



SS Peter & Paul Curriculum Drivers

Cultural Heritage

Historical figures and events, where possible and in line with the National Curriculum, have been selected to reflect the multi-cultural community of SS Peter & Paul. From its early inception as a market town to the modern-day sprawling metropolitan that it has become, migration has played a significant role in shaping the city we affectionately call Brum, as well as Britain as a whole.

The SS Peter & Paul community reflects the diverse multi-cultural make-up of Birmingham, with many families tracing their cultural heritage to Ireland, the Caribbean, Poland and Eastern Europe and parts of Africa, amongst other places.

Our history celebrates multiculturalism via the topics selected and perspectives from which historical events are studied.

Aspirations

All history content and topics are planned around the assumption that our pupils hold the ambition to study history at secondary school and into further and higher education.

Our history curriculum is underpinned by knowledge that is pitched high, sequenced and taught in-depth. Our aim is to deepen pupil understanding and avoid simply teaching knowledge on a surface-level.

Knowledge is taught to be remembered. We study topics rather than 'do them'. For example, our pupils do not simply 'do the Romans' but rather they 'study' them in depth.

Equally, we aim to teach knowledge in depth rather than succumbing to the pitfall of 'wow activities' in the name of learning. For example, when studying Ancient Greece, we will go beyond merely making a Spartan shield and instead learn about the organisation of the Spartan army, the philosophy and education that underpinned the military force and study significant battles it was involved in.

Faith

As a Catholic school which is unashamedly proud of its Christian faith, our curriculum goes over and above the individual subjects and topics that we study. All work, every action, is placed in the context of growing in friendship with God, and all that we gain from this relationship.

More specific to history, wherever possible, we have integrated our faith into the curriculum content. For example, in our study of the Roman Empire, we learn about the impact that Christianity had on the Empire.

Intent Statement

What do we want our history curriculum to achieve?

We aim to create the very best historians. We challenge students to think, act and speak like those working in the field would: to research thoroughly, to weigh-up evidence, to understand chronology, to evaluate interpretations and develop arguments.

Our curriculum in History forms a backbone to our curriculum, with all three curriculum drivers - Faith, Multiculturalism and Aspirations - underpinning the subject. Approximately half of our pupils are from an ethnic group other than white British. Our families have cultural heritage spanning the globe, including significant groups of children with Polish and Irish roots. At the heart of our curriculum is a desire for our pupils to see themselves reflected in the content they study and to be proud of the contribution of different ethnic groups have played in the shaping of modern Britain and Birmingham.

In doing so, we believe our history curriculum embraces the fact that Britain is rooted in the history of peoples from across the world. Our curriculum aims to instil a sense of identity and pride in our pupils and show them that no matter where our ancestral roots lie, we are all Brummies and British.

A knowledge-rich history curriculum

As a knowledge-rich curriculum we believe that knowledge underpins and enables the application of skills; both are entwined. The knowledge taught across the history curriculum is defined at the outset and made explicit to all teachers. Staff, who know the content thoroughly, deliver a carefully planned curriculum which builds on previous knowledge and helps children understand topics in a wider context.

A curriculum underpinned by rich vocabulary

Erdington is a proud working class community. However, the community, and therefore our pupils, face a number of challenges. When measured against the Index of Multiple Deprivation (IMD), Erdington is in the top 10% most deprived neighbourhoods nationally. Data published by Birmingham City Council shows the average life expectancy of all persons living in Erdington is 5 years lower than those living one train station away in Chester Road, and 7 years lower than those living in Four Oaks. High levels of deprivation bring a plethora of problems with it, including a poverty of language. Research tells us that early vocabulary and concept development are especially critical for children from low and moderate income homes, with vocabulary at age 5 a strong predictor of the qualifications achieved at school leaving age and beyond. In groups of socially disadvantaged children, poor readers at ten are four times less likely to be entered for GCSEs than good readers. Research suggests that children from disadvantaged households hear 30 million fewer words than their more affluent peers by the age of four.

Early speech, language and communication deficits are powerful forces in holding children back, affecting their achievement and wellbeing into adulthood.

This is why we place a high emphasis on the discrete teaching of subject-specific vocabulary, with language mapped out and planned across the course of each history unit. Teachers know in advance of each lesson which words they must teach and define.

High Quality Texts

We know from research that the size of a child's vocabulary is the best predictor of success on future tests. As well as explicitly teaching contextual vocabulary, as detailed above, we also expand our pupils' vocabulary range by reading a whole-class text (reading for pleasure) linked to their current history topic. This ensures, where possible, that historical topics are given a context as well as providing pupils with examples of key vocabulary being used in practice.

Additionally, we read texts linked to history topics across the curriculum. During reading lessons, opportunities to reinforce historical knowledge are planned for. Pupils are exposed to topical non-fiction texts, that once again reinforces key vocabulary and aids long term retention of knowledge and understanding of topical language.

Assessment

Key assessment points are planned for during the course of each history unit in order to track progress and encourage retention of learning. These include:

1. **Pre-assessment** - this enables teachers to identify prior knowledge and significant gaps in understanding, as well as using the outcome to plan future lessons.
2. **Post-assessment** - at the end of each unit, pupils will repeat the assessment they did at the outset of the unit. This will provide teachers and pupils with a measure of progress.
3. **Revision lesson starter** - each history lesson starts with a short, low-stakes revision activity (e.g. multiple choice quiz, topical bingo, etc...) that aims to increase the amount of knowledge retained. This also provides teachers with important AFL information, identifies gaps in learning and informs teacher practice.

History Curriculum Implementation

To ensure high standards of teaching and learning we implement a curriculum that is progressive throughout the whole school. Our curriculum is in line with the Primary National Curriculum requirements for KS1 and KS2 and the Foundation Stage Curriculum in England and personalised by our drivers of Faith, Cultural Heritage & Aspiration.

Each subject is taught explicitly and is broken down into distinct units of study. We made the decision to move away from 'themes' (integrated curriculum) and instead teach foundation subjects such as Geography, History and Art as separate entities. By doing so, we can teach knowledge and skills at a greater depth rather than making spurious links between subjects and content not relevant for children. For example, when we teach Geography, we teach skills and knowledge at a great depth, rather than making tedious links to a theme for the sake of it. The History curriculum is taught with a focus of themes and skills underlying each lesson.

Key Concepts and Themes taught in History

History is the study of the past. Historians are interested in all aspects of the past and seek to piece together accurate pictures of what life was like in days gone by. Historians are detectives. They follow a line of **historical enquiry** in order to better understand the past. They ask questions, form opinions and theories, locate and analyse sources, and use evidence from these sources to develop an informed explanation about the past. Oral accounts, documents, archaeological finds and artefacts form the basis of research and investigation in history.

Our history curriculum is underpinned by six re-occurring skills that help us investigate and understand the past. These **skills for historical understanding** are:

1. Chronology
2. Perspectives
3. Empathy
4. Continuity and change
5. Cause and effect
6. Evidence

Alongside these concepts for historical understanding, our curriculum has an additional six **historical themes** that run throughout across different topics, from Year 1 to Year 6. These themes are:

1. Technological advancement
2. Cultural change
3. Invasion
4. Empire
5. Migration
6. Social justice

These reoccurring themes enable teachers to develop pupil understanding by revisiting and elaborating on previous learning. For example, pupils gain an increasingly sophisticated understanding of social justice between Year 2 and 6 when learning about the American Civil Rights movement, the Windrush Generation and the contribution of the British Empire during the two World Wars.

Key knowledge and skills for each unit are identified and consideration has been given to ensure progression across the topics within each year group across the school.

Early Years Foundation Stage

Children learn about the past and present, for example, by talking about the lives of the people around them and their roles in society; knowing about our Royal family as well as knowing some similarities and differences between things in the past and present, drawing on their own experiences and what has been read in class; understanding the past through settings, characters and events encountered in books and storytelling. They look at their own family history, the history of Toys and Transport and Florence Nightingale, providing a grounding for further learning in these areas in Key Stage 1.

In **Key Stage 1**, pupils develop their knowledge and understanding of what History is. They study significant individuals and significant events, both locally and globally. They begin to identify similarities and differences between different time periods and show an understanding of how event studies fit into the chronological framework.

By the end of Key Stage 1, children will have had the opportunity to study:

- changes within living memory - their Family History, the History of Toys and the History of Our School.
- events beyond living memory that are significant nationally or globally - The Great Fire of London.
- the lives of significant individuals in the past who have contributed to national and international achievements, some comparing aspects of life in different periods, Medical Heroines - Mary Seacole, Florence Nightingale and Edith Cavell, The fight for social justice - Ruby Bridges and William Wilberforce.
- significant historical events, people and places in their own locality - significance of Rookery House and William Wilberforce and his effort towards abolishing slavery.

In **Key Stage 2**, children build on prior knowledge and continue to develop a chronologically secure knowledge of British, local and world history. Children learn to ask and answer historically valid questions, identify contrasts and trends over time, and make connections. Children also learn how our knowledge of the past is constructed through a range of sources. A series of lessons are planned, with clear knowledge and skills-based learning objectives and subject-specific vocabulary. Teachers assess learning in history against knowledge and skills-based learning objectives within unit overviews. Our historians will be given enrichment opportunities, such as educational visits and events, to provide our children with rich experiences which enhance teaching, learning and knowledge.

By the end of Key Stage 2, children will have had the opportunity to study:

- changes in Britain from Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain (Christianity).
- Britain's settlement by Anglo Saxons and Scots.
- the Vikings including their struggle with the Anglo-Saxons for the Kingdom of England to the time of Edward the Confessor.
- a local history study - the History of Birmingham.
- study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - WW1/WW2 Battle of Britain, the Tudors.
- 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 – the Mayan civilization.

Implementation

Subject	Autumn Term	Spring Term	Summer Term
Reception	<p><u>Understanding the World</u></p> <p>Continuous provision is at the heart of our learning in Reception. In history we look at the past and the present. We understand that the children’s own history is important and invite parents to be a part of their learning by sharing photos and information via our Tapestry App. We have some focus History activities that will support children’s independent learning. We ensure that we move with the children’s interests and that their learning and interests are at the fore-front of our curriculum.</p> <p>Here are some planned activities we will look at this year:</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. • Talk about the lives of people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 		
Year 1	<p><u>Family History</u></p> <p>Enquiry Question: What can you tell me about your life and how it is different to your parents’ and grandparents’ lives?</p> <ul style="list-style-type: none"> • LO: To be able to order events chronologically. • LO: To explore and create a family tree. • LO: To find out about differences between childhood today and life in my grandparents’ childhood. • LO: To use historical enquiry to ask questions to find out about life in the past. • LO: To find out about the past through a primary source (interviews) and explore a viewpoint. (Empathy/perspectives). E.g. games and toys played/work/home life/machines technology. 	<p><u>The Lives of Significant People: Medical Heroines</u></p> <p>Enquiry Question: Why is Mary Seacole considered a hero?</p> <ul style="list-style-type: none"> • LO: To be able to explain who Mary Seacole was. • LO: To be able to explain what Mary Seacole remembered for. • LO: To be able to explain who Florence Nightingale was. • LO: To be able to explain what Florence Nightingale remembered for. • LO: To be able to explain who Edith Cavell was. • LO: To be able to explain what Edith Cavell remembered for. 	<p><u>The History of Our School</u></p> <p>Enquiry Question: How is life at SS Peter & Paul different today than in 1960?</p> <ul style="list-style-type: none"> • LO: To investigate school life in Victorian times and place this time chronologically with the history of our school and modern school today. • LO: To use historical enquiry to ask questions to find out about school life in the 1960s. • LO: To find out what our school was like in the 1960s through primary sources. (interviews) • LO: To compare and contrast school today to school life in the 1960s (rules, technology, uniform, resources) and present this information.

<p>Year 2</p>	<p style="text-align: center;"><u>The History of Toys</u></p> <p>Enquiry Question: How are your toys different to those that your parents or grandparents played with?</p> <ul style="list-style-type: none"> • LO: To find out about toys today and explain how we can find out about the past. • LO: To find out about toys in the past using sources to help ask and answer questions. • To investigate what toys were like at different times in the past and order them chronologically. • LO: To be able to identify toys that are old and toys that are new. • LO: To compare and contrast how toys are different and how they are the same. (To understand continuity and change of toys) • LO: To be able to create a toy museum. Chronology. 	<p style="text-align: center;"><u>Great Fire of London</u></p> <p>Enquiry Question: What impact did the Great Fire of London have on the city of London and its people?</p> <ul style="list-style-type: none"> • LO: To be able to explain when and how the Great Fire of London started and chronologically order events. • LO: To be able to explain why the fire spread so quickly. • LO: To be able to explain how the people tried to put the fire out but failed. • LO: To be able to explain how people put the fire out. • LO: To be able to identify primary sources that tell us about the fire. • LO: To be able to explain what happened to London after the fire. 	<p style="text-align: center;"><u>The Lives of Significant People: Ruby Bridges</u></p> <p>Enquiry Question: What impact did Ruby Bridges have on the American education system?</p> <ul style="list-style-type: none"> • LO: To understand the Civil Rights movement and what segregation and desegregation meant. • LO: To find out about the significant person Ruby Bridges and understand why she was important. • LO: To examine primary and secondary sources to learn more about Ruby Bridges and show empathy for someone from the past. • LO: To understand the impact Ruby Bridges had on American schools and for people today. • LO: To investigate historical events, significant people and places in my local area (Rookery Park – William Wilberforce). • LO: To compare and contrast Ruby Bridges with William Wilberforce.
<p>Year 3</p>	<p style="text-align: center;"><u>Stone Age to Iron Age</u></p> <p>Enquiry Question: When do you think it was better to live – Stone Age, Bronze Age or Iron Age?</p> <ul style="list-style-type: none"> • Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives. • LO: To find out what happened in the Stone Age. Understand how our knowledge of the past is constructed from a range of sources. • LO: To analyse historical pictures of cave paintings and create my own. Note connections, contrasts and trends over time 	<p style="text-align: center;"><u>The Roman Empire and Christianity</u></p> <p>Enquiry Question: Compare life in the Roman Empire before and after its conversion to Christianity.</p> <ul style="list-style-type: none"> • LO: To be able to chronologically sequence significant events in the history of Ancient Rome. • LO: To be able to explain why Christians were persecuted by Emperor Nero. • LO: To be able to explain the cause and effect of Paul the Apostle missionary journey. • LO: To be able to explain how Christians were persecuted during the third century AD. 	<p style="text-align: center;"><u>Anglo-Saxons</u></p> <p>Enquiry Question: “Not much changed in Britain once the Romans left.” Do you agree? Why?</p> <ul style="list-style-type: none"> • LO: To be able to chronologically sequence significant events in the history of Anglo-Saxons. • LO: To be able to understand the events of Britain’s settlement by Anglo Saxons and Scots. • LO: What does historical evidence tell us about village life and jobs in Anglo Saxon times?

	<p>and develop the appropriate use of historical terms.</p> <ul style="list-style-type: none"> • LO: To compare and contrast different homes from the Palaeolithic, Mesolithic and Neolithic times. • LO: To develop a chronologically secure knowledge of events in the Stone Age. • Understand how our knowledge of the past is constructed from a range of sources. • LO: What sources of evidence help us to find out about Skara Brae? Address historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information. • LO: To Consider life in the Stone Age and how it compares to life to today and its effects. 	<ul style="list-style-type: none"> • LO: To be able to explain how Christianity changed the Roman Empire. • LO: To be able to explain how Britain was converted to Christianity. 	<ul style="list-style-type: none"> • LO: To examine sources of information such as artefacts to learn about Anglo-Saxon culture and understand that different versions of the past may exist. • LO: What beliefs did the Anglo-Saxons have? • LO: The Anglo-Saxons were converted to Christianity in Britain. How can we use this to learn about change, cause, similarity, difference and significance?
<p>Year 4</p>	<p style="text-align: center;"><u>Vikings</u></p> <p>Enquiry Question: “All pirates have a wooden leg, wear an eye patch and have a parrot.” Do you agree? Why?</p> <ul style="list-style-type: none"> • LO: To examine where the Vikings came from. (invasion/maps) • LO: To understand how, why and when the Vikings invaded Britain. (chronology timeline) • LO: To compare and contrast how the kings in Britain dealt with the Viking invaders and what implications this had. (Address and devise historically valid questions about change, cause, similarity and difference and significance.) • LO: To interpret sources of evidence to find out how Vikings lived and worked. 	<p style="text-align: center;"><u>Ancient Greece</u></p> <p>Enquiry Question: The Greeks have had a big influence on the Western world. Discuss.</p> <ul style="list-style-type: none"> • LO: To be able to chronologically sequence significant events in the history of Ancient Greece. • LO: To be able to explain how Ancient Greece’s political system worked. • LO: To be able to compare and contrast the Ancient Olympic games with the modern Olympic games. • LO: To be able to explain the cause and effect of the Battle of Marathon. • LO: To be able to interpret evidence related to Ancient Greek Gods and Goddesses. 	<p style="text-align: center;"><u>The History of Birmingham</u></p> <p>Enquiry Question: Birmingham has undergone a lot of migration. Discuss.</p> <ul style="list-style-type: none"> • LO: To be able to explain the origins of Birmingham. • LO: To be able to explain Birmingham’s role in the English Civil War. • LO: To be able to explain the cause and effect of the Great Plague. • LO: To be able to explain how canals transformed Industrial Revolution Birmingham. • LO: To be able to explain the role of Birmingham during WW2. • LO: To understand Migration in Birmingham from the past to current day.

	<ul style="list-style-type: none"> • LO: What were the Vikings like and why were they such successful raiders and invaders? What artefacts help us to understand this? • LO: To select relevant historical information to find out about the beliefs of the Vikings. 	<ul style="list-style-type: none"> • LO: To be able to critique theories about the Trojan War. 	
Year 5	<p style="text-align: center;"><u>Tudors</u></p> <p>Enquiry Question: Henry V111 has had a negative influence on the Catholic faith. Discuss.</p> <ul style="list-style-type: none"> • LO: To find out who the Tudors were and when they lived. • LO: To investigate crime and punishment during the Tudor period. • LO: To compare and contrast how diseases were treated in Tudor Britain and modern Britain today. • LO: To use secondary sources to compare and contrast life for rich and poor during Tudor times. John Blanke was a royal trumpeter in the courts of Henry VII and Henry VIII, and remains the only black Tudor for whom we have an identifiable image. While serving two kings, he bore witness to some of the great moments in England's history and contributed to some of the greatest spectacles of the Tudor age. • LO: To know the significance of John Blanke and be able to show empathy for someone from the past. • LO: To understand what impact Henry VIII had on Christianity. What are the effects today? What has continued, what has changed? 	<p style="text-align: center;"><u>Windrush Generation</u></p> <p>Enquiry Question: Was Enoch Powell correct when he said Britain, "must be mad, literally mad, as a nation" to be allowing such "inflow"?</p> <ul style="list-style-type: none"> • LO: To be able to chronologically sequence significant events in Britain's imperialist past. • LO: To be able to explain the contribution of different Commonwealth countries during WW2. • LO: To be able to explain the key reasons why the Windrush generation emigrated to Britain. • LO: To be able to explain the response to the Windrush generation from different sections of British society. • LO: To be able to compare and contrast 'post-Windrush' Britain with 'post-Brexit' Britain. • LO: To be able to explain the significant contribution of the Windrush generation. 	<p style="text-align: center;"><u>Ancient Egypt</u></p> <p>Enquiry Question: What can we learn from the Ancient Egyptian civilisation?</p> <ul style="list-style-type: none"> • LO: To locate Ancient Egypt in time and place and understand the importance of its landscape at that time. (Chronology). • LO: To find out about Tutankhamen and how artefacts can teach us about the past. • LO: To understand the importance of artefacts in helping us find out about the past. Rosetta Stone. • LO: To find out about the way of life in ancient Egypt. (Farming/clothing/religion). Change, cause, significance, similarity, difference. (Perspectives empathy). • LO: To learn about Egyptian tombs, pyramids and burial sites. Evidence cultural change technological advance.

<p>Year 6</p>	<p style="text-align: center;"><u>Mayans</u></p> <p>Enquiry Question: How does the Mayan civilisation contrast with British History? How does it impact the Mayans today?</p> <ul style="list-style-type: none"> • LO: To know when and where in the world the Maya Civilisation began. • LO: To understand what the Maya writing system consisted of. • LO: To discover the beliefs and ritual traditions of the ancient Maya people and compare and contrast with religions today. • LO: To analyse how the Maya number system worked. • LO: To use a range of primary and secondary sources of evidence to understand more about the Maya civilisation. • LO: To consider the importance of historical buildings and what we can learn from them. 	<p style="text-align: center;"><u>WW1: More than a European War</u></p> <p>Enquiry Question: “All soldiers of the British Empire were treated equally and fairly during the First World War.” Do you agree? Why?</p> <ul style="list-style-type: none"> • LO: To be able to explain the reasons why WW1 was more than just “a European war”. • LO: To be able to explain the contribution of the India during the First World War. • LO: To be able to explain the contribution of the West Indies during the First World War. • LO: To be able to explain the contribution of African soldiers during the First World War. • LO: To be able to explain the contribution of the Australia and New Zealand during WW1. • LO: To be able to explain the contribution of the Canadian soldiers during WW1. 	<p style="text-align: center;"><u>WW2: A Global Perspective</u></p> <p>Enquiry Question: What is the impact of the Holocaust today?</p> <ul style="list-style-type: none"> • LO: To explain why World War II began and to order events from early World War II on a timeline. • LO: To know the importance of Evacuation during World War II. • LO: To investigate why the Battle of Britain was an important turning point in history. • LO: To analyse the significance of the Blitz. • LO: To examine what historical sources of evidence can tell us about the past. • LO: To analyse what the Holocaust was and describe some events that happened.
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Key Skills Themes for Historical Understanding

Concept	Definition
Perspective	The position from which some people see and understand the events going on in the world around them. Historians must try to view historical events from different perspectives in order to understand the values and beliefs that shaped and affected people who lived in the past.
Continuity and Change	Some things stay the same over time, while other change. Aspects that have remained the same are known as continuities. Aspects of the past that do not stay the same are called changes.
Cause and Effect	Used to identify chains of events and developments, both in short and long term history. The 'why' and 'what' of history. Identify, examine and analyse the reasons why events occurred and the resulting consequences and outcomes.
Evidence	Information gathered from historical sources - essential part of historical enquiry. Primary sources – objects created or written at the time being investigated. Secondary sources – accounts about the past that were written and created after the time being investigated and which often refer to primary sources.
Empathy	Understand the impact of events on particular people or groups. An appreciation of the circumstances they faced and the motivations, values and attitudes behind their actions. In short, the ability to 'walk in someone else's shoes.
Chronology	Chronology enables pupils to place their learning within the bigger picture and better remember historical people, periods and events.
Technological Advancement	Changes in technology over time within a specific society or civilisation.
Cultural change	Changes to the way that a society or culture is run, how it functions or is governed.
Invasion	To enter a country or group's land as an enemy, by force, in order to conquer or plunder.
Empire	A group of nations or people ruled over by an emperor/sovereign or government.
Migration	Migration is the movement of people from one place to another.
Social Justice	Social justice is the view that everyone deserves equal economic, political and social rights.