



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

Theodore Roosevelt

HISTORY

SUBJECT OVERVIEW AND PURPOSE

WHY IS HISTORY IMPORTANT?

The intent for our History Curriculum is to enable pupils to discover the impact of History on the world and how it has shaped our identities today. Through nurturing curiosity and inquisitiveness, pupils will develop the confidence to think critically, ask questions and analyse evidence. By understanding a range of local, national and global history, pupils will develop empathy and respect for others.

HOW IS IT TAUGHT?

Our History curriculum emphasises the importance of chronology as the core foundation for historical understanding. As chronology is our priority at South Bank Academy, it is taught explicitly and frequently revisited throughout

history lessons to build a chronological awareness. Historical fluency is developed by looking at links with prior learning and making connections with local, national and global events. Comparisons can be made whilst studying concepts such as: society, power and achievements. For example, parallel themes will be established between the Bronze Age and the Ancient Egyptian civilisation.

Across all schools, we are committed to ensuring that our children:

- Receive a broad and balanced curriculum, revisiting and building on prior knowledge.
- Are taught sequential, substantive knowledge through different historical contexts.

- Are secure in applying progressive, disciplinary skills.
- Can confidently use a wide range of historical vocabulary.
- Have the opportunity to use a broad range of sources to gain real life experiences.
- Gain a deeper understanding through visitors and visits in the local area.

HISTORY AND BEYOND

Through History lessons, children will develop skills such as:

- Gathering and analysing information from different sources

- Looking at events from different perspectives
- Giving presentations
- Constructing arguments
- Working to deadlines

This range of skills prepares pupils for a wide range of careers. Careers which the study of History supports include:

- Archaeologist
- Teacher or lecturer
- Museum curator
- Writer or journalist
- Living History actor
- Political analyst
- Conservator

Ultimately, our goal is to inspire pupils to develop a love of History.



| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|--|---|--|--|--|---|---|
| CHRONOLOGY | | | | | | |
| <ul style="list-style-type: none"> Begin to use historical vocabulary. Begin to understand the past and now. | <ul style="list-style-type: none"> Use common words and phrases for the passing of time. Use a simple timeline. | <ul style="list-style-type: none"> Confidently use a range of historical vocabulary to talk about the past. Place events on a timeline. Sequence a number of events in chronological order. | <ul style="list-style-type: none"> Understand that history is divided into different periods. Sequence dates on a timeline referring to KS1 knowledge. | <ul style="list-style-type: none"> Understand and use the terms BC and AD. Interpret both BC and AD on a timeline. | <ul style="list-style-type: none"> Confidently use a broad range of historical vocabulary to interpret the past. Use timelines to establish a clear narrative within and across periods of study. | <ul style="list-style-type: none"> Understand and use the terms BC and AD (acknowledging BCE and CE). Have a chronologically secure understanding of British, local and world history across the periods studied. |
| KNOWLEDGE AND AWARENESS: Change and continuity, similarities and differences | | | | | | |
| <ul style="list-style-type: none"> Know some similarities and differences between the past and now. Compare and contrast characters from stories. | <ul style="list-style-type: none"> To make comparisons between the past and now. To identify similarities and differences with the past. | <ul style="list-style-type: none"> To identify simple reasons for changes. To make comparisons with their own lives. | <ul style="list-style-type: none"> To identify similarities and differences between people's lives in different periods of history. | <ul style="list-style-type: none"> To explain similarities and differences between people's lives in different periods of history. | <ul style="list-style-type: none"> To make links and comparisons within and across different time periods. | <ul style="list-style-type: none"> To identify connections, contrasts and trends over time within and across different periods. |
| ENQUIRY AND INTERPRETATION: Asking questions and using sources | | | | | | |
| <ul style="list-style-type: none"> Comment on images of familiar situations in the past. Talk about the roles of people around them and their roles in society. Begin to use pictures, stories, images and artefacts. | <ul style="list-style-type: none"> Ask and answer how and why questions about the past. To use sources to answer simple questions about the past. | <ul style="list-style-type: none"> To ask and answer a range of questions about important events or people. To make simple observations about the past from a source. | <ul style="list-style-type: none"> To explain the impact of a historical period, person or event. To recognise how sources can tell us about the past. | <ul style="list-style-type: none"> To use evidence to build a picture of the past. To identify an appropriate source to answer a question. | <ul style="list-style-type: none"> To know that some events, people and/or changes have been interpreted in different ways. To evaluate the usefulness of sources. | <ul style="list-style-type: none"> To suggest explanations for different version of events. To think critically when using sources to carry out a historical enquiry. |

HISTORY OUTCOMES

| EYFS | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|--|---|--------|---|--------|---|--------|
| EARLY YEARS FOUNDATION STAGE | KEY STAGE 1 | | KEY STAGE 2 | | | |
| FOUNDATIONS FOR HISTORY BEGIN WITH THE CHILDREN UNDERSTANDING THEIR PLACE IN HISTORY THROUGH STORIES AND BY BEGINNING TO USE A BANK OF HISTORICAL VOCABULARY. | THROUGHOUT KEY STAGE 1, CHILDREN WITHIN SOUTH BANK MAT WILL HAVE THE OPPORTUNITY TO EXPLORE: <ul style="list-style-type: none"> Changes within ordinary lives over the last 100 years (for example looking at everyday items and photographs). Events which occurred beyond living memory (for example explorers and looking at the first aeroplane flight). | | THROUGHOUT KEY STAGE 2, CHILDREN WITHIN SOUTH BANK MAT WILL HAVE THE OPPORTUNITY TO DEVELOP AN UNDERSTANDING OF: <ul style="list-style-type: none"> The lives of significant individuals (such as Florence Nightingale or Amelia Earhart). A study of an event, person or place within York. | | | |
| | <ul style="list-style-type: none"> How Britain has changed from the Stone Age to the Iron Age. The Roman Empire with a focus on Britain. A historical study of York. | | <ul style="list-style-type: none"> A study of a non-European society and its contrasts with British history. British settlements and struggles by the Angles, Saxons, Scots and Vikings. | | <ul style="list-style-type: none"> Achievements of early civilizations and an in-depth study of one early civilization. A study beyond 1066. Ancient Greek influences. | |