

# Subject on a page



At Springfield Academy, we provide rich opportunities for children to grow as young historians. Our curriculum encourages curiosity, critical thinking, and informed opinions through exploring evidence and asking thoughtful questions.

By developing a broad chronological understanding, pupils learn key dates, events, and historical periods, connecting the past to the present. They examine the complexity of people's lives, societal changes, and relationships between groups, fostering identity and empathy.

We teach children to respect historical evidence, justify ideas, and build both disciplinary and substantive knowledge. Our aim is to inspire a lifelong passion for history and nurture confident, capable historians of the future.

## Intent

- We aim to...

We aim to inspire pupils to value and explore the richness of their local history.

We aim to help pupils make connections between historical events, enabling them to understand the world more deeply.

We aim to equip pupils with the disciplinary skills needed to think, speak and write like historians.

We aim to enhance pupils' cultural capital by ensuring they acquire and retain substantive knowledge.

We aim to help pupils develop critical thinking skills so they can reflect on and evaluate their own work as well as the work of others.

## Implementation

- How do we achieve our aims?

At Springfield Academy we teach our children to think like a historian through...

Historical Concepts of:	Symbols	Meaning
Chronology		Arranging events in the order they happened.
Interpretation		Describe, analyse and create an explanation of past events.
Cause and Consequence		Relationship between an event, a decision and the events that followed it.
Source Enquiry		Asking questions about the past using artefacts, paintings diaries.
Significance		A decision we make about what's important about the past.
Similarity and Difference		Comparing sources.
Meanwhile ...elsewhere		World History at the same time.
Change and continuity		Parts of the past that are mostly unchanged and parts that have changed.

## Impact

- How will we know we have achieved our aims?

Pupils show strong interest in history, approaching their studies with enthusiasm and curiosity.

Pupils can recognise themes that connect different units of study, such as society or invasion.

Pupils possess a broad range of substantive knowledge that is firmly embedded in their long-term memory.

Pupils can articulate their learning in relation to change, cause, consequence and identifying similarities and differences.

## The National Curriculum

### Key Stage 1: Pupils should be taught:

- Changes within living memory, where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality.

Pupils should develop an awareness of the past, using time-related vocabulary and understanding where people and events fit within a chronological framework. They should identify similarities and differences between periods, use a wide range of historical terms, and ask and answer questions using stories and sources. Pupils should understand how we learn about the past and recognise different ways it is represented.

### Key Stage 2: Pupils should be taught:

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history: Mayan civilization c. AD 900.

Pupils should develop a secure chronological understanding of British, local, and world history, creating clear narratives across periods. They should identify connections, contrasts, and trends over time, using accurate historical terms. Pupils should ask and answer valid historical questions about change, cause, similarity, difference, and significance, constructing informed responses with well-organized evidence. They should understand how historical knowledge is built from diverse sources and recognize that different interpretations of the past exist, explaining why.