



St. Thomas'

CofE PRIMARY ACADEMY

Learning for life with Jesus



History Learning Journey

2025/2026

Intent, Implementation and Impact

Learning for life with Jesus

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 Thomas' 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 Thomas' 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.



Our History lead in school is Mrs A Tomkins

Implementation

St Thomas' 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.

History Lesson Journey

Practise and questioning:

Use artefacts, sources and timelines to question.

Apply (active learning)

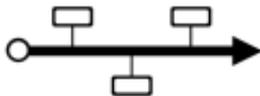
Opportunities to explore new knowledge and skills.



Teach: Teach and model a specific skill or knowledge.



Review: Make links back to the key question. Class discussions about the historical skills they have used.



Explore: Share LI, key vocabulary, access prior learning and explore the key question.



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.



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

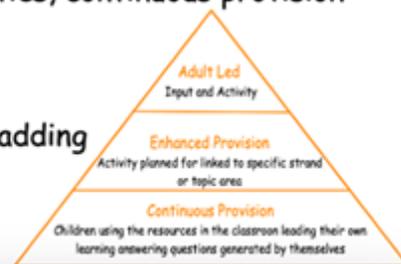
Group work, teacher guided sessions, tuff tray activities after input, key questions for children to explore and investigate on their own after being taught skills.

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.



Impact

The specific impact of the St Thomas' 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 |
|--|---|---|---|
| <ul style="list-style-type: none"> • 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 • <u>Coloured overlays</u> • Timers and chunked activities • Use of practical apparatus • Sit close to the board • Allow extra time | <ul style="list-style-type: none"> • 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) | <ul style="list-style-type: none"> • Brain and movement breaks • <u>Calmbrain</u> • Reward time • Reflection areas (weighted blankets) • Sensory/fidget toys • Sit near to the teacher • Steps to success (one task at a time) • Peer buddies | <ul style="list-style-type: none"> • Own learning space (workstation) • Brain breaks • Appropriate seating • Fidget toys • Adapted resources (scissors, rulers <u>etc</u>) • Sloping board • Alternative methods of recording • Wobble cushions • Use of a sensory areas (tent) • Chew buddies • Pencil grips/sloping boards |

Lowest 20% offer

| Attendance | Pastoral | Healthy Mind and Body | Academic |
|---|---|---|--|
| <ul style="list-style-type: none"> • Encouraging text messages • Parenting drop-ins • School to collect children • Rewards for parents • Reward charts for children • Relationship building with families • Attendance action plans • Free additional hours in the Nursery • Free access to before and after school club • Meet and Greet at the Hive | <ul style="list-style-type: none"> • Additional transition • Pastoral plans for children • Pastoral coffee and catch-up sessions for parents • ELSA therapy • Providing uniform and school supplies • Funding of trips, clubs and before and after school care • Individual invites for parents to events • Enrichment opportunities • Referrals and signposting to external services • Pastoral support unit access. • Individual whole school roles to boost self esteem • Reduced timetable if needed to support pastoral needs • Sensory circuits and access to the sensory room | <ul style="list-style-type: none"> • School foodbank • Food vouchers • Parent workshops • School nurse referral for healthy living programme • Free school meals • Breakfast provision • After school sports clubs- personal invites • Budgeting support for families • Medical care plans • Invites to sports camps in the school holidays | <ul style="list-style-type: none"> • Before and after school clubs with personal invites • Teacher targeting in every lesson • National Tutoring Programme • In school interventions • Aspirational targets • Parenting workshops • Individual daily reading • Pre and post teaching • Scaffolding for aspiration • Access to technology • Metacognitive learning • Reward time with school dog • Targeted clubs including homework club • Home access to phonics subscription and magazine subscriptions • School funded instrumental lessons • Breakfast and books |

2025/2026 History Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------------|--|--|--|------------------|--|--|
| EYFS | Who am I? Who is in my family? | | | Who is our King? | | What were seaside holidays like in the past? How have I changed? |
| Year 1 | What was it like here? What were toys like in the past? | | What is a monarch? | | Who are they and where did they go? | |
| Year 2 | | What happened in London in September 1666? | How have explorers changed the world? | | Why were the lives of Florence Nightingale and Mary Seacole significant? | |
| Year 3 | Would you prefer to live in the Stone Age, Bronze Age or Iron Age? | | Would you prefer to live in the Stone Age, Bronze Age or Iron Age? | | Why were the Romans so powerful? | |
| Year 4 | What was life like for the Anglo-Saxons? | | How did life change when the Vikings arrived? | | | What were the significant achievements of the Ancient Egyptians? |
| Year 5 | What did the Victorians leave for us? | | How did the Maya Civilisation compare to the Anglo-Saxons? | | What influence did the Ancient Greeks have on the world? | |
| Year 6 | What was the impact of World War 2 on the people of Britain? | | | | What was life like in the Kingdom of Benin? | |

Historical Skills and Enquiry Progression EYFS - Year 6.

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|--|--|---|---|--|
| <p>Sources of evidence</p>  | <p>Discuss photos of their families.</p> <p>Discuss images of familiar situations in the past.</p> | <p>Use artefacts, photos and visits to answer simple questions about the past.</p> <p>Find answers to simple questions using sources.</p> <p>Sorting artefacts from then and now.</p> | <p>Use artefacts, photos and visits to answer and ask simple questions about the past.</p> <p>Make simple observations about a source or artefact.</p> <p>Using sources to show an understanding of historical concepts.</p> <p>Identify a primary source.</p> | <p>Use a range of sources to find out about a period.</p> <p>Use evidence to build up a picture of a past event.</p> | <p>Observe the small details when using artefacts and pictures.</p> <p>Identify sources which are influenced by the personal beliefs of the author.</p> | <p>Recognise primary and secondary sources.</p> <p>Use a range of sources to find out about the past.</p> | <p>Identify bias in a source and identify the value of a source.</p> <p>Describe how secondary sources are influenced by the author.</p> |
| Historical interpr- | Present children with pictures, artefacts and accounts from | Begin to identify different ways | Recognise different ways in which the past is represented. | Explore different representations from the period. | Use text books to gain knowledge. | Compare accounts of events from different sources. | Identify how conclusions have been arrived at |

| | | | | | | | |
|---|---|--|---|---|--|--|---|
| <p>etations</p>  | <p>the past and explore similarities and differences.</p> | <p>to present the past. Develop their own interpretations from historical artefacts.</p> | <p>Compare photos of people or events in the past. Develop their own interpretation from photos and written sources.</p> | <p>Evaluate the usefulness of different sources.</p> | <p>Identify and give reasons for different ways in which the past is represented. Identify the differences between different sources.</p> | <p>Suggest explanations for different versions of events. Evaluate the usefulness of sources. Develop strategies for evaluating the accuracy of sources. Address and devise historically valid questions.</p> | <p>by linking sources. Understand that different evidence creates different conclusions. Evaluate the interpretations made by historians.</p> |
| <p>Vocabulary</p>  | <p>Today Yesterday Now Then Before I was born A long time ago Old New Picture Story Object Time</p> | <p>Last week When I was younger Past Present After Before Event Photograph Timeline Sequence Similar Difference (And previous years)</p> | <p>Century Decade During Historical Modern Recently Account Artefact Chronological Evidence Historian Source Museum Sequence Similarities Differences</p> | <p>Ancient BC/ AD kingdom Date Era Time period Archaeology Architecture Chronology Discoveries Eye witness Reliable Civilisation Invade Settle/ settlement Impact</p> | <p>Primary source Secondary source Enquiry Evaluate Conclusion Evidence Legacy (And previous years)</p> | <p>Change Continuity Citizen Cultural Empire Social Democracy Government Political Excavate Interpretation Reliability Bias Conquest (And previous years)</p> | <p>Critically Empathy Perspective Analyse Hypotheses (And previous years)</p> |

| | | | (And previous years) | Timeline Source (And previous years) | | | |
|--|--------------------------------------|--|---|--|---|---|--|
| Posing historical questions  | Ask simple questions about the past. | Asking how and why questions based on stories, events and people. Asking questions about sources of evidence. | Asking a range of questions about stories, events and people. Understanding the importance of historically- valid questions. | Understand how to structure historical questions and ask their own. Ask questions about the main features of everyday life. | Create questions for different types of historical enquiry. Ask questions about the bias of historical evidence. | Ask complex historical questions. Ask questions about the interpretations, viewpoints and perspectives held by others. | Plan a historical enquiry and suggest the evidence and methods needed. Create a hypothesis to base an enquiry on. |

Historical Knowledge and Key Concept's

EYFS - Y6

Long Term History Plan 2025-2026

| | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 |
|--------|---|--|---|---|--|--|---|---|---|
| Autumn | <p>Begin to make sense of their own life story and family's history</p> <p>Name themselves and their immediate family members; to know that they belong to a family; photos from home; self-portraits and family portrait</p> <p>Significant event/individual</p> | <p>-Compare and contrast characters from stories, including figures from the past.</p> <p>-Comment on images of familiar situations in the past</p> <p>-How I have changed</p> <p>-Remembrance</p> <p>-Memories-parents and grandparents (Granny's Quilt)</p> <p>-School trip-Sudbury</p> <p>Significant event/individual- Tim Peake</p> | <p>Local History & toys- then and now.</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Significant historical events, people and places in their own locality.</p> <p>Interpretation Change and continuity</p> | <p>The Great Fire of London</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>Cause and consequence Significance</p> | <p>Autumn/Spring</p> <p>Stone Age to Iron Age Britain</p> <p>changes in Britain from the Stone Age to the Iron Age</p> <p>Interpretation Continuity and change</p> | <p>Anglo Saxons</p> <p>Britain's settlement by Anglo Saxons and Scots.</p> <p>Cause and consequence</p> <p>Continuity and change</p> | <p>Victorians (local study)</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Continuity and change Similarity and difference</p> | <p>Conflict - WWII</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> | <p>1066 and William the Conqueror or Magna Carta The Black Death The Peasant Revolt Medieval Life</p> |

| | | | | | | | | | |
|--------|---|---|---|--|--|--|--|---|---|
| Spring | <p>Begin to make sense of their own life story and family's history</p> <p>Talking about and describing significant events in their family; Christmas; Birthdays; Baptism; family outings; visit to Santa;</p> <p>Significant event/individual</p> | <p>-Compare and contrast characters from stories, including figures from the past. - Comment on images of familiar situations in the past</p> <p>-Handle and investigate artefacts -create timelines of images</p> <p>Significant event/individual</p> | <p>Monarchs and Rulers -</p> <p>Significant individuals in the past who have contributed to national and international achievements. (some should compare different periods) (Queen Elizabeth I/ Victoria/ Elizabeth II)</p> <p>Significance Continuity and change</p> | <p>Ibn Battuta and Scott of the Antarctic Christopher Columbus and Neil Armstrong</p> <p>The Lives of Significant Individuals - Explorers</p> <p>Significance Change and continuity</p> | | <p>Vikings</p> <p>Viking and Anglo Saxon struggle for the Kingdom of England at the time of Edward the Confessor.</p> <p>Interpretation Similarity and difference</p> | <p>Mayan civilization c. AD 900;</p> <p>A non-European society that provides contrasts with British history -</p> <p>Interpretation Cause and consequence</p> | <p>Significance Cause and consequence Change and continuity- (Roles of women, rebuild, post war rationing)</p> | <p>Tudors English civil war Cromwell</p> |
| Summer | <p>Begin to make sense of their own life story and family's history</p> <p>Retell what their parents have told them about them about their family history; describing families and relationships; baby photos; find out about what they were like as a baby; remember before they had siblings; new babies/cousins</p> <p>Significant event/individual</p> | <p>-Compare and contrast characters from stories, including figures from the past. - Comment on images of familiar situations in the past</p> <p>-seaside holidays in the past -when I was little like you</p> <p>Significant event/individual</p> | <p>Journeys -The Wright Brothers -Amy Johnson -The Titanic</p> <p>International Events beyond living memory that are significant nationally or globally</p> <p>Similarity and difference Cause and consequence</p> | <p>A study of the lives of Florence Nightingale and Mary Seacole</p> <p>The Lives of Significant Individuals Significant historical events, people and places in our local area</p> <p>Interpretation Similarity and difference</p> | <p>Spring/Summer The Romans</p> <p>the Roman Empire and its impact on Britain</p> <p>Significance Cause and Consequence Similarity and difference- (Differences in settlements)</p> | <p>Ancient Egypt The achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study</p> <p>Similarity and difference Significance (Discovery of Tutankhamun)</p> | <p>Ancient Greece</p> <p>a study of Greek life and achievements and their influence on the western world</p> <p>Significance Continuity and change</p> | <p>Spring/Summer Benin</p> <p>Benin (West Africa) c. AD 900-1300</p> <p>Interpretation Significance Similarity and difference- (Oba/Society)</p> | <p>Suffragettes Slavery The Victorian Age Football and the growth of sport and leisure.</p> |

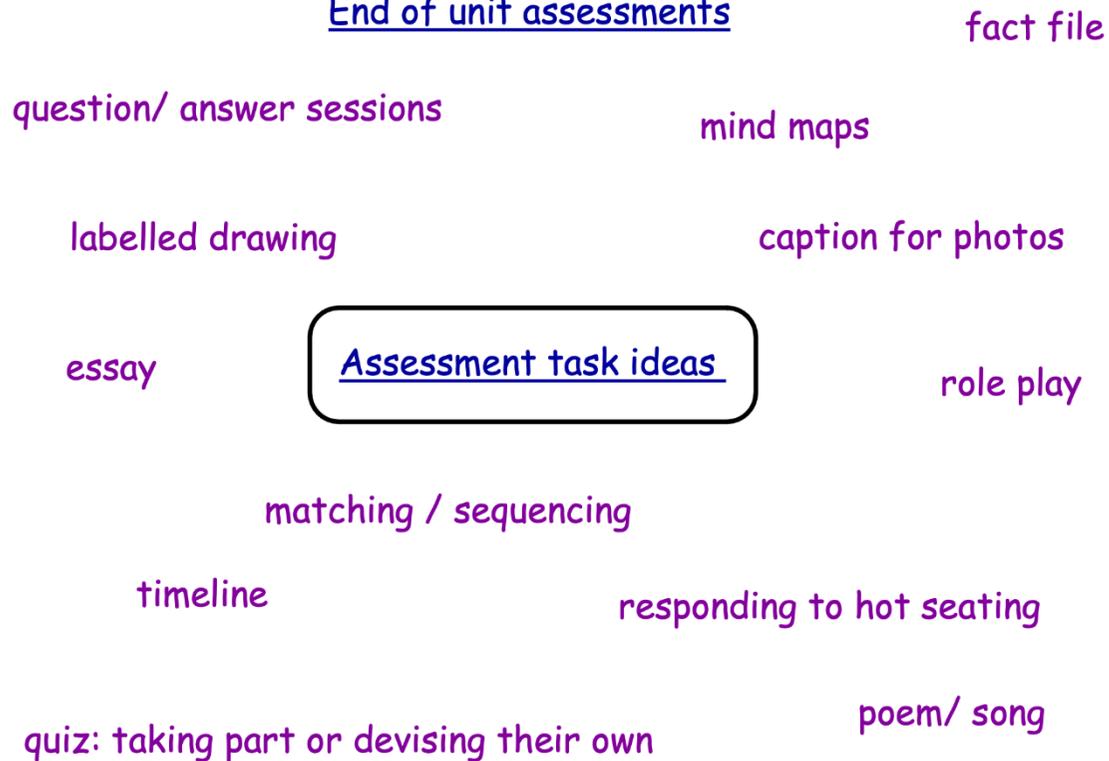
Coverage of key concepts 2025-2026

| Concept | Coverage | |
|---------------------------|---|---|
| Significance | Year 1-Spring Year 2-Autumn Year 2-Spring Year 3-Spring/summer | Year 4-Summer Year 5-Autumn Year 5-Summer Year 6-Autumn/Spring Year 6-Spring/Summer |
| Continuity and change | Year 1-Autumn Year 1-Spring Year 2-Spring Year 3-Autumn/Spring | Year 4-Autumn Year 5-Autumn Year 5-Summer Year 6-Autumn/Spring |
| Similarity and difference | Year 1-Summer Year 2-Summer Year 3-Spring/Summer | Year 4-Spring Year 4 Summer Year 5-Autumn Year 6-Spring/Summer |
| Cause and consequence | Year 1 Summer Year 2-Autumn Year 3-Spring/Summer | Year 4-Autumn Year 5-Spring Year 6-Autumn/Spring |
| Interpretation | Year 1-Autumn Year 2-Summer Year 3-Autumn/Spring | Year 4-Spring Year 5-Spring Year 6-Spring/Summer |

Year 1
Year 2
Year 3
Year 4
 Year 5 Year 6

Assessment in History

End of unit assessments



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.

