



GOD'S LOVE IN ACTION

St John's and St Peter's CE Academy is a welcoming school family that seeks to serve the Ladywood community by equipping its children and families for success.

By placing **God's love in action** at the heart of everything we do, we hope to see our **children flourish, our culture transformed, and our community thrive.**

Through **high-quality education** and an **enriching curriculum**, we will equip every child with the knowledge and skills they need to **overcome challenges** and therefore **achieve their full potential.**

Our hope is that every child at St John's and St Peter's CE Academy can **uniquely contribute to the community** and **make it a place they are proud to call home.**

History

Intent

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1. Curriculum Vision

History is vital to exposing children to the powerful knowledge that can be learnt through looking at our past. When children develop a curiosity about how humankind has lived throughout history, we unlock their advancements in the arts, science, and philosophy, exploring the many wonders of different cultures. Furthermore, learning about the past helps children to make sense of the world in which they live as well as their own identity and challenges of their time. We seek to expand children's knowledge so that children leave with a comprehensible understanding and appreciation of Britain's past and that of the wider world. Children will have access to a wide range of resources to assist them in their discovery and prospects across the curriculum to present, test and evaluate their historical knowledge. Our vision is that children will be confident, imaginative, and independent learners who delve deeper and make links to the past and the world which they live in now.

2. Curriculum Aims

The aims of our History Curriculum are:

- To possess a secure understanding of the chronology of significant time periods and societies, in Britain and beyond.
- To think critically and analytically.
- To discover connections between the History they learn and the wider community today, helping them to appreciate diversity in the modern world and their place within it.
- To further their knowledge of continuity and change over time.
- To differentiate between source types and explain how and why interpretations in History may differ.
- To recognise similarities and differences within and across historical time periods.
- To conduct enquiries into historical themes and questions and form their own opinions and interpretation of the past based on evidence.

3. National Curriculum

The national curriculum for history aims to ensure that all pupils:

- Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.
- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously.

- To make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

Key Stage 1

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3.

Pupils should be taught about:

- 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 [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Key Stage 2

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content.

Pupils should be taught about:

- 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 one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China
- 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 – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

4. Why study History in this way?

a) Why has this knowledge been selected?

At St. John's and St. Peter's C of E Academy our History curriculum engages and excites children's curiosity and supports the development of key historical knowledge, skills and concepts through the study of British and local history and other significant time periods and societies. In understanding periods, events and people from the past, our children will gain cultural capital and have a greater appreciation of today's world and their place within it.

As well as ensuring pupils are taught key chronological knowledge, each module is designed to offer pupils the opportunity to undertake historical enquiries and develop their skills as a historian in asking questions, using and referring to sources, collecting and analysing information and drawing conclusions. We aim to provide pupils with a broad and balanced view of History in Britain, other societies and epochs, whilst teaching pupils to develop the skills of enquiry, analysis, interpretation and problem-solving which will prepare them for the next phase in their education.

Opening Worlds

Additionally, at St. John's and St. Peter's C of E Academy, we have adopted a new curriculum which starts in KS2. Opening Worlds is a knowledge-rich humanities programme for teaching history in Years 3 to 6. As a school we are provided with curriculum resources together with training, support and ongoing programme-related professional development for our teachers.

It is coherently sequenced to ensure that the material organised, pupils use earlier material to access later material and so that pupils start to see how everything connects within a subject, helping them to see that subject as a connected field of distinctive enquiry. The build-up of all this knowledge, over time, gives pupils a vocabulary that grows and grows, feeding into subsequent topics and freeing up memory space for new vocabulary. Pupils can cope with a much richer and more interesting story about the Muslim Arabs in Persian and Byzantine lands, if they already know the places, the rivers, the cities and the customs of that territory. The overall goal, therefore, in a strong history curriculum is extremely broad, thorough, diverse and coherent knowledge, so that by the end of their schooling, all pupils can orient themselves in the world. Simply to master a really broad, rich, coherent and rigorous curriculum, is to make progress.

There are two elements which are substantive and disciplinary concept.

Substantiative knowledge:

Substantive concept is the substance that pupils learn in each subject – the building blocks of factual content expressed through accounts and the vocabulary that enable pupils to move about within their own knowledge, to read and to communicate. However, substantive knowledge also includes first-order concepts which are abstract terms such as civilisation, trade and migration. First-order concepts not only help children to make sense of their historical period of study, but they also provide a role in helping them to make connections across different periods.

- For example, pupils will gain a multi-faceted understanding of empires, conquest, political processes, governmental structures and functions, and their links with migration and the diverse cultural experiences of those caught up in migration, settlement and conquest, through revisiting these issues over and over again. This will lay solid foundations for understanding that Britain has been shaped by migrations over millennia, that this has always included diverse ethnicities, and that stories of different kinds

Earlier stories and descriptions of places at particular times allow pupils in later units to: know what happened in those settings; understand references to people, places, events and developments that have a bearing on the later people, places, events and developments

For example:




Pupils can swiftly access ...	The geographical territory conquered by Alexander the Great in Alexander the Great (Y3 Summer 2)	The motivations and concerns of the Arab rulers of al-Andalus in Cordoba: city of light (Y4 Summer 1)
... because of earlier content in:	Cradles of Civilisation (Y3 Spring 2), especially... the Euphrates and Tigris rivers, the fertile land around them, the relationship between farming settlements and early cities, including emergence of law, government and art	Islam in Arabia (Y4 Summer 1) especially ... how Islam spread; the military and cultural contexts of nomadic and city life in Arabia, the distinctive religious beliefs and practices of the first Arab Muslims

Disciplinary knowledge:

Disciplinary knowledge is sometimes known as second-order concepts or procedural knowledge. It is a question of considering why something happens (causation), why it might be important (significance), and how it can be viewed in different ways (interpretation). It is also about giving children a sense of time so that they can have an understanding of how life has changed through history. This is all that pupils learn about how knowledge is constantly renewed in the subject's ongoing development, outside of school, by its practitioners (historians, geographers, philosophers, theologians, artists). It teaches pupils that the sum of our knowledge is not fixed, that it is constantly being for tested and renewed, that there are standards of truth for such renewal.

- Here is one example of the effects of all this on pupils' ability to build increasingly sophisticated arguments about similarity and difference within periods. In the following two tasks, almost one year apart:

In what ways were Egypt and Sumer the same... and in what ways were they different?

same?	same?		same?
different?	different?		different?
same?	same?		same?
different?	different?		different?

How much power did the senate have in the Roman Republic?

<p>1. What did the senate do when Rome had kings? Look at Page 4 in your Roman Republic booklet to help you write about this. We have started a paragraph for you.</p> <p>According to legends about the founding of Rome, Romulus chose one hundred 'fathers' to</p>	<p>3. Could the senate make any laws that they wanted? Look at Pages 11, 25 and 27 in your Roman Republic booklet to help you write about this. Use these words in your answer.</p> <p>consuls land patrician plebeian tribune</p>
<p>2. How did the senate change when Rome became a republic? Look at Pages 10 and 11 in your Roman Republic booklet. Make sure you use the words below in your answer.</p> <p>make laws rule Rome senate, senator people of Rome represent SPQR</p>	<p>4. What sorts of things did the senate do? Find examples on Pages 19 and 24.</p> <p>5. So how much power did the senate have? What could and couldn't they do? Write a sentence to sum up what you think!</p>

b) Why is it taught in this order?

Historical enquiry skills are built upon progressively throughout the units and include Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events and People in the Past; Presenting, Organising and Communicating; and Substantive Concepts and Historical Vocabulary.

The coverage of some history in KS1, such as 'Transport' and 'Explorers', enables children to acquire an understanding of time, events and people within their own living memory as well as their parents' and grandparents' memories. For KS1, we have designed a curriculum that can be covered chronologically in each year group to allow a full opportunity for children to really grasp the difficult concept of the passing of time. Therefore, in Year 1, children will start with a unit that is the furthest back in time and end with a unit that looks at some more recent history. This order repeats in Year 2.

The aim is for children to truly develop and embed a sense of time, understand how civilisations were interconnected and to be exposed to a diverse range of history topics. Children start to understand how some historical events occurred concurrently in different locations, e.g. Ancient Egypt, Ancient Greece and the Stone Age.

c) How are History lessons taught at St John's?

KS1

History lessons are taught weekly by the class teacher and taught every other half term. Each lesson begins by focusing on re-capping prior learning to support the children in retaining their knowledge and understanding. Once the new learning has been introduced, children are given the opportunity to work independently or in groups to apply their knowledge and further their historical understanding.

At the end of each lesson children are given the opportunity to answer a question about what they have learnt to support them to reflect on their learning and for practitioners to assess next steps before completing the end of unit quiz.

KS2

History lessons are taught weekly every half term. Each topic has a chapter book which includes story/text. Each lesson starts with a recall using previous vocabulary learnt. Teachers will then pre teach vocabulary which then follows onto story telling. Pupils then learn new vocabulary, practise saying the word several times with questions, so it is embedded in their knowledge. Pupils will continue to read the rest of the story having learnt the new vocabulary and will complete a task.

Throughout each lesson, pupils are given the opportunity to secure their knowledge through quizzing and retrieval questions. This is done as they go along, say the sentence quickly using the new vocabulary to check understanding and answer quiz/ questions that they know.