, they talk about how they work as a Historian, and are proud of the skills, vocabulary and knowledge they have acquired. The Floor Book is a central point for each class' History journey. It is rich in vocabulary, experience and knowledge. Floor Books are regularly monitored and teachers input assessment data onto Target Tracker when a unit of learning is complete to support their understanding of who is on track and where learning gaps can be promptly filled. Our History learning helps shape our children into well-rounded citizens not only of the Team Crookham community but also the wider community and wider world.

Long Term Planning LTP						
See Medium Term Planning MTP for more detail.						
	Autumn		Spring		Summer	
Year R	Why are we amazing?	How far can we travel?	Where in the world?	Once upon a time...	How does it grow?	How many legs?
Year 1	The Victorians: Our School <i>(significant places in locality)</i>	Gunpowder Plot/Guy Fawkes <i>(events beyond living memory/significant individual)</i>	Toys <i>(changes within living memory)</i>			
Year 2	The Great Fire of London <i>(event beyond living memory)</i>		Mary Seacole/Florence Nightingale <i>(significant individual)</i>		History of Flight- Neil Armstrong, Helen Sharmon <i>(significant individuals/changes within living memory)</i>	

Progression in History at Crookham Infant School

Working as a Historian	Chronological Understanding know how people and events fit within a chronological framework	Historical Enquiry Ask and answer questions about the past	Historical Interpretation- Use of sources to find out about the past	Organisation and Communication Communicate effectively ideas within a historical context	Similarities and Differences Within a time period or between Change and Continuity over a duration of time	Cause and Consequence Explain why or how an event or person was significant
Year R	<p>Begin to understand the passing of time and events happen in order e.g. baby, toddler, then child (present).</p> <p>Use calendar to notice significant events and use language such as, today, tomorrow, yesterday, and days/months of year.</p> <p>Use talk to organise, sequence and clarify thinking and events.</p> <p>Sequence simple events e.g. plant growing, or of a story.</p> <p>Be able to predict what may happen next in a story and discuss what has already happened.</p>	<p>Ask and answer 'how' and 'why' questions about their experiences and in response to stories or actual events they have taken part in.</p>	<p>Know that different families have different celebrations and ways of celebrating e.g. birthdays</p> <p>Show curiosity and interest in the features of objects.</p> <p>Use books, both fiction and non-fiction, and other media, e.g. video, to find out about the past.</p>	<p>Discuss key events from a story, and respond with relevant comments, questions or actions. Anticipate key events within.</p> <p>Articulate ideas and thoughts in well-formed sentences. E.g. talking about picture of themselves as a baby.</p> <p>Use language to recreate roles or experiences.</p> <p>ELG: Talk about the lives of the people around them and their roles in society.</p>	<p>Notice and talk about similarities and differences between themselves and others.</p> <p>Talk about similarities and differences among families, communities and traditions.</p> <p>Know that changes occur over time and items around me have changed, e.g. transport</p> <p>ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>	<p>Develop their own narratives and explanations by connecting ideas or events.</p> <p>Develop an understanding of change and some significant past events through stories.</p> <p>ELG: Compare and contrast characters from stories, including figures from the past.</p>
Year 1	<p>Know that simple stories have a beginning, a middle and an end by correctly sequencing three events.</p> <p>To be able to verbally re-count and sequence events from a significant historical</p>	<p>Ask and answer questions relating to different sources and objects.</p> <p>Ask questions to try to gain and understanding of the past and why events occurred.</p>	<p>Know that a familiar event like a birthday can be represented in lots of different ways e.g. a photo, a video etc.</p> <p>Can begin to understand that we have different views of</p>	<p>Can orally retell the main episodes of a famous past event e.g. Guy Fawkes</p> <p>Can write simple sentences describing an event.</p> <p>Can label and annotate a</p>	<p>Describe differences then and now Recap some facts about people/events before living memory.</p> <p>Understands there have been changes within living memory e.g. toys.</p>	<p>Say why some people may have acted as they did in the past.</p> <p>Identify a significant person from History and know why they are important today.</p>

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	<p>event e.g. the Gunpowder Plot.</p> <p>Use simple timelines to sequence processes, events and objects within their own experience.</p> <p>Use words and phrases to show the passing of time e.g. now, yesterday, last week, a long time ago, a very long time ago, old, new, now, then, soon.</p> <p>Recount changes in my own life over time and place significant events in chronological order.</p>	<p>Children are beginning to make simple deductions from sources e.g. the teacher in the photo of the Victorian school is holding a cane, she must be strict.</p>	<p>familiar events.</p> <p>Can see that there are several versions of an event/story e.g. by comparing pictures.</p> <p>Start to look at different sources to find out about the past, e.g. photographs, artefacts, outreach visitors.</p> <p>Sort/order events or objects into groups (e.g. then and now)</p>	<p>picture showing awareness of significant features not seen today.</p> <p>Share findings in an open classroom.</p>	<p>Able to recognise changes and compare similarities and differences in their own locality e.g. how our Victorian school has changed.</p>	<p>Begin to predict future changes (knowing time goes on and history is always being made)</p>
<p>Year 2</p>	<p>Can sequence parts of a more complex story/event where action takes place over a long period of time, e.g. diary entry of GFOL.</p> <p>Use words and phrases to show the passing of time e.g. before I was born,</p> <p>Use a timeline to place important events.</p> <p>Use the timeline to talk about when event took place, e.g. before and after.</p>	<p>Children can make simple deductions from sources.</p> <p>Use a source, ask questions- why, what, who, how, where, when to find answers and information.</p> <p>Start to consider the reliability of a source.</p>	<p>Sort events or pictures into groups (e.g. then and now)</p> <p>Use a range of sources to identify different ways in which the past is represented e.g. video, pictures, internet, books etc.</p> <p>Can see that there are different versions of real historical events e.g. written diary of the GFOL and pictures.</p> <p>Find out about the past from a range of sources including, video, artefacts, writing.</p> <p>Can understand that people</p>	<p>Can label and annotate a picture showing awareness of significant features not seen today.</p> <p>Can make increasing use of period specific vocabulary.</p> <p>Can explain why events have happened using connecting phrases e.g. "Another reason was" and "also".</p> <p>Can use diary entry/letter to demonstrate historical understanding and knowledge of a given time.</p> <p>Share findings in an open classroom/year group</p>	<p>Can describe how features of today may be similar/different from features of a different time period.</p> <p>Can offer reasons why simple changes may occur.</p> <p>Can recognise that not everyone in the past had the same experiences.</p>	<p>Give and explain reasons why people in the past may have acted as they did, why an event took place and the consequences of people's actions.</p> <p>Understand the lives of significant people from history and talk about their influence, struggles and contributions.</p>

			<p>can disagree about what happened in the past without one of them being wrong.</p> <p>Can see that not all written accounts in books give exactly the same reason for something.</p>	assembly.		
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Vocabulary Progression in History

Vocabulary highlighted in **bold** are linked directly to the core knowledge for KS1. Other vocabulary is used to contextualise children's understanding and they will use and be exposed to these during their learning.

	Year R	Year 1	Year 2
Historical Knowledge Vocabulary	<p>Baby, Toddler, Grow, Calendar</p> <p>History, Bus/Plane, Horse, celebrations, Amelia Earhart, Mae Jamison, Neil Armstrong</p> <p>Mary Anning*, fossils</p> <p>Doctor/Vet, people who help us, David Attenborough</p>	<p>Queen Victoria, locality, school, Victorian times, over 100 years ago, monarch, slate, 3R's, drill, bell tower, cars, horses, roads.</p> <p>London, Capital City, Guy Fawkes, The Gunpowder Plot, Houses of Parliament, Tower of London, Catholics, Protestants, King James I, Robert Catesby</p> <p>Walt Disney, Ruth Handler, within living memory, grandparents, invent, toys, modern day, influence, materials</p>	<p>The Great Fire of London, Wattle and Daub, Pudding Lane, Jetty, Extinguished, Samuel Pepys, bakery, dairy, Thomas Farriner, Sir Christopher Wren, firebreak, rebuilt, mayor, King Charles II,</p> <p>Mary Seacole, The British Hotel, Crimea, Florence Nightingale, medicine,</p> <p>Neil Armstrong, Samuel Cody, Helen Sharman, Flight, Apollo</p>
Chronological Understanding	<p>Time (long time ago)</p> <p>When I was...</p> <p>Past tense vocabulary</p> <p>First, Then, Order, End</p> <p>Next/after, Day/s, Calendar, Old, New</p> <p>Today, tomorrow, yesterday, future, past</p>	<p>Victorian, Past, Change, Order Timeline, Hundreds of years ago, Year, living memory, old, new, Grandparents, Memories, Modern</p> <p>Sequence, before, after</p>	<p>1666, Timeline, Date order, Chronological order, Earlier/later, before, after,</p>

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Historical Enquiry Historical Interpretation	Question, Book, Fiction, Nonfiction, Nursey Rhyme, Pictures, Object, Painting, find out	Artefact , Pictures, Object, Painting, Source, observe, question,	Artefact, Source , Compare, Diary, Reason, Information, question, make connections, make conclusions,
Organisation and Communication	Notice, say what you see, talk	Notice, label, discuss, share, explain, imagine, identify , retell, sort	Notice, label, discuss, share, explain, imagine, identify, retell, sort, demonstrate
Similarities and Differences, Continuity and Change Cause and Consequence	Same, different, then, now,	Same, different, change, over time. because, why, how, influence/impact	Same, different, change, over time, because, why, how, reason, influence, impact struggles, contributions

Prior Learning and What Happens Next

Working as a Historian	Chronological Understanding know how people and events fit within a chronological framework	Historical Enquiry Ask and answer questions about the past	Historical Interpretation- Use of sources to find out about the past	Organisation and Communication Communicate effectively ideas within a historical context	Similarities and Differences Between different time periods/events	Cause and Consequence Explain why or how an event or person was significant
What happens before:						
Nursery (pre-learning)	Talks about significant events in their own lives. Begin to make sense of own life-story and family history. Show interest in lives of people familiar to them.	Asks who, what, when and how questions in everyday life Questions why things have happened	Know that information can be retrieved from books and computers. Show interest in illustrations, and print in books; listen to stories with increasing attention and recall.	Begin to use talk to articulate ideas. Use some everyday language related to time.	Look closely at similarities, differences, patterns and change	Develop understanding of growth, decay, and changes over time. Know significant people in their lives. e.g. family members
What happens next:						
Year 3 Next	Use dates and terms related to their periods studied and	Use a range of primary and secondary sources to	They should understand how our knowledge of the past is	Use speaking and writing skills to present findings to	Makes comparisons between time periods.	Identify reasons for and results of people's actions.

<p>steps</p>	<p>the passing of time.</p> <p>Sequence several events and artefacts across the periods studied this year.</p> <p>Start using timelines which go beyond their period studied.</p>	<p>conduct own research to find out about the past.</p> <p>Observe small details within an artefact and create their own enquiry questions.</p>	<p>constructed from a range of sources.</p> <p>Distinguish between different sources across time periods.</p> <p>Give reasons for why the past is interpreted in different ways.</p> <p>Identify different ways in which the past is represented.</p>	<p>others.</p> <p>Uses timelines to organise events and significant people so far.</p>		
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