



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.

The 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. In history, the following journey is used for lessons: Explore – Teach – Practise and questioning – Apply – Review and active learning opportunities are planned in as much as possible.



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

EYFS



Reception Theme Subject Journey



Explore

Children have the opportunity to explore the topic and subject area through tuff trays and child led learning. KWL grids and mind maps used to identify prior learning.

Teach

Input and carpet sessions, in the moment teaching opportunities, concrete materials, teaching of new topic specific vocabulary.

Practise

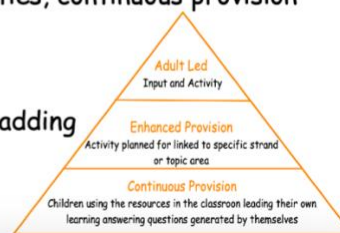
Group work, teacher guided sessions, tuff tray activities after input, key questions for children to explore and investigate on their own after being taught skills.

Apply

Independent tasks, some enhanced provision opportunities, continuous provision opportunities, child-led learning

Review

Mini input on previous learning, KWL revisit, mind map adding repeating 'explore' activities.



History is taught as part of the Understanding of the World area of the EYFS learning and development. Children in EYFS will explore a range of historical skills and questions through their theme for the half term. Where appropriate, lessons will take the same form as the rest of the school: explore, teach, practise, apply and review. There will then be an independent activity relating to the input. All classrooms have an investigation station. As part of this, history based enhanced provision will be planned for. Children also have access to history based resources which they are free to use as part of the child-initiated provision. Evidence of these lessons and other learning around history can be found on Evidence Me linked to the appropriate statements and ELG.

ELG	Understanding the World	Past and Present	• 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.
-----	-------------------------	------------------	--

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.

- gain 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.

Adaptive Teaching Strategies

Cognition and Learning	Communication and Interaction	SEMH	Physical and Sensory
• Alternative methods of recording (talking tins, laptops, creative tasks) • Differentiated tasks • Visual supports • Word banks/phonic maps • Pre-teaching of vocabulary • Teaching of key skills • Coloured overlays • Timers and chunked activities • Use of practical apparatus • Sit close to the board • Allow extra time	• Talking tins • Pre-teaching language • Visuals to support • Social stories • Now/Next • Increased focus on Oracy and developing talk opportunities • Thinking time • Explicit instructions • Makaton signs • Steps to success (one task at a time)	• Brain and movement breaks • Calmbrain • Reward time • Reflection areas (weighted blankets) • Sensory/fidget toys • Sit near to the teacher • Steps to success (one task at a time) • Peer buddies	• Own learning space (workstation) • Brain breaks • Appropriate seating • Fidget toys • Adapted resources (scissors, rulers etc) • Sloping board • Alternative methods of recording • Wobble cushions • Use of a sensory areas (tent) • Chew buddies • Pencil grips/sloping boards

Our Gospel Values

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?

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?	National Curriculum Links			
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?	

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 and Chronological Awareness Progression (taught in all topics)

	KS1	LKS2	UKS2
Sources of evidence 	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

Historical interpretations 	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 	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 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	
Vocabulary 	Last week When I was younger Past Present After Before Event Photograph Timeline Sequence (And previous years)	During Historical Modern Account Artefact Chronological Evidence Historian Museum Sequence Similarities Differences (And previous years)	Ancient BC/ AD kingdom Era Time period Archaeology Architecture Chronology Discoveries Trade 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 (Taught in all topics)		
	KS1	LKS2	UKS2
Knowledge	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 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

	Cause and Consequence		
	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.

Change and Continuity			
	KS1	LKS2	UKS2
Knowledge	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	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.

Similarities and Differences			
	KS1	LKS2	UKS2
Knowledge	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	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.

Historical Significance			
	KS1	LKS2	UKS2
Knowledge	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	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.

Knowledge Progression (presented under themes)			
	KS1	LKS2	UKS2
Power	To know that a monarch in the UK is a king or queen. (Discussion as part of a history lesson)	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 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.

Topic Overviews (for planning and assessment)

NB: Historical Enquiry Skills and chronological awareness should be taught in every topic		
Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills (taken from historical enquiry skills)
KS1 School/Toys How was life like in the past?		

To know similarities and differences between things in the past and now	- To know that everyday objects have changed over time. - Begin to look for similarities and differences over time in their own lives. - To know that everyday objects have changed as new materials have been invented. - Begin to explain why things change with support - To know there are similarities and differences between their lives today and children's lives in the past. - Recall special events in their own lives.	- To explore primary and secondary sources from the same historical period - To create questions for different types of historical enquiry
---	--	---

Key Vocabulary:

Now Then Before I was born A long time ago	Present When I was younger Past Timeline Historical memory	Sequence Similarities Differences Photograph Modern Artefact Change	Source Time period Chronology
---	---	---	-------------------------------------

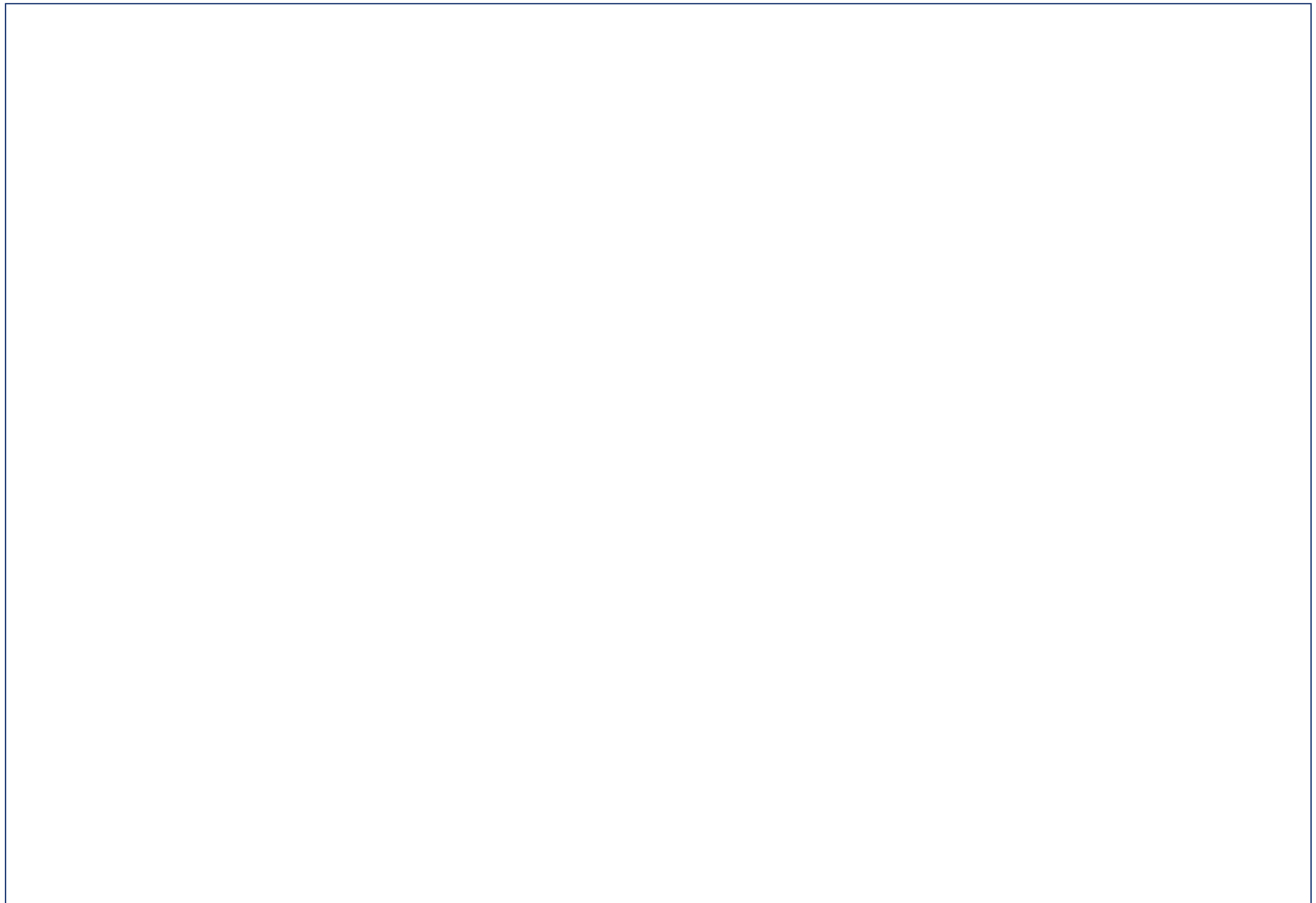
NB: Historical Enquiry Skills and chronological awareness should be taught in every topic

Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills (taken from historical enquiry skills)
KS1 Explorers How have explorers changed the world?		
Talk about the lives of people around them and their roles in society	• Identify simple reasons for changes. • To know that changes may come about because of improvements in technology • Recognise why people did things, why events happened • To know that some people are considered more ‘special’ or significant than others. • To know that ‘historically significant’ people are those who changed many people’s lives. • 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 understand that there are different ways to interpret sources of evidence • To reach conclusions that are supporting by historical evidence
Key Vocabulary:		
A long time ago Object Time Old New	Past Present After Before Event	Historical Modern Account Chronological Evidence
		Time period Chronology Discoveries Impact Source

	Timeline Sequence similar	Historian Explorer Different	
--	---------------------------------	------------------------------------	--

NB: Historical Enquiry Skills and chronological awareness should be taught in every topic			
Prior knowledge and skills	Knowledge and Skills to be taught		Next step skills (taken from historical enquiry skills)
KS1 Great Fire of London Who was to blame for the Great Fire of London?			
Understand the past through settings, characters and events encountered in books	- To know that daily life has changed over time but there are some similarities to today. - Identify simple reasons for changes. - Begin to explain why things change with support - Recognise why people did things, why events happened - Find out about people, events, and beliefs in society. - To know that some events are considered more ‘special’ or significant than others. - Identify and discuss who was important in a historical event. - To know that a monarch in the UK is a king or queen.		- To compare the effectiveness of different sources - To reach conclusions that are supporting by historical evidence
Key Vocabulary:			
Now Then Before I was born A long time ago Old New	Past Present After Before Event Photograph Timeline Sequence During	Historical Modern Account Evidence Historian Sequence Similarities Differences	Era Time period Architecture Eye witness Reliable Impact Timeline Source

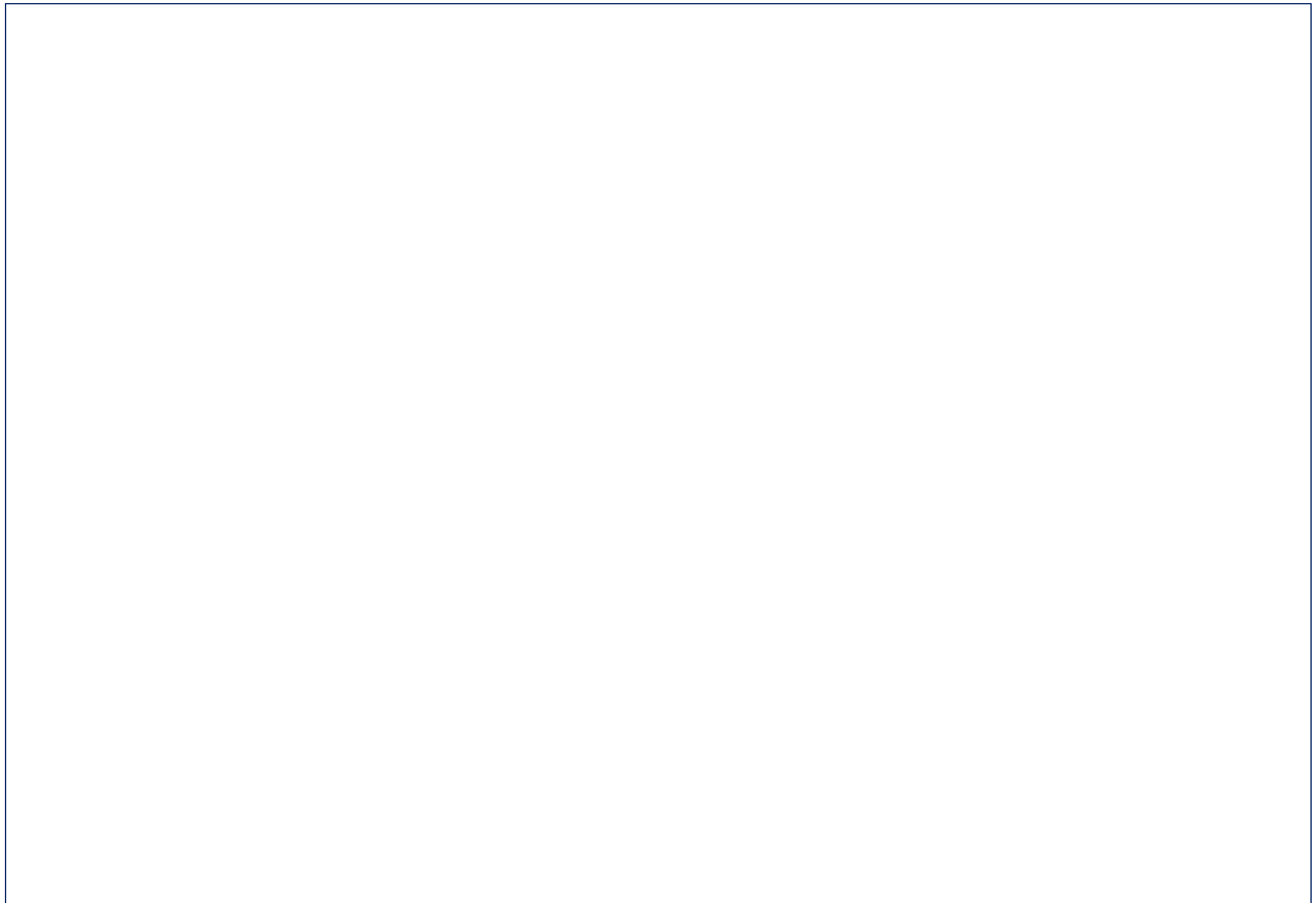
NB: Historical Enquiry Skills and chronological awareness should be taught in every topic		
Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills (taken from historical enquiry skills)
LKS2 Stone Age Would you prefer to live in Stone Age, Bronze Age or Iron Age?		



NB: Historical Enquiry Skills and chronological awareness should be taught in every topic		
Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
UKS2 Romans: Why were the Romans so powerful?		
- To know that change can be brought about by advancements in materials/ trade/ transport and travel. - Describe the changes and continuity between different periods of history. - Identify reasons for change and continuity. - To know that advancements in science and technology or the action of people can be the cause of change. - To know that periods in history have similarities and differences - To identify similarities and differences between periods of History. - To identify and describe 'historically significant' events and finding - To understand the impact of settlers on the existing population. - To know that settlements changed over time - To understand that trade began as the exchange of goods. - To know that significant archaeological findings are those which change how we see the past. - To understand the expansion of empires and how they were controlled across a large empire. - To know that education existed in some cultures, times and groups - To understand that trade develops in different times and ways in different civilisations. - To understand that the traders were the rich members of society.	- Make links between events and changes within and across different time periods and societies. - Analyse and explain the reasons for, and results of historical events, situations, and change - To know why different periods in history may have similarities and differences - Make links with different time periods studied. - Describe change throughout time. - To know how historians decide what counts as significant. - To compare significant people and events across different time periods. - To know that there are different reasons for the decline of different empires - 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. - To understand how invaders and settlers influence the culture of the existing population. - To understand that there are differences between early and later civilisations. - 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 construct and annotate timelines that span multiple periods, identifying patterns of change and continuity across centuries. - Develop written arguments explaining why events happened and what resulted from them. - Recognise recurring themes across periods studied and explain why they keep appearing. - Recognise that historians can interpret the same evidence differently and begin to form their own reasoned judgements.
Key Vocabulary:		
Time period Archaeology Architecture Chronology Civilisation Primary source Secondary source Conclusion Timeline Evidence Legacy Invade	Change Continuity Citizen Cultural Empire Social Critically Empathy Perspective Excavate Interpretation Analyse	Era Decade Century Transition Decline Corroborate Inference Credibility Motive Turning point Reign

Settle/ settlement Impact	Hypotheses Reliability Bias conquest	
------------------------------	--	--

NB: Historical Enquiry Skills and chronological awareness should be taught in every topic		
Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
UKS2 World War II and the Battle of Britain: Why was the Battle of Britain significant in WWII?		
- Describe the changes and continuity between different periods of history. - Identify reasons for change and continuity. - Identify the reasons for historical events, situations, and changes. - To know that periods in history have similarities and differences - To identify similarities and differences between periods of History. - To recall some important people in history. - To identify and describe 'historically significant' events and findings - To understand that there are different beliefs in different cultures, times and groups. - To compare the beliefs in different cultures, times and groups.	- To know that change can be traced using the census. - To know that change can be brought about by conflict. - To know that members of society standing up for their rights can be the cause for change. - Analyse and explain the reasons for, and results of historical events and change - To know why different periods in history may have similarities and differences - Make links with different time periods studied. - To know how historians decide what counts as significant and that this changes. - To compare significant people and events across different time periods. - To understand the impact of war on local communities. - To know some of the impacts of war on daily lives. - To understand that the methods of trading developed from in person to boats, trains and planes. - To be able to identify the impact of beliefs on society.	- To identify multiple causes of historical events and begin to categorise them. - Recognise recurring themes across different time periods. - Identify what significant people have in common and what makes them different across eras. - Begin to form and justify their own judgements about historical figures and events.
Key Vocabulary:		
Chronology Eye witness Reliable Evidence Legacy Primary source Secondary source Enquiry Evaluate Conclusion	Citizen Cultural Social Democracy Government Political Interpretation Critically Empathy Perspective Analyse Hypotheses Reliability Bias	Rights Legislation Representation Constitution Synthesise Empathy Assumption Propaganda



NB: Historical Enquiry Skills and chronological awareness should be taught in every topic		
Prior knowledge and skills	Knowledge and Skills to be taught	Next step skills
UKS2 Local History: How did mining impact the local area of Apedale?		
- Describe the changes and continuity between different periods of history. - Identify reasons for change and continuity. - Begin to identify the consequences of historical events - To know that periods in history have similarities and differences - To identify similarities and differences between periods of History. - To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. - To recall some important events in history. - To identify and describe 'historically significant' events and findings	- Analyse and present the reasons for changes and continuity - To know that members of society standing up for their rights can be the cause for change. - To know why different periods in history may have similarities and differences - Make links with different time periods studied. - Describe change throughout time. - To know how historians decide what counts as significant and that this changes. - To compare significant people and events across different time periods. - Analyse and present the reasons for changes and continuity	- Explain why some aspects of society changed quickly whilst others remained the same for long periods of time. - Make connections between two or more periods of history studied. - Identify what significant events have in common across different eras and explain why. - Organise relevant evidence to build a structured historical argument.
Key Vocabulary:		
Archaeology Discoveries Eye witness Reliable Impact Timeline Primary source Secondary source Enquiry Evaluate Conclusion Evidence	Citizen Cultural Social Excavate Interpretation Reliability Bias Critically Empathy Perspective Analyse Hypotheses	Preservation Credible Corroborate Valid Justify Conclude Inequality Tradition Integration

Additional resources

Assessment task ideas

End of unit
assessments

Fact file

Question / answer
sessions

Mind maps

Labelled drawing

Caption for photos

Essay

Role play

Matching / sequencing

Timeline

Responding to hot
seating

Quiz: taking part or
devising their own

Poem / song

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.

Talk like a

Historian (1)

Significant

Vital

Essential

Important

Sequence it

Add it on

First of all...

In....



In addition...

Also....

Furthermore...

Minor

Trivial

Irrelevant

Unimportant

Then...

Next...

After that...

At the same time...

Finally....

Not long after...

What does it tell us?
What does it make us wonder?
Is it reliable?



Cause and effect

Looking at sources

As a result of...

....as a result...

When was it created?
Where was it created?
Who created it?
How was it made?

Who was it made for?
What was it made for?
Why was it created?

Therefore

This meant that...

...led to....

Consequently

Talk like a

Historian (2)

Sum it up

Sequence it

First of all...

In....



Then...

Next...

After that...

At the same time...

Finally....

Not long after...

Meanwhile..

Add it on

In addition...

Also....

Furthermore...

Moreover...



Ultimately

To some extent...

Use evidence

Illustrated by...

Demonstrated by

Cause and effect

As a result of...

....as a result...

Therefore

This meant that...

...led to....

Consequently

Looking at sources

When was it created?
Where was it created?
Who created it?
How was it made?
What was its purpose?

What does it tell us about that period?
What does it make us wonder?
Is it reliable?