

**Vision in the Curriculum - History**

Subject: History Cycle A	Unit	Vision	Spiritual Learners			
			Self-awareness	Others	World & Beauty	Beyond
Year group						
Year 1/ Year 2	The Great Fire of London	<ul style="list-style-type: none"> <li>● Be bigger than your fears</li> <li>● Size of our challenges does not matter</li> <li>● We make use of what we already have</li> </ul>		<p>Growing appreciation that the views and opinions of others should be listened to with respect.</p> <p>How can we show compassion? How do I treat people?</p>	<p>Give verbal response that explains a reaction to something – working together to rebuild.</p> <p>Respond to stimulus and begin to explain in simple terms.</p>	Where is God?
	Samuel Crompton	<ul style="list-style-type: none"> <li>● We make use of what we already have</li> <li>● Believe it's possible</li> </ul>	Who am I?	A growing appreciation that the views and opinions of others		Use imagination to interpret responses to big questions.

				should listened to with respect.		
Year 3/ Year 4	Vikings, Anglo-Saxons & Scots	<ul style="list-style-type: none"> <li>• Make use of what we already have</li> <li>• Believe it's possible</li> </ul>	<p>What should I do about right and wrong?</p> <p>Is belief in something important?</p> <p>Can set goals for my work and behaviour that will help me to progress.</p>	<p>Change – how influence can be both positive and negative.</p> <p>Why should I care for them?</p> <p>Will be ever live in a world without fighting?</p>	<p>Grow confidence to explore concepts orally and explore their reactions to stimuli.</p> <p>Explore diversity within the created world environments.</p>	<p>Why do destructive things have to happen?</p> <p>Why are there religions?</p> <p>What is the purpose of Earth?</p>
	The Ancient Romans	<ul style="list-style-type: none"> <li>• Size of our challenges does not matter</li> <li>• Believe it's possible</li> </ul>	<p>Is belief in something important?</p> <p>What rights do I have?</p> <p>A growing realisation that an emphasis on</p>	<p>Engaging with stories from other cultures and faiths.</p> <p>Changes – how influence can be both positive and negative.</p>	<p>Exploring diversity within the created world environment.</p> <p>Be able to understand and give meaning to</p>	

			self alone is not sufficient as a means of living out the self.	What responsibilities do I have for others?	something wonderful/exciting.	
Year 5 Year 6	Early Islamic Civilisation	<ul style="list-style-type: none"> <li>• Believe it's possible</li> <li>• Be bigger than your fears</li> </ul>	<p>Where does identity come from?</p> <p>Are my beliefs important?</p> <p>An understanding that we express our personal values in the way that we approach our relationship with others and the world.</p> <p>Speak up for self</p>	<p>Changes – learning to accept different opinions and beliefs.</p> <p>Conflict resolution stories and activities.</p> <p>A growing empathy with the values of others.</p>	<p>What is a perfect world?</p> <p>How do we make God's world ugly?</p> <p>A developing appreciation that some things don't have answers.</p>	<p>Generate questions in response to questions of meaning.</p> <p>What is there to discover?</p>

	World War 2	<ul style="list-style-type: none"> <li>• Size of our challenges does not matter</li> <li>• Be bigger than your fears</li> </ul>	<p>Explain our opinions and express our personal values in the way that we approach our relationship with others and the world around us.</p> <p>Speak up for self</p>	<p>Conflict resolution</p> <p>Going for goals – understanding other people’s views, learning to get on with different types of people.</p> <p>What is worth striving for? Is there such thing as a bad person?</p>	<p>How do we make God’s world ugly?</p> <p>Why is there ugliness in the world?</p> <p>Give an emotional response to stimuli - articulate a personal perspective.</p>	<p>Begin to be able to use critical reasoning in responding to a big question.</p> <p>What is worth dying for?</p>
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