



## **History Intent**

Our aim at Burlington Junior School is to encourage pupils to develop an appreciation and understanding of the past and how it has changed over time, 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 knowledge, skills 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 key historical concepts, underpinning chronological knowledge and understanding of change over time and vocabulary to be taught in a sequentially coherent way. Historical Knowledge & Understanding is the basis for all lessons carefully woven together will Chronological Understanding and Key Substantive Historical Concepts which are all mapped out to ensure that pupils build on secure knowledge over time.

When covering each of these working historically strands, the content will be carefully organised by each year group through a long term plan. Content knowledge, key concepts, 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 taught weekly 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 along with key facts, questions, and model exemplars of the work being taught.



### **History Intent**

Curriculum quizzes are used to review learning and check that children know more and remember more. These quizzes have also been used to assess knowledge gained during lockdown and half termly homework projects have been set to continue to plug any gaps in their learning.

History assessment is ongoing throughout the relevant historical themes to ensure all learners can be successful and are sufficiently challenged and scaffolded. Summative assessment is completed at the end of each topic where history objectives have been covered. Assessment is recorded on O'Track 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.