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History Learning Journey



Intent, Implementation and Impact

**Inspired by our Christian faith, we guide children on a personalised journey towards achievement. As a learning community, we are committed to ensuring that children are equipped with, skills and aspirations to reach their full potential in mind, body, heart and spirit.**

**Intent**

All areas of our curriculum are underpinned by our Gospel values and we ensure that our curriculum makes links to these values. At the heart of each subject is a set of core skills which form a subject learning journey, this journey is built from EYFS through to year 6 and the skills progressive as you move through the school. Knowledge is communicated to ensure coverage of National curriculum and it is through this knowledge that children apply their skills.   Children at St Giles’ and St George’s leave with a secure knowledge of both the academic knowledge and skills needed for the next stage of their education. They will have developed a clear set Christian and moral values which they can apply in all areas of their lives and will have taken part in real-life experiences which will have raised their aspirations and given them a thirst for wisdom and knowledge.

Diagram

Description automatically generatedThe intention of the St Giles’ and St George’s History learning journey is to inspire all pupils develop their knowledge of the world, an understanding of historical events and their impact on our lives today and as a result understand how they can make a positive impact on the world and learn from the past. We focus on developing the skills, knowledge and understanding that children need in order find out about the world and the past so they have the skills to continually develop their skills and knowledge throughout their lives.

**Implementation**

St Giles’ and St George’s History Learning Journey focuses on a spiral curriculum model where previous skills and knowledge are revisited and built upon.  Over the course of the journey children will focus on both declarative and procedural knowledge. Declarative knowledge in History is the factual knowledge surrounding the world we live in and historical events. This knowledge is not a list of disconnected facts; it is explicitly linked to the content being taught. Procedural knowledge can be viewed as the know-how to apply declarative facts. This might include applying their historical research skills in another context.

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Description automatically generated**History Lesson and learning journey.**

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In History, work is recorded in an exercise book and marked in line with the marking policy.

**EYFS**

As part of Development Matters (2021), History is taught in relation to the strand ‘Understanding the world’. Children have a key question which is planned for each half term. Lessons take the form of adult-led inputs. The amount varies dependent on the theme. There will then be an independent activity relating to the input.

All classrooms have an investigation station. As part of this, Humanities based enhanced provision will be planned for each half term. Humanities based enhanced and child-initiated provision may also be found in the construction area, for instance building a farm or a city. Humanities may also be found in the outside provision, either enhanced or child-initiated, such as treasure hunts, map drawing.

Snack and social time is another weekly time where the children explore historical vocabulary and experiences, themed weeks are planned throughout the year and links are made with history that is been made within the children’s lives. The children regularly explore books to compare character’s and use historical vocabulary.

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**Impact**

In addition to the outcomes shown on our curriculum tree the specific impact of the St Giles’ and St George’s History Learning Journey is that children will (as stated in the national curriculum):

* 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.
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  Description automatically generatedgain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Formative assessment takes part in each lesson and misconception and next steps of the focus for feedback. Summative assessment is completed for each child at the end of each unit of teaching using the assessment framework at the end of this document. A best fit approach to statements achieved results in an end of year summative grade.



SEN Adjustments

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|  |  |
| --- | --- |
| **EYFS**  **Loving and Compassionate**  How can we show kindness towards our pets?  We are all part of God’s family, how do we show our family that we love them?  **Grateful and Generous**  Why do we get gifts for our birthday?  **Curious and Active**  Who is kind to us?  **Faith- filled and Hopeful**  Can having faith help us to grow? | **KS1**  **Loving and Compassionate**  Who do we have to thank for the toys we love?  **Curious and Active**  What toys did my parents play with and how are they different to mine?  **Intentional and Prophetic**  What can we learn from Felicity Aston’s determination?  **Learned and Wise**  What can we learn from the events during the Great Fire of London?  **Faith- filled and Hopeful**  What job would I most like to do when I am older?  What hopes did the Explorers have? |
| **LKS2**  **Loving and Compassionate**  How did the Ancient Egyptians show compassion?  **Grateful and Generous**  What can we thank the Mayans for?  **Curious and Active**  What can we learn about other religions from the Ancient Egyptians?  **Faith- filled and Hopeful**  What does the past teach us about the future?  **Attentive and Discerning:**  Why were some food choices of the Maya so significant? | **UKS2**  **Grateful and Generous**  What can we thank the Romans for?  **Curious and Active**  How did WW2 shape the Britain we know today?  **Intentional and Prophetic**  How did Reginald Mitchell, a man with so little training, fulfil his hopes of designing an aircraft that would play a vital role in the Battle of Britain?  **Learned and Wise**  What is so special about my local area?  **Attentive and Discerning**  How did the impact of mining change our local area? |



Our Gospel Values



History Overview

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring | Summer 1 | Summer 2 |
| EYFS | **Marvellous Me**  How have I changed over time? | |  | **A pirate’s life for me**  How do pirates find their treasure? | |
| KS1 Year A | **School/Toys**  How was life like in the past?  Who am I?  What makes me me? | |  |  | |
| KS1 Year B |  | | **Explorers**  How have explorers changed the world?  Is it okay to try and give up? | **Great Fire of London**  Who was to blame for the Great Fire of London?  How can I demonstrate compassion? | |
| LKS2 Year A | **Stone Age**  Would you prefer to live in Stone Age, Bronze Age or Iron Age?  What do I deserve in life? | |  | **Ancient Egypt**  What were the significant achievements of the Ancient Egyptians?  Is it good that we can’t explain everything? | |
| LKS2 Year B | **Mayans**  Who were the Mayans and what can we learn from them?  Is having belief in something important? | |  |  | |
| UKS2 Year A | **Romans**  Why were the Romans so powerful?  How do we know what we don’t know?  What is unknowable? | |  |  | |
| UKS2  Year B | **World War II and the Battle of Britain**  Why was the Battle of Britain significant in WWII?  Why do people have to suffer? What is pain? | |  | **Local History**  How did mining impact the local area of Apedale?  What is worth striving for?  Is being fair the right thing to do? | |



National Curriculum Links

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| EYFS | | KS1 | | | LKS2 | | | UKS2 | | |
| Marvellous Me | A pirate’s life for me | School/Toys | Explorers | Great Fire of London | Stone Age | Ancient Egypt | Mayans | Romans | WWII | Local History |
| Talk about members of their immediate family and community  .  Name and describe people who are familiar to them.  Comment on images of familiar situations in the past. | Use pictures of the past and present to discuss similarities and differences.  Similarities and differences between themselves and others. | Changes within and beyond living memory    Significant historical places in their locality | The lives of significant individuals.  Changes within living memory  Significant historical people | Lives of significant individuals in the past  Significant historical events  Changes beyond living memory | Changes in Britain from the Stone Age to Iron Age. | The achievements of the earliest civilisations. | A non- European society that provides contrasts with British history | The Roman Empire and its impact on Britain.  Britain’s settlement by Anglo-Saxons and Scots (covered through Roman withdrawal from Britain) | a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 | A local History study |



Historical Enquiry Progression

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | EYFS | KS1 | | LKS2 | | UKS2 | | |
| Free Icon | Laptop with books on screenSources of evidence | To discuss images of the past | To use photos and artefacts to answer questions about the past  To identify and use primary sources | | To explore primary and secondary sources from the same historical period | | To identify bias in a source | | |
| Thinking person - icon by AdiomaHistorical interpretations | Identify similarities and differences between past and present from historical sources (pictures, videos, objects) | To describe historical artefacts and how they help us talk about the past  To explain what they have learnt from artefacts and why | | To compare the effectiveness of different sources | | To evaluate the reliability of different sources (not just the effectiveness) | | |
| Posing historical questions  A question mark in a brown square  Description automatically generated | To ask simple questions about their own past | To ask questions about the past based on photos and artefacts  To understand how to ask historical questions | | To create questions for different types of historical enquiry | | To plan a historical enquiry | | |
| Interpreting findings and evaluating evidence to draw conclusions | To make simple observations about photos and images from the past | To make simple inferences about sources of evidence  To draw simple conclusions using evidence from sources to support | | To understand that there are different ways to interpret sources of evidence  To reach conclusions that are supporting by historical evidence | | To begin to interpret statistical sources  To evaluate and improve conclusions when faced with further evidence | | |
| A black and white logo  Description automatically generatedVocabulary | Today  Yesterday  Now  Then  Before I was born  A long time ago  Old  New  Picture  Story  Object  Time | Last week  When I was younger  Past  Present  After  Before  Event  Photograph  Timeline  Sequence  **(And previous years)** | During  Historical  Modern  Recently  Account  Artefact  Chronological  Evidence  Historian  Source  Museum  Sequence  Similarities  Differences  **(And previous years)** | Ancient  BC/ AD kingdom  Era  Time period  Archaeology  Architecture  Chronology  Discoveries  Eye witness  Reliable  Civilisation  Invade  Settle/ settlement  Impact  Timeline  Source  **(And previous years)** | Primary source  Secondary source  Enquiry  Evaluate  Conclusion  Evidence  Legacy  **(And previous years)** | | Change  Continuity  Citizen  Cultural  Empire  Social  Democracy  Government  Political  Excavate  Interpretation  Reliability  Bias  Conquest  **(And previous years)** | Critically  Empathy  Perspective  Analyse  Hypotheses  **(And previous years)** | |



Historical Knowledge and Skills Progression

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Chronological Awareness** | | | | |
|  | EYFS | KS1 | LKS2 | UKS2 |
| Knowledge | Understand the difference between past and present | Understand the difference between within living memory and beyond living memory  Know that events in history may last different amounts of time | Know that history is divided into periods of History  Understand the terms BC and AD | Understand the term 'century' and how dating by centuries works |
| Skills | To sequence photos | To order events on a timeline | To use dates to work out the duration of historical events or periods | To compare and contrast periods of history on a timeline |

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| **Change and Continuity** | | | | |
|  | EYFS | KS1 | LKS2 | UKS2 |
| Knowledge | To know that people change as they grow older | To know that everyday objects have changed over time.  To know that daily life has changed over time but there are some similarities to today. | To know that change can be brought about by advancements in materials/ trade/ transport and travel. | To know that change can be traced using the census.  To know that change can be brought about by conflict. |
| Skills | Understand the difference between things that happened in the past and present. | Begin to look for similarities and differences over time in their own lives.  Identify simple reasons for changes. | Describe the changes and continuity between different periods of history.  Identify reasons for change and continuity. | Make links between events and changes within and across different time periods and societies.  Analyse and present the reasons for changes and continuity. |

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| **Cause and Consequence** | | | | |
|  | EYFS | KS1 | LKS2 | UKS2 |
| Knowledge |  | To know that everyday objects have changed as new materials have been invented.  To know that changes may come about because of improvements in technology. | To know that advancements in science and technology or the action of people can be the cause of change. | To know that members of society standing up for their rights can be the cause for change. |
| Skills |  | Begin to explain why things change with support.  Recognise why people did things, why events happened | Identify the reasons for historical events, situations, and changes.  Begin to identify the consequences of historical events | Analyse and explain the reasons for, and results of historical events, situations, and change. |

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| --- | --- | --- | --- | --- | --- |
| **Similarities and Differences** | | | | | |
|  | EYFS | Year 1 | Year 2 | LKS2 | UKS2 |
| Knowledge | Know about similarities and differences between themselves and others. | To know there are similarities and differences between their lives today and children’s lives in the past. | | To know that periods in history have similarities and differences | To know why different periods in history may have similarities and differences |
| Skills | Look closely at similarities, differences | Find out about people, events, and beliefs in society. | | To identify similarities and differences between periods of History. | Make links with different time periods studied.  Describe change throughout time. |

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| **Historical Significance** | | | | | |
|  | EYFS | Year 1 | Year 2 | LKS2 | UKS2 |
| Knowledge | To know that people have different beliefs and celebrate special times in different ways. | To know that some people and events are considered more ‘special’ or significant than others.  To know that ‘historically significant’ people are those who changed many people’s lives. | | To know that ‘historically significant’ events are those which changed many people’s lives and had an impact for many years to come.  To know that significant archaeological findings are those which change how we see the past. | To know how historians decide what counts as significant and that this changes. |
| Skills | Recount episodes from their own past | Recall special events in their own lives.  Identify and discuss who was important in a historical event. | | To recall some important people and events in history.  To identify and describe ‘historically significant’ events and findings | To compare significant people and events across different time periods. |

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| --- | --- | --- | --- | --- |
| **Knowledge Progression (presented under themes)** | | | | |
|  | EYFS | KS1 | LKS2 | UKS2 |
| Power | To know that in fairytales kings/queens are usually important, powerful people who rule over others. | To know that a monarch in the UK is a king or queen. | To understand the expansion of empires and how they were controlled across a large empire. | To know that there are different reasons for the decline of different empires. |
| Achievements and follies of mankind | To recognise some achievements from their own lives and the lives of their families and friends. | To know some achievements and discoveries of significant individuals (e.g. explorers).  To begin to identify achievements and inventions that still influence their own lives today (e.g. schools, travel) | To be aware that the achievements of ancient civilisations contributed to the development of technology, culture and science. | To understand the impact of war on local communities.  To know some of the impacts of war on daily lives. |
| Invasion, settlement and migration |  | | To understand the impact of settlers on the existing population.  To know that settlements changed over time. | To know about the diverse experiences of the different groups coming to Britain over time.  To know that there were different reasons for invading Britain. |
| Civilisation |  | | To know that education existed in some cultures, times and groups. | To understand how invaders and settlers influence the culture of the existing population.  To understand that there are differences between early and later civilisations. |
| Trade |  | | To understand that trade began as the exchange of goods.  To understand that trade develops in different times and ways in different civilisations.  To understand that the traders were the rich members of society. | To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals.  To understand that the methods of trading developed from in person to boats, trains and planes. |
| Beliefs |  | | To understand that there are different beliefs in different cultures, times and groups.  To compare the beliefs in different cultures, times and groups. | To be able to identify the impact of beliefs on society. |



**Knowledge Organisers**

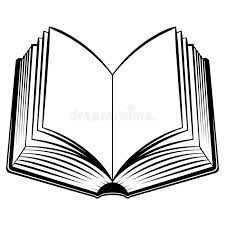
**Assessment in History**

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At the end of each History unit, we use a different method of assessment to assess the children’s knowledge and skills from that unit of work.

A small assessment sheet is also completed by the teacher to show whether the child was working below, at expected or working above for that unit of History work.



Important

After that…

**What does it tell us?**

**What does it make us wonder?**

**Is it reliable?**

Finally….

**Who was it made for?**

**What was it made for?**

**Why was it created?**

**When was it created?**

**Where was it created?**

**Who created it?**

**How was it made?**

This meant that…

Consequently

…led to….

Therefore

As a result of…

….as a result…

Cause and effect

**Minor Trivial**

**Irrelevant meaningless**

Unimportant

**Significant Vital**

**Essential Key**

Furthermore…

Also….

In addition…

Add it on

Looking at sources

Not long after…

At the same time…

Next…

Then…

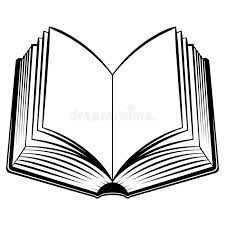
In….

First of all…

Sequence it

Historian (1)

Talk like a …….



Sum it up

After that…

Finally….

**What does it tell us about that period?**

**What does it make us wonder?**

**Is it reliable?**

**When was it created?**

**Where was it created?**

**Who created it?**

**How was it made?**

**What was its purpose?**

This meant that…

Consequently

…led to….

Therefore

As a result of…

….as a result…

Cause and effect

Furthermore…

Also….

In addition…

Add it on

Looking at sources

Not long after…

At the same time…

Next…

Then…

In….

First of all…

Sequence it

Historian (2)

Talk like a …….

Meanwhile..

Moreover…

Illustrated by…

Demonstrated by ….

Use evidence

To some extent…

Ultimately ….