

CROOKHAM CE (A) INFANT SCHOOL

HISTORY

"Whatever is has already been, and what will be has been before; and God will call the past to account." Ecclesiastes 3:15

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.

This document is a statement of the aims, principles and strategies for teaching and learning History at Crookham Infant School.

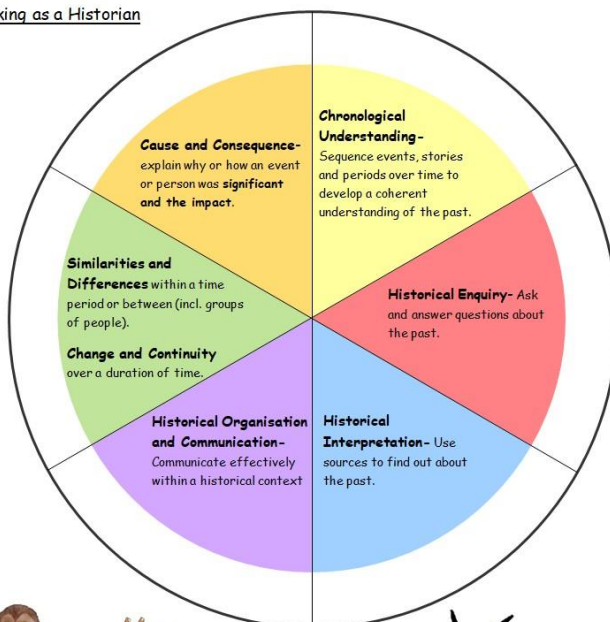
Introduction

At Crookham Infant School we believe that History helps shape our children into well-rounded citizens, not only of the Team Crookham community but also the wider community and wider world. When studying History, our pupils are encouraged to 'Work as an Historian'. This means making explicit the disciplinary knowledge and skills required in order to investigate the past, to construct historical claims and to follow historical enquiry. As enthusiastic historical detectives our pupils develop an understanding of what makes History significant both within the curriculum and beyond it into life-long learning. They are inspired and challenged as they reflect on the past and look to the future. When working as an Historian, children are encouraged to be curious, to ask questions, clearly express their ideas, and give opinions supported by relevant evidence. Links are made between the subject specific skills of a Historian and our core learning habits reflection, resourcefulness, reciprocity and resilience so that pupils are well equipped for the next steps in their education. We encourage all our pupils to develop a love of History: Through considered learning journeys and high quality outcomes enhanced through class Floor Books, our pupils take pride in their work as a Historian, demonstrating in reflective talk that they know, recall and can do more.

Aims

Working as a Historian our pupils develop History subject specific knowledge and skills, making links to the learning habits of reflection, resourcefulness, reciprocity and resilience. 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. At Crookham Infant School we teach History in blocks planned to ensure thoughtful sequencing of sessions so that learning has clear progression through knowledge, vocabulary and skills. 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.

Working as a Historian



The Teaching of History

We teach the National Curricula for Early Years Foundation Stage and for Key Stage One. We do not follow a particular scheme of work for materials or rate of coverage, but our curriculum has been informed by national guidelines for History, Key Stage History, our schools individual characteristics, and recent research into high quality history teaching. History planning for each year group at Crookham Infant School builds on prior skills, knowledge, vocabulary and understanding so that children develop the strong foundation of understanding the past, abstract concepts and vocabulary, which will support them for their next steps in learning. Our progression documentation shows the coverage of History within each year group and the progression of disciplinary knowledge. Each block of learning (taught either half termly or termly in KS1) has a topic sheet which outlines the intended learning, four pieces of core knowledge for that unit and the specific vocabulary that will be taught along with definitions.

Delivering History

History learning at Crookham will typically include:

- An exciting 'Hook' or rich text is used to get children enthused and to commence the line of enquiry.
- Activating our learning habits - Owl, Squirrel, Ant or Tortoise to decide how prior learning, knowledge and skills will help us form a strategy to tackle this task or answer historical questions.
- Retrieval Activities (Reflective Owl time) to ensure core knowledge is sticking and any gaps are identified.
- Opportunities to work collaboratively as Team Ant, listening and valuing others' ideas and interpretations of Historical content.
- Working independently or as a team to produce high quality learning outcomes; outcomes in history range in how they are presented and this is represented in our class Floor Books.
- History is used as a vehicle for cross curricular learning and links are often made to Literacy or to RE/British Values for example.
- Revisiting of concepts in different contexts to deepen understanding.
- Marking/Feedback allowing children to correct and go deeper in their learning.
- Use of hands-on sources and artefacts to help inform understanding of the past and chronology. To encourage questioning, collaboration, comparisons, interpretations.
- Identifying children who would benefit from further support, breaking a concept into smaller steps, providing additional scaffolding in resource or time, and removing this scaffolding when confidence and independence can be achieved.
- Looking at a well understood concept in a different context, applying different reasoning to embed deep understanding in long term memory.
- Addressing misconceptions, self or peer review, assessing the learning within the session and where it fits within the larger unit of learning.
- Intervening to address the misconception or fill a gap before moving on.

The above would be seen in learning over time. We would not expect to see all elements within one learning session.

Evidencing High Quality Learning in History in Floor Books

Our Class Floor Books evidence and celebrate high quality outcomes. They play an important role in securing children's knowledge and skills. They act as an important tool in regular revisiting of prior learning, and for individual and collaborative reflection, so that progression is effective and learning is deep.

Targets/Tracking

At Crookham Infant School we layer targets in History:

- Whole School target
- Cohort targets
- Group targets/ individual targets
- ILP targets

Each cohort tracks attainment in History and uses this information to set targets (as listed above) and amend planning accordingly.

Moderation meetings are held to support the 'levelling' and 'next steps' process on a termly basis. Termly progress meetings for each year group ensure that children who are making better than expected/ expected/ below expected progress are monitored and intervention is put in place.

Assessment

Assessment is in line with the school's Assessment Policy.

Date of next review: September 2024