



History



INTENT

At Frogmore Infant School, we want every child to leave our school with a strong understanding of the past, and how important events history have shaped the modern world in which we live. We aim to inspire our children to be curious about the past, in order that they begin developing their understanding of the chronology of key historical events, their awareness of changes over time, and feel a sense of where they stand within the world's history. We want our children to ask and answer questions and begin considering different ways in which the past is represented, and to be able to talk about their learning using appropriate historical terms and vocabulary related to the passing of time. Their knowledge and skills will lay the foundations for further study and the development of critical thinking skills as they progress through Key Stages 2 and beyond.

IMPLEMENTATION

Lesson design

Our history curriculum is planned so that children learn knowledge through an enquiry approach. Teachers make pedagogical decisions that emphasise important content and concepts in a meaningful way and in revisiting these regularly so that children develop secure knowledge. This includes building on what pupils already know, using well-selected stories and examples to make abstract ideas meaningful and using explanations to help pupils to connect information.

Progression

Learning is carefully sequenced so that knowledge, skills and understanding build on previous learning. Our progression of skills and knowledge details the substantive knowledge and disciplinary knowledge to be covered. We have identified key concepts linked to a broad chronology framework so that layers of historical knowledge are developed. Prior learning is referenced at the start of new units and key knowledge is woven over time so that learning can be revisited and links made to prior learning.

Disciplinary concepts

Continuity and change – things that stayed the same and things that altered. **Cause and consequence** – why something happened and the outcome. **Similarity and Difference** – the connections and contrasts in a given time period. **Significance** – the meaning attributed to an event, which can change over time. **Evidence** – sources and evidence are two different things. Sources are fragments from the past which don't tell us anything, until we use them in argument as evidence. **Historical interpretations** – conscious reflections on past events by historians

Local history

Learning about local history helps our pupils make sense of the world around them by connecting the past to the places and people they see every day. Our approach makes history tangible and builds a sense of belonging and identity.

Use of sources

We teach children to ask questions about the past and find answers by investigating a range of sources. We want our children to understand what it is like to be a historian. Our children also have the opportunity to learn through drama and from visitors to the school.

SEND

Support for children with SEND focuses on their ability to access the breadth and depth of the curriculum over time, rather than their ability to complete the immediate task. This includes making sure that all children are secure in their knowledge of important content and concepts that help them to make sense of the later curriculum.

SEND

Historical enquiry

STEPS...

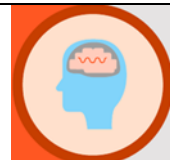
1. Motivation and enquiry scope
2. Collect information
3. Make sense of ideas and process the information
4. Draw conclusions making own meaning
5. Check understanding, develop and refine
6. Present findings

EEF 5-a-day approach in history



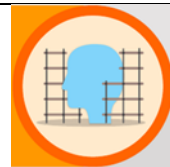
Explicit instruction

Clear and succinct explanations
Dual coding of key vocabulary
Active learning through practical work, drama and visitors



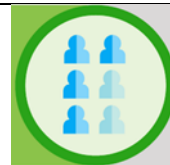
Cognitive and metacognitive strategies

Tasks are chunked
Retrieval tasks and practice of key skills and vocabulary
Use of class learning journey to visually track learning



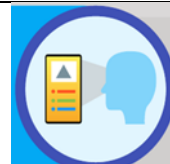
Scaffolding

Use of structured verbal sentence stems
Use of visual and tactile scaffolds
Skills in clear steps for each sequence of learning
Use of verbal scaffolds/teacher modelling to reteach and remind



Flexible grouping

Groupings where children can discuss, share ideas and reflect together



Using technology

Use of digital sources

IMPACT

The impact of our history curriculum is that children at Frogmore Infants School are equipped with the necessary attitudes, skills and knowledge that will enable them to be ready for the learning required at KS2 and beyond. Children show their ongoing love of historical learning through the choices they make when accessing books in the school library and for the activities they choose to complete at home.

We shape our history curriculum to be fully inclusive to every child and ensure that children's ability to show what they have learnt and understood is not limited by their writing skills.

Happy learners, great achievers