

**OUR VISION**

**From tiny seeds, we grow and learn together.**

Our school vision is inspired by the parable of the mustard seed. When planted and nurtured by a loving community, every seed can grow and flourish.

Our school is like the mustard tree; a place where all are valued and belong.

Our children are like tiny seeds; in good soil they can grow as individuals, ready to branch out and be good news in an ever- changing world.

Our loving community of gardeners enable each unique child to flourish, removing barriers, and supporting growth.

**Little people can do big things through love, courage and joy.**

**OUR VALUES**

**LOVE**

**COURAGE**

**JOY**

**OUR BEHAVIOUR PRINCIPLES**

**KIND WORDS**

**KIND HANDS**

**KIND FEET**

**CURRICULUM INTENT**

We define 'curriculum' as everything our children experience as they journey through our school, so that they become children who:




Learn and play with joy	Approach life and learning with courage, resilience and independence	Are kind and loving	Are numerate and literate	Can express their thoughts and ideas
Have high self-esteem and are proud of their own strengths and successes	Has a strong sense of belonging	Can collaborate with others	Are good news for their school and wider community	Recognise how they have grown as a unique individual

## History Vision

<b>HISTORY INTENT</b>		
It is our intention that all children experience a high-quality history education which inspires and excites them, so that they gain a coherent knowledge and understanding of Britain's past and that of the wider world, becoming children who:		
Recognise how the legacy of the past impacts on the present, creating the issues and challenges of our time.	Learn with others and communicate effectively using appropriate historical vocabulary, including increasingly abstract terms	Are inspired and challenged by history to reflect on the past and look to the future
Grow to understand what makes history significant and in life learning	Use sources to weigh evidence, ask perceptive questions, think critically, sift arguments and develop own conclusions, perspective and judgement	Celebrate the uniqueness of individuals in both past and present day

<b>HISTORY CURRICULUM IMPLEMENTATION</b>						
We design our curriculum so that it reflects our core values, individual school context and the needs of our children, as well as delivering the statutory requirements of the Early Years Foundation Stage Framework (EYFS) and the National Curriculum. We have made deliberate curriculum choices driven by our curriculum intent.						
Learning will be planned and delivered through:	Quality First Teaching (QFT) with appropriate challenge and support	Active and hands-on learning through concrete, pictorial & abstract experiences, inside and outside	Consistent pedagogical approaches based upon Rosenshine's principles of effective instruction (Crookham Toolkit)	Rich oracy opportunities for formal and informal talk	Engaging hooks, carefully planned learning journeys, enrichment and purposeful outcomes	Ordinarily Available Provision (OAP) which meets individual needs
Learning Animals (BLP 4 Rs)	<b>Reflective Owl</b> Reflectiveness	<b>Resourceful Squirrel</b> Resourcefulness		<b>Tough Tortoise</b> Resilience	<b>Team Ant</b> Reciprocity	
Learning will be organised through	<b>Early Years Foundation Stage (EYFS)</b>					
	Understanding the World					

## History Vision

	<b>National Curriculum (KS1)</b>					
	<b>History Subject Content</b>					
	Significant events beyond living memory	Significant Individuals	Changes within living memory			Local History
	<b>History Disciplinary Skills</b> The disciplinary knowledge and skills needed to work as a Historian:					
	<b>Chronological Understanding</b> <i>Know how people and events fit within a chronological framework</i>	<b>Historical Enquiry</b> <i>Ask and answer questions about the past</i>	<b>Historical Interpretation</b> <i>Sources to find out about the past</i>	<b>Organisation and Communication</b> <i>Communicate effectively ideas within a historical context</i>	<b>Similarities and Differences</b> <i>Within a time period or between</i> <b>Change and continuity</b> <i>Over a duration of time</i>	<b>Causes and Consequence</b> <i>Explain why or how an event or person was <b>significant</b></i>
	<b>History Subject Threads</b> There are key threads that run through our History curriculum, they are:					
	Monarchy	People Who Help Us	Persona/local significance	Achievements	Influential people	Lifestyle
Our School specific components	 <b>Crookham</b> C. E Aided Infant School  <b>Crookham Toolkit</b> ('How we teach here')		 <b>School Library Service</b>		 <b>Oracy Approaches</b>	

## History Vision

	<p><b>Farnham Maltings Museum Outreach</b>  <i>Victorian Day Workshop</i>  <i>Great Fire of London Workshop</i></p> <p><b>Hampshire Artefact box's</b>            Toys through time            Mary Seacole/Florence Nightingale</p> <p><b>Enrichment Days</b>            Castle Day            People who help us visitors            Other visitors (grandparents, Mr Cotton/Mrs Gibbons)</p>	<p><b>Resources/Planning</b></p> <p>National Curriculum            BBC Bitesize</p> <p>Hampshire Moodle and            Key Stage History</p>	<p><b>Enquiry Approach</b>            Hooks            Artefacts</p>		
<b>CURRICULUM IMPACT</b>					
<b>MEASURING IMPACT</b>					
We draw together evidence from a variety of sources in order to evaluate how well children have learned, remembered and applied the intended knowledge, skills and attributes. These include:					
Reception Baseline Assessment and EYFS outcomes		Summative Assessment			External validation and inspection reports
Observations of children in various aspect of school life	Governing monitoring evidence	Stakeholder Questionnaires	Learning Walks & Lesson Observations	Book Looks	Pupil conferencing

Long Term Planning LTP See Medium Term Planning MTP for more detail.						
	Autumn		Spring		Summer	
<b>Year R</b>	Why are we amazing?	How far can we travel?	Where in the world?	Once upon a time...	How does it grow?	How many legs?
<b>Year 1</b>	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>			
<b>Year 2</b>		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 Sharman <i>(significant individuals/changes within living memory)</i>	

Progression in History at Crookham Infant School						
<b>Working as a Historian</b>	<b>Chronological Understanding</b> know how people and events fit within a chronological framework	<b>Historical Enquiry</b> Ask and answer questions about the past	<b>Historical Interpretation-</b> Use of sources to find out about the past	<b>Organisation and Communication</b> Communicate effectively ideas within a historical context	<b>Similarities and Differences</b> Within a time period or between <b>Change and Continuity</b> over a duration of time	<b>Cause and Consequence</b> Explain why or how an event or person was <b>significant</b>
<b>Year R</b>	Begin to understand the passing of time and events happen in order e.g. baby, toddler, then child (present), teenager, adult.	Ask and answer 'how' and 'why' questions about their experiences and in response to stories or actual events they have taken part in.	Know that different families have different celebrations and ways of celebrating e.g. birthdays.	Discuss key events from a story, and respond with relevant comments, questions or actions. Anticipate key events within.	Notice and talk about similarities and differences between themselves and others.  Talk about similarities and differences among families,	Develop their own narratives and explanations by connecting ideas or events.  Develop an understanding of change and some

## History Vision

	<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>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>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><b>ELG: Talk about the lives of the people around them and their roles in society.</b></p>	<p>communities and traditions.</p> <p>Know that changes occur over time and items around me have changed, e.g. transport</p> <p><b>ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</b></p>	<p>significant past events through stories.</p> <p><b>ELG: Compare and contrast characters from stories, including figures from the past.</b></p>
<p><b>Year 1</b></p>	<p>Know that simple stories have a beginning, a middle and an end by correctly sequencing three events.</p>	<p>Ask and answer questions relating to different sources and objects.</p> <p>Ask questions to try to gain and understanding of the</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</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>Describe differences then and now recap some facts about people/events before living memory.</p> <p>Understands there have been changes within living memory</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>

## History Vision

	<p>To be able to verbally re-count and sequence events from a significant historical event e.g. the Gunpowder Plot.</p> <p>Use simple timelines to sequence processes, events and objects within their own experience. Place 3 personal events on a timeline in chronological order.</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>past and why events occurred.</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>have different views of 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>Can label and annotate a picture showing awareness of significant features not seen today.</p> <p>Share findings in an open classroom.</p>	<p>e.g. toys and can identify some</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>
--	--	--	--	---	---	--

## History Vision

<b>Year 2</b>	<p>Can sequence parts of a more complex story/event where action takes place over a long period of time, e.g. GFOL.</p> <p>Use words and phrases to show the passing of time.</p> <p>Use a timeline to place important events with a larger scale.</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/usefulness of a source- introduction to Primary and Secondary.</p>	<p>Sort events or pictures into groups (e.g. past and present)</p> <p>Use a range of sources to identify different ways in which the past is represented e.g. video, paintings, 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>Beginning to understand that people can disagree about what happened in the</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 assembly.</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>

## History Vision

			<p>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/version of events.</p>			
--	--	--	--	--	--	--

Prior Learning and What Happens Next						
<u>Working as a Historian</u>	<b>Chronological Understanding</b> know how people and events fit within a chronological framework	<b>Historical Enquiry</b> Ask and answer questions about the past	<b>Historical Interpretation-</b> Use of sources to find out about the past	<b>Organisation and Communication</b> Communicate effectively ideas within a historical context	<b>Similarities and Differences</b> Between different time periods/events	<b>Cause and Consequence</b> Explain why or how an event or person was significant
<b>What happens before:</b>						
<b>Nursery (pre-learning)</b>	<p>Talks about significant events in their own lives.</p> <p>Begin to make sense of own life-story and family history.</p> <p>Show interest in lives of people familiar to them.</p>	<p>Asks who, what, when and how questions in everyday life</p> <p>Questions why things have happened</p>	<p>Know that information can be retrieved from books and computers.</p> <p>Show interest in illustrations, and print in books; listen to stories with increasing attention and recall.</p>	<p>Begin to use talk to articulate ideas.</p> <p>Use some everyday language related to time.</p>	<p>Look closely at similarities, differences, patterns and change</p>	<p>Develop understanding of growth, decay, and changes over time.</p> <p>Know significant people in their lives. e.g. family members</p>
<b>What happens next:</b>						

## History Vision

<p><b>Year 3 Next steps</b></p>	<p>Use dates and terms related to their periods studied and 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>Use a range of primary and secondary sources to 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>They should understand how our knowledge of the past is 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>Use speaking and writing skills to present findings to others.</p> <p>Uses timelines to organise events and significant people so far.</p>	<p>Makes comparisons between time periods.</p>	<p>Identify reasons for and results of people's actions.</p>
-------------------------------------	--	---	---	---	--	--