

# History at Crofton Hammond Infant School



## Curriculum/Scheme

In Early Years the curriculum is planned by the teachers based on Development Matters. We focus on the concepts of past/present and explore objects, people and events from the past and recall memories from our own past.

In Key Stage 1 we follow the National Curriculum for History. There are 4 key areas (Substantive knowledge):

- Changes within living memory
- Significant events beyond living memory
- Lives of significant individuals in the past
- Significant local events, people and places



These areas are taught through the following skills (Disciplinary knowledge):

**Chronology**- Sequencing events/ objects in time; using chronological vocabulary

**Characteristic features** of period/ person/ events studied

**Change/ continuity** Similarities & differences between ways of life at different times

**Cause/ consequence**-Why people did things/ causes and results of events and changes

**Significance** – Why is it important?

**Interpretation** –Explore ways we find out about the past and how it is represented

**Historical enquiry** –Asking /answering questions; using sources to find answers and show understanding

We follow the **Six Step Enquiry** Approach as advised by the Hampshire History Team. We ensure broad coverage with the opportunity to revisit key concepts and skills. The Six Steps are:

*Step 1: Hook. Teacher motivates pupils to want to learn and scopes the enquiry*

*Step 2: Children collect information in interesting and varied ways*

*Step 3: Children make sense of ideas and process the information*

*Step 4: Children draw their own conclusions, making their own meaning*

*Step 5: Their understanding is checked, developed and refined*

*Step 6: Pupils create their final, imaginative product after teacher models:*

## Assessment

In Early Years children are assessed in line with the EYFS Framework. Assessments are made through observations, drawing on teachers' professional judgements and their knowledge of the child's overall development. In KS1 Children are assessed at the end of a History learning journey against specific learning objectives.

## Hammond Heart – Safeguarding our Children.

- Ensuring all trips and activities are risk assessed.
- Ensuring child use age appropriate sources.
- Ensuring that all visitors that come to talk to the children are supervised appropriately.



## Social, Moral, Spiritual and Cultural Development

Children learn about why things in the past happened and consider different interpretations of the same event. We will explore how some beliefs in the past differ from those today and look at famous people and objects from different backgrounds.



## Home Links

We encourage children to talk to their family members about their experiences and memories of the past. We invite parents/carers in to look at the outcomes of our learning. We invite in local people who can give 'eye-witness' accounts.



**Linked P4C Concepts** Fairness, Change, Differences, Culture, Respect, Acceptance

