

## Curriculum statement for the teaching and learning of History

<b>Intent</b>	<p>At Burlington CE Primary School, we believe in providing a meaningful and engaging History curriculum which progressively develops pupils understanding of key concepts and knowledge. Our History provision aims to teach our children how events in the past have led to the creation of the world which they live in today. It is our intention to enable children to ask questions about the past and give them the tools with which to find the answers. The history curriculum is designed to encourage children to make links between content and concepts across and within the chapters of History in order to understand the narrative as a whole.</p> <p>The history curriculum at Burlington enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. History is an investigative subject, which develops understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the history of their local, national and global environment. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Burlington and also to their further education and beyond. We create opportunities for all abilities to shine and show their understanding of the subject and to talk about it with enthusiasm.</p>			
	<b>Underpinned by</b>	<b>The teaching of skills</b>	<b>The application of skills</b>	<b>Vocabulary</b>
<p>Children will understand that there are some themes which link history together: KS1: Daily lives including food, transport, housing. KS2: KS1 concepts plus People and Power, Democracy, Movement and Settlement, Trade.</p>		<p>Children will understand history as being like a book: with time periods being the chapters linking in sequence and impacting on the progression of historical concepts. Breadth and depth of knowledge will be built through learning the inner narrative of each chapter. Children will build links across local, national and the wider world through learning about concurrency within the chronological framework.</p>	<p>Children will develop their knowledge and understanding of History through an enquiry based approach. Children will be encouraged to ask pertinent questions and learn how to consider evidence in order to build a picture and form conclusions. Children will understand that history can be interpreted in different ways for different reasons and that as historians they may never have the complete answer to a question.</p>	<p>Children are taught the specific tier 2 and tier 3 vocabulary relating to the over-arching historical concepts as well as unit content. This allows children to discuss and communicate their historical enquiries successfully using precise language.</p> <p>(See Vocabulary Document in appendix)</p>
<b>Implementation</b>	<p><b>Curriculum Approach</b></p> <p>Much consideration has been given to the design of the history curriculum, guided by the expertise within the Historical Association. As our classes are mixed ages we are unable to follow a linear, chronological order. We instead opt for achieving progression through careful planning of substantive concepts, providing children with the opportunity to revisit and build on prior learning and ensuring history units are not isolated and disjointed. Themes of daily lives, people and power, democracy, movement and settlement and trade are threaded through Burlington's history curriculum.</p> <p>Additionally, second order concepts of chronology, continuity and change, cause and effect, significance and interpretation are taught progressively from EYFS to KS2 using the school's history progression document (appendix).</p>		<p><b>Local Context</b></p> <p>Burlington CE School is set in a small rural village joined with a cluster of hamlets on the Furness peninsula, overlooking the Duddon Estuary on the edge of the Lake District National Park. We have a rich and varied local history with the main historical industries being slate quarrying, iron ore mining and farming.</p> <p>There are localities on our doorstep to support our delivery of the History curriculum in an active and engaging way, including Furness Abbey, The Dock Museum, Roman forts and ancient monuments. The school has community links to support the delivery of a meaningful history curriculum. There is an active local history group who support the school with information and resources.</p> <p>We have a strong link with a local children's writer of historical fiction who also provides history detective workshops in school and provides inspiration for writing as well as for history.</p> <p>A local archaeologist provides workshops for pupils including sharing knowledge of his local finds and supporting the school with activities such as metal detecting and carrying out on site excavations. The children are guided to make links of concurrency between their local history studies and the wider world such as the development of the steam engine to the opening of the Furness railway and the beneficial impact on local industry including Burlington Slate Quarry.</p>	
	<p><b>Resources</b></p> <p>School based resources are audited annually and added to as necessary. We make use of our strong community links to ensure children have access to useful and inspirational sources. We organise online, virtual workshops and invite visitors into school to share their expertise. Children are taken on trips to support their historical understanding such as Furness Abbey, Hadrian's Wall, Heathwaite iron-age settlement, The Dock Museum, Swindside Stone Circle, Piel Island and Kendal. Historical artefacts are loaned from the Dock Museum.</p>		<p><b>Enquiry Skills</b></p> <p>History units of work are all planned with enquiry questions to give focus and purpose to children's learning and to develop the fundamental historical skills. Enquiries move progressively from being guided and scaffolded through to a developing independence in KS2. Skills developed progressively include:</p> <ul style="list-style-type: none"> <li>. Forming researchable questions</li> <li>. Using sources to find evidence to support judgements</li> <li>. Hypothesising explanations, reasons and answers.</li> <li>. Extending range of sources to deepen understanding</li> <li>. Using debate, critical thinking, reasoning and research to formulate and communicate opinions and findings.</li> </ul>	
<b>Impact</b>	<p>By the end of the key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the subject of art programme of study.</p>			
	<b>PUPIL VOICE</b>	<b>EVIDENCE IN KNOWLEDGE</b>	<b>EVIDENCE IN SKILLS</b>	<b>BREADTH AND DEPTH</b>
	<p>Pupils talk with enthusiasm about History. They show good levels of retention and are able to make links to prior learning. Pupil Voice questionnaires/interviews to be carried out in June 2021</p>	<p>Pupils can talk about enquiries they have undertaken in history using accurate vocabulary. They are able to talk about recent learning and make links to prior learning.</p>	<p>Pupils demonstrate an understanding of chronology and enquiry skills with increasing confidence. Through their time in school they increase their skills in thinking and learning like a historian.</p>	<p>Pupils cover the statutory elements of the National Curriculum with aspects of breadth and depth tailored to the specific context of Burlington School.</p>