



History Vision

At Burlington Infant School we want History to ignite children's curiosity and fascination about the past in Britain and the wider world and help them to understand the diversity of human experience. Therefore, we plan for our children a high-quality history curriculum that has been carefully designed and sequenced to equip our children with a secure, coherent knowledge of British, local and world history. Curriculum content is knowledge and vocabulary rich, in a sequenced chronological order, allowing children to develop their understanding and skills of abstract concepts as they move throughout our school from EYFS to the end of Key Stage 1. In EYFS History can be found within 'Understanding the World'. Children in Reception are encouraged to talk about their own personal history and develop their language skills relating to the passing of time. In Key Stage One the children will develop an awareness of the past. They will learn about significant individuals who have contributed to the wider world. Children will also learn about significant historical events within the local area, especially through our strong links with 'The Priory Church'. Our location at the seaside lends itself to look at Bridlington and holidays in the past. They will look back at changes within living memory such as how toys/teddy bears and transport have changed as well as events beyond living memory such as The Titanic and The Great Fire of London. The children investigate sources such as pictures, stories, writing and artefacts to ask and answer questions about the past and how these impact the world we live in today

**“The more you know about the past the better prepared you are
for the future”**

Theodore Roosevelt



Our intent

Our aim at Burlington Infant School is to encourage pupils to develop an appreciation and understanding of the past. 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 their experiences, needs or abilities encompassing 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 our 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. These include chronological understanding, historical knowledge and vocabulary, interpretations of history and historical enquiry. History is delivered through subject specific teaching organised into blocks under a topic such as 'Seaside holidays in the past' with links to Bridlington, 'The Great Fire of London' and learning about the lives of significant individuals. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.

We seek to broaden children's real life experiences, both inside and outside the school through our connections with The Priory Church and our local area, including the seaside. We aim to stimulate the children's interest in their surroundings and also the wider world by expanding horizons out of the local community. We want our children to have a curiosity and fascination of the world that will stay with them through their lives.



Our implementation

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.

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

Our curriculum is laid out in such a way that the children will initially learn about their immediate history, that being their family and location. This will be a starting block in EYFS and built upon as they enter Key Stage 1. Once this is consolidated, they will gain a wider experience of global history. As a child moves through our school, their historical knowledge and understanding will deepen, building on the foundations laid in the previous years. The concepts that children explore are revisited in different units allowing children to apply new knowledge in order to prepare them for the next stage of their learning and life.



Our impact

At Burlington Infant School we can judge the success of our History curriculum in the following ways:

Pupil voice – our children are happy, motivated and engaged. They know more and remember more from year to year.

Learning walks (including those with governors and external visitors) – provide the evidence of our intent.

Planning – The subject leader plans lessons to ensure that progress is maximised and allows our children to gain knowledge and master the skills they need.

History Books – shows presentation is of a high standard and children are making expected progress from their starting points.

Learning environment – engaging and rich in specific vocabulary to support children's learning.