



St Michael's CE Primary School

History Curriculum
2026-2027

Courage to Flourish in the Love of God

Curriculum Intent

At St Michael's CE Primary, our History curriculum is rooted in our vision, 'Courage to Flourish in the Love of God'. We believe history helps pupils to understand the story of humanity and their place within it, inspiring curiosity about the past and an appreciation of how it has shaped the world we live in today.

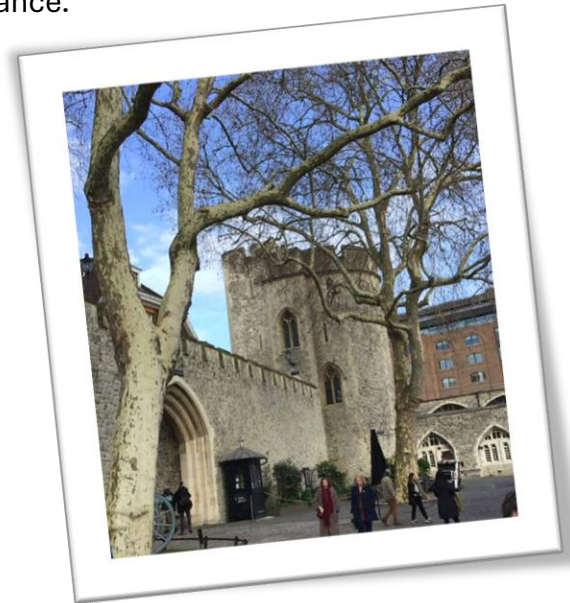
Through history, pupils are encouraged to ask questions, examine evidence and develop an understanding of how people, events and societies have influenced one another over time.

We aim to nurture pupils' historical knowledge, curiosity and enquiry skills, enabling them to think and work like historians. Pupils are supported to investigate sources, interpret evidence and make informed judgements with increasing confidence, developing a strong understanding of chronology, cause and consequence, and historical significance.

Our curriculum reflects our commitment to inclusion and ambition for all. Every pupil is supported to access and succeed in history, regardless of starting point, and is given opportunities to develop confidence, resilience and independence.

In line with our whole-school curriculum, pupils explore the lives of diverse individuals, communities and civilisations across different periods of history. This fosters respect, empathy and an appreciation of diversity, helping pupils to understand history as a subject that shapes identity, celebrates heritage and enables us to learn from the past.

Over time, pupils develop the ability to think critically, ask thoughtful questions and communicate their historical understanding using a range of sources and evidence. By the end of primary school, they are equipped with the knowledge, skills and confidence to continue exploring the past with curiosity, responsibility and aspiration.



Curriculum Implementation

Curriculum and Sequencing

The History curriculum is carefully designed to meet the needs of our pupils through a bespoke curriculum that reflects both our local heritage and the wider story of Britain and the world.

The curriculum is carefully sequenced using a spiral approach, ensuring that pupils regularly revisit and deepen key historical knowledge, skills and concepts.

Learning is structured around the five overarching themes of **Belonging & Identity, Change Over Time, Settlement & Community, Diversity and Invasion**, allowing pupils to make meaningful connections between units and year groups.

Our local area is used as a rich resource for historical enquiry, enabling pupils to explore the history of Bartley Green, Birmingham and the surrounding area while developing a strong sense of identity and belonging.

Alongside this, pupils study significant civilisations, events and individuals from British and world history, broadening their understanding of how the past has shaped societies, cultures and communities.

Learning is designed so that new knowledge builds directly on prior learning rather than being taught in isolation. This

enables pupils to develop increasingly sophisticated historical knowledge, chronological understanding and enquiry skills while deepening their understanding of continuity and change, cause and consequence, and historical significance.

Over time, pupils develop both local and global historical awareness, recognising how the past influences the present and understanding how history helps us to appreciate the diversity of God's world and our shared human story.



Teaching and Learning Approaches

Lessons follow a structured sequence of modelling, guided enquiry, independent application and reflection, adapted to the St Michael's lesson structure.

Teaching develops pupils' understanding of chronology, historical knowledge, historical enquiry, interpretation and the use of historical sources, enabling them to think and work like historians.

Teachers model historical concepts, enquiry skills and vocabulary clearly, ensuring pupils understand new learning before applying it independently.

Pupils are given opportunities to investigate a range of historical sources, ask and answer historical questions, interpret evidence, compare different perspectives and communicate their understanding using subject-specific language.

Knowledge and Vocabulary

Key vocabulary is explicitly taught at the start of lessons and revisited regularly. Retrieval practice through 'Do Now' activities reinforces prior learning and supports long-term retention.

The spiral curriculum ensures knowledge and vocabulary are built on over time, allowing pupils to deepen their

understanding of historical concepts and use subject-specific language with increasing confidence.

Practice, Application & Outcomes

History books provide evidence of pupils' learning over time, including historical enquiries, source analysis, chronological work, written responses and interpretations of the past. Progression is seen in pupils' developing knowledge, historical enquiry skills and understanding as they make connections between periods, people and events with increasing confidence.

Reading

Reading is central to our History curriculum. During direct instruction, pupils engage with carefully chosen, age-appropriate texts that introduce key historical knowledge while explicitly teaching subject-specific vocabulary in context.

Pupils develop fluency and comprehension while exploring significant individuals, civilisations and events from the past, broadening their understanding of Britain's history and the wider world, and equipping them with the language needed to think and communicate like historians.

Resources

A wide range of resources is available to support the delivery of history, including historical artefacts, photographs, maps, timelines, primary and secondary sources, high-quality texts and digital resources.

These resources enable pupils to investigate the past, develop historical enquiry skills and deepen their understanding of significant people, events and civilisations.

Assessment

Assessment is ongoing and linked to the St Michael's teaching and learning framework. 'Do Now' quizzes check prior learning, while exit quizzes assess understanding from each lesson. Teachers use questioning, observation and pupils' work to inform next steps and support progress.



Educational Visits and Workshops

Educational visits and workshops are a central feature of our History curriculum, bringing learning to life through first-hand experiences. Wherever possible, pupils take part in visits to places of historical significance or engage in hands-on workshops led by experienced practitioners, enabling them to explore artefacts, ask historical questions and deepen their understanding of the past.

These experiences enrich classroom learning, helping pupils make meaningful connections between historical knowledge and the world around them. By exploring both local heritage and significant events from Britain's history and the wider world, pupils develop curiosity, empathy and an appreciation of the diverse stories that have shaped God's world.



Diversity

A diverse history curriculum helps pupils to understand and appreciate the richness of Britain's past and the wider world while challenging stereotypes and developing respect for different cultures, communities and perspectives. Our bespoke History curriculum supports this by:

- Exploring the lives and achievements of significant individuals from a range of backgrounds, cultures and historical periods.
- Investigating diverse civilisations, societies and communities, recognising the contributions they have made throughout history.
- Developing an understanding of how migration, invasion and settlement have shaped Britain, Birmingham and our local community over time.
- Encouraging pupils to consider different perspectives, using historical sources to understand how experiences and interpretations of the past can vary.

This approach helps pupils develop a strong sense of identity and belonging while fostering empathy, curiosity and an appreciation of the diverse stories that have shaped God's world.

Inclusion

Learning is adapted to meet the needs of all pupils through scaffolding, modelling, and flexible support. Tasks are accessible yet appropriately challenging, enabling all pupils to participate, develop skills, and express their ideas with increasing confidence and independence.

SMSC

Our History curriculum supports SMSC by encouraging pupils to:

- Develop curiosity about the past and an understanding of how it has shaped the present.
- Explore different perspectives and understand that people experienced historical events in different ways.
- Reflect on moral, social and ethical issues, considering the choices and consequences of individuals and societies throughout history.
- Appreciate cultural diversity through the study of different civilisations, communities, significant individuals and historical periods.

British Values

History supports the promotion of British values by providing opportunities for pupils to explore the past, understand different societies and consider a range of historical perspectives.

Through historical enquiry, discussion and the analysis of sources, pupils learn to respect different viewpoints and develop tolerance and mutual respect for people from diverse backgrounds and cultures. Lessons encourage curiosity, critical thinking and informed judgement, while exploring Britain's history and the wider world helps pupils understand democracy, individual liberty, the rule of law and the importance of learning from the past to shape the future.

Rights Respecting Schools

Our History curriculum makes a significant contribution to our Rights Respecting Schools ethos by providing regular opportunities for pupils to explore the past, understand different communities and develop respect for the rights of others.

Through carefully sequenced learning, pupils fulfil **Article 29** by developing their knowledge, skills and understanding of the past, **Article 28** through access to a broad and ambitious history curriculum, and **Article 12** by asking questions,

sharing ideas and expressing their views during historical enquiries. The curriculum also promotes **Article 30** through learning about the histories, cultures and traditions of diverse communities, helping pupils understand how Britain's society has been shaped over time. Together, these opportunities help pupils become curious, informed and respectful citizens who value diversity, appreciate their heritage and learn from the past.



Curriculum Impact

The impact of the History curriculum is seen in pupils' developing curiosity, historical understanding and ability to think and work like historians.

Over time, pupils build secure knowledge and skills, enabling them to investigate the past and understand how it has shaped the present.

- Pupils demonstrate progression in historical knowledge, chronology, historical enquiry and the interpretation of historical sources with increasing confidence and independence.

- Pupils use subject-specific vocabulary accurately to discuss significant people, events, civilisations and historical concepts.

- History books and enquiry outcomes show clear development of historical knowledge, understanding and enquiry skills over time.

- Pupils can ask thoughtful historical questions, evaluate evidence and consider different interpretations of the past, demonstrating curiosity, resilience and critical thinking.

- Pupils make meaningful connections between historical periods, significant individuals and the development of their local area, Britain and the wider world, fostering an appreciation of diversity and heritage.

- All pupils, including those with additional needs, access the curriculum and make progress from their starting points.

- Pupils leave primary school with confidence, curiosity and the knowledge and skills to understand the past, appreciate the diversity of God's world and become informed, responsible citizens.

Curriculum Map 2026-2027

	Autumn	Spring	Summer
Nursery	Historical Knowledge and Skills – See Nursery Curriculum for more detailed information		
Reception	Historical Knowledge and Skills – See Nursery Curriculum for more detailed information		
Year 1	Toys	My Family, My History	
Year 2		Great Fire of London	Significant individuals
Year 3		Stone Age	Egyptians
Year 4	Romans		Ancient Greeks
Year 5	Mayans		Anglo Saxons and Vikings
Year 6	World War II	Industrial Revolution	

Spirituality

Our definition of spirituality at St Michael's CE Primary School:

To talk about spirituality is to talk about something which is beyond words.

Spirituality is linked to big questions about the meaning and purpose of life; it includes ideas relating to oneself, others, the natural world and the transcendent.

We refer to this as:

- The stillness of the mind
- The settling of the soul
- The uplifting of the spirit
- Being at one in the world and finding meaning and purpose in life.

For some, but not all, this will be experienced, expressed or explained through faith or belief.

When discussing this with our pupils, we refer to spirituality as:

The way **WOWS, OWS and NOWS** shape me into the person that I am and will become.

Spiritual development contains many facets and it is concerned with a number of areas of an individual's life. Therefore, when developing spirituality in pupils and adults, we, in line with our distinctively Christian vision and our school's definition for spirituality, look at four key areas: self, others, transcendence (beyond), and nature.



Spirituality Opportunities:

Self

Opportunities

- Encourage pupils to reflect on how their personal experiences relate to broader historical narratives. Discuss what these events mean to them and how they have shaped their identities.
- Facilitate discussions about how understanding their heritage can contribute to their sense of self. Encourage pupils to share stories and reflect on how their family history influences their values and beliefs.
- Ask pupils to choose a historical figure they admire and reflect on what qualities they would like to emulate. Discuss how these figures' values can inspire their own actions and decisions.
- Encourage pupils to reflect on how history influences their lives today. Discuss the importance of learning from the past to understand their role in the present and future.
- Facilitate discussions about the values that resonate with pupils and how these values are reflected in historical contexts. Encourage them to consider how they can embody these values in their own lives.

Potential Question Prompts

- How did historical figures' spiritual beliefs influence their personal growth and leadership?
- What can we learn about our own spiritual journey by reflecting on the personal struggles and triumphs of historical figures?
- How did individuals in history find spiritual strength and resilience during times of adversity?
- How have personal spiritual experiences shaped the decisions and actions of historical figures?

Others

Opportunities

- Encourage pupils to empathise with the experiences of others. Discuss how understanding these diverse perspectives can foster compassion and a sense of shared humanity.
- Facilitate discussions about the richness of cultural diversity and the importance of respecting and valuing different backgrounds. Encourage pupils to reflect on their own cultural identities and how they relate to others.
- Learn about historical figures who championed social justice, equality, or peace, such as Martin Luther King Jr., Malala Yousafzai, or Nelson Mandela. Discuss the values these figures embodied and how their actions can inspire pupils to make positive contributions to their communities. Encourage pupils to reflect on how they can embody similar values in their own lives.
- Encourage pupils to reflect on the importance of justice and equality. Discuss how understanding past injustices can motivate them to advocate for fairness and compassion in the present.

Potential Question Prompts

- How have different cultures and societies expressed compassion and spiritual care throughout history?
- What can we learn from historical interactions between different religious and spiritual groups?
- How have historical events shaped our understanding of empathy, community, and spiritual solidarity?
- How have spiritual leaders influenced social and political movements throughout history?



Transcendence

Opportunities

- History allows children to see where they fit as part of a long, continuous human story.
- To understand the emotions and efforts of others during historical events.
- To understand remarkable human achievements.
- To be inspired by important historical figures.
- Study significant historical achievements, such as the construction of the pyramids, the moon landing, or the abolition of slavery. Encourage pupils to reflect on the human spirit's capacity for greatness and innovation. Discuss how these achievements inspire us to strive for excellence and contribute positively to society.
- Read and analyse historical narratives that highlight human experiences of struggle, resilience, and triumph. Encourage pupils to connect emotionally with these stories and reflect on the shared human experience. Discuss how understanding these narratives can foster empathy and a sense of belonging to a larger human story
- Study events such as the Holocaust, colonialism, or civil rights movements, focusing on the impact of these injustices on individuals and societies. Facilitate discussions about the importance of justice, compassion, and healing. Encourage pupils to reflect on how they can contribute to creating a more just and equitable world.

Potential Question Prompts

- How have different civilizations understood and expressed the concept of the divine or a higher power?
- What role did spirituality and religion play in the lives of people during significant historical events?
- How have mystical experiences and spiritual movements influenced historical change?
- How have historical events and discoveries influenced people's understanding of the universe and their place in it?

Nature

Opportunities

- Learn about historical pilgrimages to natural sites.
- Study how different religions incorporate nature into their rituals and festivals.
- Discuss the role of spiritual beliefs in historical conservation efforts.
- Study the effects of colonization on the spiritual practices of Indigenous peoples, particularly their connection to the land and nature.
- Investigate historical figures who integrated scientific and spiritual perspectives.
- Examine historical agricultural festivals.

Potential Question Prompts

- How did ancient civilizations view and interact with the natural world through a spiritual lens?
- What spiritual lessons can we learn from historical approaches to nature and the environment?
- How have historical events influenced our spiritual relationship with the environment?
- How have spiritual beliefs inspired environmental conservation efforts throughout history?