



History Intent

Our aim at Burlington Junior School is to encourage pupils to develop an appreciation and understanding of the past, evaluating a range of primary and secondary sources. Our historians will also be able to explain clearly how these sources give us an insight about how people around the world used to live and how these interpretations may differ. Pupils will be taught to make links between these areas of learning, with the aim of developing engaged, motivated and curious learners that can reflect on the past and make meaningful links to the present day.

Our History curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that 'a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past.'

To ensure that pupils develop a secure knowledge that they can build on, our History curriculum is organised into a progression model that outlines the skills, knowledge and vocabulary to be taught in a sequentially coherent way. Chronological Understanding; Historical Understanding; Historical Enquiry; Interpretations of History; Organisation and Communication are all mapped out to ensure that pupils build on secure prior knowledge.

When covering each of these strands, the content will be carefully organised by each year group through a long term plan. Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the medium term plan. History is delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.

The History units taught have been developed to help children appreciate their own identity and the challenges in their time. It will help them understand the process of change over time and significant developments.

How is our intent implemented in the classroom?

All learning will start with revisiting prior knowledge and making meaningful connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts. Teachers will use images and artefacts to enhance learning.

Learning will be supported through the use of knowledge organisers. These will scaffold and support children to learn and retain new facts and vocabulary in their long term memory. Knowledge organisers are also used in pre-teaching, prior learning reviews and to support home learning.

Consistent learning walls in every classroom provide constant scaffolding for children. Subject specific vocabulary is displayed on displays along with key facts, questions, and model exemplars of the work being taught.

Curriculum quizzes are used to review learning and check that children know more and remember more.



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History assessment is ongoing throughout the relevant cross-curricular themes to inform teachers with their planning for lesson activities and differentiation. Summative assessment is completed at the end of each topic where history objectives have been covered. Assessment is tracked and used to inform leaders of necessary school improvements.

Our historians will be given a variety of experiences, both in and out of the classroom, where they are able to create memorable learning opportunities to further support and develop their understanding.

What is the impact?

At Burlington 'pupil voice' shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and are able to recall their learning over time. Pupils' work demonstrates that history is taught at an age appropriate standard across each year group, with sufficient challenge and opportunities for pupils working at greater depth. Work is of a good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence.