



ST AIDAN'S CE PRIMARY SCHOOL, BILLINGE

"Let your light shine" - Matthew 5:16

SPIRITUALITY ACROSS THE HISTORY CURRICULUM

A curriculum map of authentic opportunities from St Aidan's History knowledge organisers



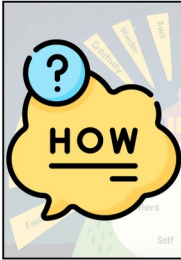
Scope. This document maps the History organisers supplied for Years 1-6. Nineteen files were provided, representing 18 distinct units; the two Year 3 Stone Age/Bronze Age files are duplicate variants of the same unit and have been treated as one curriculum unit. Detailed mapping includes only objectives where a meaningful spiritual opportunity grows naturally from the historical learning.

Hope • Love • Friendship • Forgiveness • Truth • Perseverance

OUR SPIRITUALITY LANGUAGE

Six shared lenses used across the Beacon Curriculum

A common language. The lenses help staff and pupils notice and articulate genuine spiritual opportunities. They are not a checklist and they are not an assessment of a child's spirituality.

 Find hope and wonder in the joys of life. Seek moments to delight in light filled times.	 Appreciate times of stillness and reflection. Be absorbed in the present moment.	 Ponder ultimate questions that help to explore the bright and dark times of life.
 Develop a resilient spirituality when faced with life's OWs. Seek to empathise with those experiencing dark times.	 Be the light for others through powerful actions that make a difference in their lives.	 Commit to being a person that brings light to others.

SPIRITUALITY WITHIN HISTORY

Wonder, memory, big questions, empathy, evidence, values and human agency

Intent. At St Aidan's, spirituality is woven naturally through History. Pupils encounter WOW, OW, HOW, NOW, VOW and POW moments through the knowledge they acquire, the questions they ask, the evidence they investigate and the conclusions they draw.

How spirituality connects to historical learning

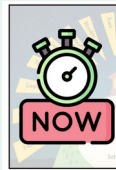
The Beacon History curriculum develops substantive historical knowledge through chronology and concepts including power, invasion, settlement and migration, civilisation, trade, beliefs and human achievement. Alongside this, pupils develop disciplinary understanding through change and continuity, cause and consequence, similarities and differences, historical significance, sources of evidence and historical interpretations. Historical enquiry brings these strands together.



WOW

Wonder: Find hope and wonder in the joys of life. Seek moments to delight in light-filled times.

History connection: Human achievement, invention, discovery, courage, creativity, cultural richness and significant change.



NOW

Reflection: Appreciate times of stillness and reflection. Be absorbed in the present moment.

History connection: Memory, remembrance, artefacts, testimony, local stories, attentive source work and connections between past and present.



HOW

Big questions: Ponder ultimate questions that help us explore the bright and dark times of life.

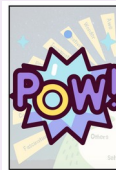
History connection: Power, belief, identity, meaning, causation, interpretation, significance and questions about what it means to be human.



OW

Challenge & empathy: Develop a resilient spirituality when faced with life's OWs. Seek to empathise with those experiencing dark times.

History connection: Conflict, hardship, injustice, inequality, persecution, loss, displacement, vulnerability and consequences.



POW

Making a difference: Be the light for others through powerful actions that make a difference in their lives.

History connection: Historical significance, agency, reform, resilience, collective action and the power of people to shape change.



VOW

Values & commitment: Commit to being a person that brings light to others.

History connection: Justice, fairness, responsibility, leadership, tolerance, truth, belonging and the values behind choices.

HOW THE HISTORY MAP WORKS

Keeping spiritual development authentic and History historically rigorous

Golden rule. The historical learning comes first. A spirituality link is mapped only where the knowledge, source, interpretation or enquiry naturally creates space to wonder, reflect, ask big questions, encounter challenge, consider values or recognise human agency.

Four principles for staff

- History remains evidence-led. Reflection sits alongside chronology, source work, causation, significance and interpretation; it never replaces them.
- Not every objective needs a spirituality label. Unmapped learning is a sign of curriculum integrity, not a gap.
- Empathy is historically disciplined. Pupils may consider how people could have experienced events, but they should not be asked to imagine feelings that evidence cannot support.
- Questions are invitational. Pupils of all faiths and worldviews can wonder, reflect, question, empathise and respond while learning respectfully about beliefs different from their own.

A particularly strong History thread: Truth, evidence and perspective

Truth in historical enquiry. History repeatedly asks pupils to distinguish evidence from assumption, recognise bias, compare accounts and revise interpretations when sources challenge an initial view. That makes History a natural place to live out the school value of Truth - not by pretending the past is simple, but by seeking the fairest account the evidence allows.

CURRICULUM COVERAGE

18 distinct History units across Years 1-6

Coverage note. Every distinct unit supplied is represented below. The detailed mapping that follows is selective at objective level and identifies the strongest authentic opportunities rather than labelling every piece of historical learning.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
How am I making history?	How was school different in the past?	Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	How have children's lives changed?	Were the Vikings raiders, traders or something else?	What does the Census tell us about our local area?
How have toys changed?	How did we learn to fly?	Why did the Romans settle in Britain?	How hard was it to invade and settle in Britain?	What was life like in Tudor England?	What was the impact of World War II on the people of Britain?
How have explorers changed the world?	What is a monarch?	What did the ancient Egyptians believe?	How did the achievements of the Maya civilisation influence their society and beyond?	What did the Greeks ever do for us?	Unheard histories: Who should go on the banknote?

HISTORY SPIRITUALITY MAP - YEAR 1 & YEAR 2

Every History unit shown; lenses identify the strongest authentic opportunities

Year	Unit	Strongest lenses	Why this unit is spiritually rich
Y1	How am I making history?	WOW • NOW • HOW	Personal chronology, memories, celebrations and change over time help pupils notice that their own lives are part of history.
Y1	How have toys changed?	WOW • NOW • HOW	Familiar and treasured objects connect memory with historical comparison and invite curiosity about how everyday life changes.
Y1	How have explorers changed the world?	WOW • HOW • POW	Achievements, photographs and historical significance create opportunities to wonder at human endeavour and consider lasting impact.
Y2	How was school different in the past?	NOW • HOW • VOW	Comparing classrooms and periods of time helps pupils reflect on childhood, change and their own response to the past.
Y2	How did we learn to fly?	WOW • HOW • POW	The first flight and moon landing provide strong moments of wonder, while significance and impact show how human actions can change possibilities.
Y2	What is a monarch?	HOW • OW • VOW	Monarchy, coronation, conquest, castles and defence open questions about power, leadership, conflict and responsibility.

HISTORY SPIRITUALITY MAP - YEAR 3 & YEAR 4

Every History unit shown; lenses identify the strongest authentic opportunities

Year	Unit	Strongest lenses	Why this unit is spiritually rich
Y3	Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	WOW • NOW • HOW	Deep time, archaeology, technological change, trade and settlement encourage wonder and careful inference from evidence.
Y3	Why did the Romans settle in Britain?	WOW • OW • HOW • POW	Invasion, resistance, army life, artefacts and Roman legacy allow pupils to explore power, conflict, different responses and lasting change.
Y3	What did the ancient Egyptians believe?	WOW • NOW • HOW	The Nile, hieroglyphics, gods, goddesses and beliefs about the afterlife create rich opportunities for wonder, meaning and respectful reflection.
Y4	How have children's lives changed?	OW • NOW • HOW • POW • VOW	Child labour, working conditions, disease, reform and leisure bring historical change into direct relationship with empathy, justice and human flourishing.
Y4	How hard was it to invade and settle in Britain?	OW • NOW • HOW • VOW	Invasion, settlement, belief, the spread of Christianity, source bias and changing rule develop empathy, perspective and truth-seeking.
Y4	How did the achievements of the Maya civilisation influence their society and beyond?	WOW • NOW • HOW • POW	Settlement, belief, inventions, archaeology and contrasting historian viewpoints reveal human ingenuity and different ways of understanding the past.

HISTORY SPIRITUALITY MAP - YEAR 5 & YEAR 6

Every History unit shown; lenses identify the strongest authentic opportunities

Year	Unit	Strongest lenses	Why this unit is spiritually rich
Y5	Were the Vikings raiders, traders or something else?	WOW • OW • NOW • HOW • VOW	Stereotypes, sagas, trade, invasion and achievement require pupils to hold multiple perspectives and judge evidence carefully.
Y5	What was life like in Tudor England?	OW • NOW • HOW • VOW	Portraits, propaganda, power, punishment and inventories raise questions about truth, representation and the human consequences of power.
Y5	What did the Greeks ever do for us?	WOW • HOW • POW • VOW	Greek gods, democracy, philosophy and achievements invite big questions about society, ideas, influence and the responsibilities of citizenship.
Y6	What does the Census tell us about our local area?	NOW • HOW • OW • VOW	Census evidence uncovers ordinary local lives, work, gender and change, supporting belonging, perspective and responsible use of evidence.
Y6	What was the impact of World War II on the people of Britain?	OW • WOW • NOW • HOW • POW • VOW	Conflict, the Blitz, evacuation, women and migrants bring loss, courage, testimony, moral complexity and human agency into sharp focus.

Y6	Unheard histories: Who should go on the banknote?	WOW • OW • HOW • POW • VOW	Historical significance and representation invite pupils to consider whose stories are remembered, how significance is judged and how individuals make a difference.
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DETAILED HISTORY MAPPING - YEAR 1

Only objectives with a genuine spiritual opportunity are included

Using this page. A curriculum focus may carry more than one lens where the connection is natural. Teacher prompts are optional invitations to reflection and should be used briefly so historical knowledge and enquiry remain central.

Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
How am I making history?	Develop an understanding of personal chronology	NOW • HOW	Placing personal experiences in order helps pupils attend to their own story and begin to understand time and change.	Which moments help tell the story of your life so far?	Timeline / pupil voice
How am I making history?	Learn more about my history	NOW	Personal history creates a natural opportunity for reflection on memory, identity and belonging.	What can we learn about ourselves by looking back?	Personal reflection
How am I making history?	Explore how we celebrate events	WOW • NOW	Celebrations invite pupils to notice joy, meaning and the memories communities choose to mark.	Why do some moments feel important enough to remember and celebrate?	Discussion
How am I making history?	Find out what childhood was like for parents and grandparents	NOW • HOW	Listening to earlier generations develops curiosity and attentive interest in lives beyond pupils' own experience.	What is similar and different about their childhood and yours?	Family-history response

How am I making history?	Compare childhood now with the past	HOW	Comparison prompts questions about why lives change and what remains important across generations.	What has changed, and what seems to matter in every childhood?	Comparison work
How have toys changed?	Discuss a favourite toy	WOW • NOW	A familiar object can carry joy, memory and personal meaning, making the past-present connection accessible.	Why can an ordinary object become special to someone?	Pupil voice
How have toys changed?	Find out what toys parents and grandparents played with	NOW • HOW	Intergenerational memories show that everyday experiences are historical evidence too.	What can toys tell us about someone's childhood?	Interview / talk
How have toys changed?	Investigate toys from up to 100 years ago	WOW • HOW	Unfamiliar materials and designs invite fascination and questions about past lives and technology.	What surprises you about what children played with in the past?	Wonder response
How have toys changed?	Compare toys from the past with modern toys	HOW	Similarity and difference encourage pupils to think about change, continuity and causes.	Why do you think some toys changed while others stayed similar?	Comparison
How have explorers changed the world?	Know the achievements of different explorers	WOW • POW	Achievement can inspire wonder while also focusing on the lasting effects of human action.	What makes an achievement significant beyond one person?	Pupil response

How have explorers changed the world?	Use photographs to find out about the past	NOW • HOW	Careful looking slows pupils down and helps them distinguish observation from inference.	What can you see, and what are you inferring from it?	Source annotation
How have explorers changed the world?	Recognise changes and similarities over time	HOW	Continuity and change create questions about how exploration and travel have developed.	What changed, and what stayed recognisable?	Comparison
How have explorers changed the world?	Understand the significance of some people and events	HOW • POW	Historical significance asks pupils to consider whose actions mattered and why their impact lasted.	How do we decide that someone changed the world?	Significance response

DETAILED HISTORY MAPPING - YEAR 2

Only objectives with a genuine spiritual opportunity are included

Using this page. A curriculum focus may carry more than one lens where the connection is natural. Teacher prompts are optional invitations to reflection and should be used briefly so historical knowledge and enquiry remain central.

Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
How was school different in the past?	Find out how schools have changed over time	HOW • NOW	Changes to school life encourage pupils to compare their own experience with that of children in the past.	What does school today help you notice about school in the past?	Comparison / discussion
How was school different in the past?	Investigate what school was like in the past	NOW	Attending to evidence about ordinary childhood helps pupils imagine lives different from their own without losing historical accuracy.	What small detail helps you picture a child's school day?	Source response
How was school different in the past?	Compare a modern classroom with a classroom 100 years ago	NOW • HOW	Close comparison highlights both continuity and change in children's experiences.	Which difference would change your school day the most?	Pupil voice
How was school different in the past?	Compare three periods of time	HOW	Looking across more than two moments helps pupils see that change is gradual and uneven.	Does everything change at the same speed?	Historical reasoning

How was school different in the past?	Express a personal response towards history	NOW • VOW	The objective explicitly creates space for pupils to reflect on what the past means to them and articulate a thoughtful response.	What has this history made you appreciate, question or value?	Reflection
How did we learn to fly?	Find out about the Wright Brothers	WOW • POW	The first sustained powered flight offers a clear example of ingenuity, perseverance and expanding human possibility.	What makes an idea powerful enough to change what people think is possible?	Wonder / discussion
How did we learn to fly?	Develop an understanding of historical significance	HOW	Judging significance asks pupils to move beyond “famous” and think carefully about impact and remembrance.	Why are some events remembered more than others?	Significance explanation
How did we learn to fly?	Investigate the impact of the first flight	POW • HOW	Impact shows how one development can affect later lives, travel and human connection.	How can one breakthrough create changes far beyond its own time?	Cause/consequence response
How did we learn to fly?	Develop an understanding of primary sources	NOW • VOW	Primary evidence encourages careful attention and a commitment to truthful claims about what the source can and cannot show.	What can this source tell us - and what can it not tell us?	Source evaluation

How did we learn to fly?	Investigate why we remember the moon landing	WOW • HOW	The moon landing combines awe with questions about memory, significance and shared human achievement.	Why did this event become something people wanted to remember?	Pupil reflection
What is a monarch?	Explain why coronations take place	WOW • HOW	Ceremony and tradition invite pupils to notice how societies mark authority and belonging.	Why do communities use ceremonies to mark important roles?	Reflection
What is a monarch?	Explain how William the Conqueror became King of England	OW • HOW	Conquest introduces conflict and the human consequences of changes in power.	How can a change of ruler affect ordinary people?	Cause/consequence talk
What is a monarch?	Suggest what a monarch was like in the past	HOW • VOW	Considering past rulers invites pupils to distinguish evidence from assumption and reflect on qualities linked to leadership.	What evidence would you need before deciding what a ruler was like?	Source-based response

DETAILED HISTORY MAPPING - YEAR 3

Only objectives with a genuine spiritual opportunity are included

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Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Stone Age, Iron Age or Bronze Age?	Recognise the chronology and significance of prehistory	WOW • HOW	The scale of prehistory can provoke wonder at deep time and the long human story before written records.	What changes when we realise how much human history happened before writing?	Wonder question
Stone Age, Iron Age or Bronze Age?	Use archaeological evidence to learn about the prehistoric dwellings of Skara Brae	NOW • HOW	Archaeology rewards careful attention to objects and spaces, building meaning from fragmentary evidence.	What can one object or room tell us about a life lived long ago?	Source annotation
Stone Age, Iron Age or Bronze Age?	Use archaeological evidence to investigate the Bronze Age	HOW • VOW	Evidence-based inference encourages humility and truthfulness about what historians know and what remains uncertain.	How certain can we be when evidence is incomplete?	Evidence evaluation
Stone Age, Iron Age or Bronze Age?	Use deductions to explain how bronze transformed prehistoric life	WOW • POW	Technological change shows how human ingenuity can alter work, tools and everyday possibilities.	How can a new material change the way a whole community lives?	Explanation

Stone Age, Iron Age or Bronze Age?	Compare Neolithic and Iron Age settlements through continuity and change	NOW • HOW	Settlement comparison encourages pupils to notice both enduring human needs and changing ways of meeting them.	What do homes tell us about what people need to flourish?	Comparison
Why did the Romans settle in Britain?	Explain why the Romans invaded Britain	OW • HOW	Invasion raises questions about ambition, resources, power and the impact of one group's decisions on another.	Who benefits and who may be harmed when one society invades another?	Discussion
Why did the Romans settle in Britain?	Assess different responses to the Roman invasion	OW • NOW • HOW	Different responses encourage empathy and perspective-taking without pretending everyone experienced invasion in the same way.	Why might people facing the same event respond differently?	Perspective response
Why did the Romans settle in Britain?	Investigate Roman soldiers through artefacts from Vindolanda	NOW • HOW	Everyday artefacts humanise soldiers and invite careful inference from material evidence.	What does this object reveal about the person who used it?	Artefact inference
Why did the Romans settle in Britain?	Explore the impact and legacy of Roman invasion and settlement	HOW • POW	Legacy asks pupils to trace how actions can outlast the people who first made them.	How can the choices of one generation still shape lives much later?	Legacy explanation
What did the ancient Egyptians believe?	Develop questioning skills using sources about ancient civilisations	HOW	Questioning sources places curiosity at the heart of historical enquiry.	What question would help us understand this source more deeply?	Question generation

What did the ancient Egyptians believe?	Explain the significance of the River Nile to ancient Egyptian civilisation	WOW • HOW	The relationship between a civilisation and one river reveals dependence on the natural world.	How can one river shape the life of a whole civilisation?	Cause/consequence response
What did the ancient Egyptians believe?	Explore the importance of gods and goddesses using sources	HOW • NOW	Beliefs offer a natural space to consider meaning while attending respectfully to a worldview different from one's own.	What can beliefs tell us about what mattered to ancient Egyptians?	Source-based reflection
What did the ancient Egyptians believe?	Investigate beliefs about the afterlife	HOW • NOW	Beliefs about death and what comes after are genuine ultimate questions and should be explored respectfully rather than resolved.	Why have people in different times asked what happens after death?	Reflective discussion

DETAILED HISTORY MAPPING - YEAR 4

Only objectives with a genuine spiritual opportunity are included

Using this page. A curriculum focus may carry more than one lens where the connection is natural. Teacher prompts are optional invitations to reflection and should be used briefly so historical knowledge and enquiry remain central.

Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
How have children's lives changed?	Identify continuity and change in children's lives using sources	NOW • HOW	Source comparison centres children's lived experience and helps pupils recognise that childhood itself changes over time.	What has changed for children - and what human needs remain?	Source comparison
How have children's lives changed?	Investigate why Tudor children worked and their working conditions	OW	Child labour and difficult working conditions create a direct opportunity for historically grounded empathy.	What might daily work have meant for a child's choices, safety and future?	Empathy response
How have children's lives changed?	Research Victorian children's working conditions using reports and images	OW • NOW	Reports and images ask pupils to attend carefully to evidence of hardship rather than treating the past abstractly.	Which piece of evidence helps you understand these children's lives most clearly?	Source reflection
How have children's lives changed?	Evaluate Lord Shaftesbury's significance to children's lives	POW • VOW	Historical significance here foregrounds the capacity of action and reform to improve the lives of others.	How can one person help create change for people they may never meet?	Significance response

How have children's lives changed?	Investigate diseases children caught and their treatments	OW • WOW • POW	Illness exposes vulnerability, while changing treatment shows how knowledge can improve human life.	What does this history reveal about both vulnerability and progress?	Reflection
How hard was it to invade and settle in Britain?	Evaluate causes and consequences of Anglo-Saxon and Scot invasions	OW • HOW	Cause and consequence helps pupils connect political change with uncertainty, movement and the experience of communities.	What consequences of invasion might be felt by ordinary families?	Cause/consequence response
How hard was it to invade and settle in Britain?	Explore Anglo-Saxon beliefs through Sutton Hoo inferences	HOW • NOW	Burial evidence allows respectful exploration of beliefs, status and ideas about death through material sources.	What can burial objects suggest about what people believed mattered?	Artefact inference
How hard was it to invade and settle in Britain?	Identify how Christianity spread in Anglo-Saxon Britain	HOW • POW	The spread of Christianity shows how beliefs and people can influence communities and cultural change.	How can an idea or belief spread and reshape a society?	Historical explanation
How hard was it to invade and settle in Britain?	Explore bias by evaluating sources about Alfred the Great	HOW • VOW	Bias makes Truth explicit: pupils must distinguish evidence, perspective and interpretation.	How can two sources lead people to different views of the same person?	Source evaluation

How did Maya achievements influence society?	Evaluate challenges of early Maya settlement in the rainforest	OW • WOW	Settling in a demanding environment highlights both human vulnerability and ingenuity.	What challenges did the environment create, and how did people adapt?	Discussion
How did Maya achievements influence society?	Describe the role of Maya gods and goddesses using images and scenarios	HOW • NOW	Exploring belief systems helps pupils consider how beliefs shape choices, rituals and understandings of the world.	What might these beliefs have meant in everyday Maya life?	Reflective discussion
How did Maya achievements influence society?	Explore Ancient Maya inventions	WOW • POW	Inventions reveal creativity and the human capacity to develop ideas that shape a civilisation.	Which achievement shows the greatest ingenuity, and why?	Wonder / explanation
How did Maya achievements influence society?	Analyse historian viewpoints on the decline of Maya cities	HOW • VOW	Different viewpoints make uncertainty and interpretation visible, reinforcing fair-minded truth-seeking.	How should we respond when historians interpret the same evidence differently?	Interpretation comparison

DETAILED HISTORY MAPPING - YEAR 5

Only objectives with a genuine spiritual opportunity are included

Using this page. A curriculum focus may carry more than one lens where the connection is natural. Teacher prompts are optional invitations to reflection and should be used briefly so historical knowledge and enquiry remain central.

Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
Were the Vikings raiders, traders or something else?	Explain when and why the Vikings came to Britain	HOW • OW	Motives for movement and invasion open questions about need, opportunity, conflict and consequence.	Why might the same group be seen differently by the people they met?	Discussion
Were the Vikings raiders, traders or something else?	Evaluate Viking stereotypes using sources	HOW • VOW	Challenging stereotypes requires pupils to seek a fairer, evidence-based account rather than accept a simple story.	What evidence would make us change an unfair stereotype?	Source evaluation
Were the Vikings raiders, traders or something else?	Compare different versions of Viking sagas	NOW • HOW	Comparing stories develops attentiveness to perspective, oral tradition and the way accounts change.	Why might the same story be told differently by different people?	Comparison
Were the Vikings raiders, traders or something else?	Evaluate the impact of Viking invasions and settlements on local communities	OW • HOW	The focus on local communities keeps human consequences central when evaluating invasion and settlement.	How might settlement bring both change and loss for different people?	Impact response

Were the Vikings raiders, traders or something else?	Evaluate Viking achievements	WOW • POW	Achievement provides space to recognise creativity and lasting influence beyond the familiar “raider” image.	Which achievement most changes your view of the Vikings?	Pupil reflection
What was life like in Tudor England?	Interpret Henry VIII using portraits and written sources	HOW • VOW	Contrasting representations demand careful judgement about image, evidence and truth.	How might a ruler want to be seen, and how can we test that image?	Source evaluation
What was life like in Tudor England?	Explore why Henry VIII had many wives using secondary sources	OW • HOW	Personal lives shaped by dynastic power invite careful consideration of motive, agency and consequences.	Whose choices and whose consequences are visible in this story?	Discussion
What was life like in Tudor England?	Make deductions about power and punishment from sources	OW • HOW	Punishment makes the consequences of power tangible and raises questions about fear, authority and justice.	What does punishment reveal about who held power?	Source inference
What was life like in Tudor England?	Explore the use of propaganda by a Tudor monarch	HOW • VOW	Propaganda directly develops discernment about persuasion, bias and Truth.	How can an image be accurate in some ways but still designed to influence us?	Media/source reflection
What did the Greeks ever do for us?	Understand the importance of Greek gods	HOW • NOW	Greek religion invites exploration of how beliefs helped people explain life and organise communities.	What do the stories of gods suggest people wondered about?	Reflective discussion

What did the Greeks ever do for us?	Understand how Athenian democracy worked	HOW • VOW	Democracy raises questions about voice, participation, inclusion and responsibility in community life.	Who had a voice, who did not, and why does that matter when judging a system?	Discussion
What did the Greeks ever do for us?	Understand the importance of ancient Greek philosophers	HOW • WOW	Philosophical enquiry explicitly values asking fundamental questions about life, knowledge and society.	Why can a good question matter even when there is no simple answer?	Questioning / pupil voice
What did the Greeks ever do for us?	Identify and explain ancient Greek achievements	WOW • POW	Achievements in ideas, art, science and society show how human creativity can influence later generations.	How can an idea outlive the person who first had it?	Legacy response

DETAILED HISTORY MAPPING - YEAR 6

Only objectives with a genuine spiritual opportunity are included

Using this page. A curriculum focus may carry more than one lens where the connection is natural. Teacher prompts are optional invitations to reflection and should be used briefly so historical knowledge and enquiry remain central.

Unit	Lesson / curriculum focus	Lens	Why this creates a spiritual opportunity	Possible prompt	Natural evidence
What does the Census tell us about our local area?	Explore the purpose and creation of a census	HOW • VOW	A census turns individual lives into historical evidence and highlights responsibilities around accurate recording.	Why does it matter that information about people is recorded accurately?	Enquiry reflection
What does the Census tell us about our local area?	Create questions about Victorian children using a range of sources	OW • HOW	Questioning evidence about children encourages curiosity alongside empathy for lives shaped by different conditions.	What question would help us understand these children as people, not just statistics?	Question generation
What does the Census tell us about our local area?	Make inferences about women's lives in the 1900s using the census	OW • HOW	Evidence about women's lives supports perspective-taking and questions about opportunity, work and social expectations.	What can the census reveal about opportunities available to women at this time?	Source analysis
What does the Census tell us about our local area?	Conduct an enquiry about my local area using the census	NOW • HOW • VOW	Local enquiry builds belonging while requiring careful, responsible interpretation of evidence about real people and places.	What story about our community deserves to be remembered?	Local-history enquiry

What was the impact of World War II on the people of Britain?	Explore the causes of World War II using a timeline	OW • HOW	Causation helps pupils see that large conflicts develop through choices, events and tensions rather than appearing suddenly.	How can a chain of decisions lead to consequences far beyond the people who made them?	Cause/consequence response
What was the impact of World War II on the people of Britain?	Make inferences about the Blitz using photographs	OW • NOW	Images of bombing and destruction create a strong but evidence-led opportunity for empathy and reflection on civilian experience.	What human story is visible in this photograph beyond the damage itself?	Photograph annotation
What was the impact of World War II on the people of Britain?	Investigate evacuation experiences using oral and printed records	OW • NOW • HOW	Different records reveal separation, uncertainty and varied experiences, resisting a single simplified story of evacuation.	Why might two evacuees remember the same experience differently?	Perspective comparison
What was the impact of World War II on the people of Britain?	Explore the impact of WWII on women's lives using visual and written sources	OW • POW • HOW	Changing roles show both pressure and agency, illustrating how individuals and groups respond during national crisis.	How did war change what women were expected and able to do?	Source synthesis
What was the impact of World War II on the people of Britain?	Explore the lives of migrants through podcasts, posters and photographs	OW • NOW • POW	Multiple media help centre migrant experiences and contributions, encouraging attentive listening to voices that may be less prominent in traditional accounts.	Whose voice does this source help us hear, and why does that matter?	Pupil reflection

Unheard histories: Who should go on the banknote?	Decide whether a person is historically significant	HOW • VOW	Judging significance requires explicit criteria, fairness and willingness to justify a conclusion from evidence.	What makes a judgement about significance fair rather than just personal preference?	Criteria-based response
Unheard histories: Who should go on the banknote?	Explain the significance of William Tuke	POW • HOW	Studying an individual's significance creates space to consider how actions can influence people and institutions beyond one lifetime.	What makes an individual's contribution last beyond their own life?	Significance explanation
Unheard histories: Who should go on the banknote?	Explain the significance of Mary Seacole	POW • WOW • HOW	A significant life can invite admiration while historical enquiry keeps the focus on evidence, context and lasting contribution.	Which evidence best explains why this person is remembered?	Evidence-based reflection

PROGRESSION IN SPIRITUALITY THROUGH HISTORY

Increasing depth of enquiry, perspective, reflection and responsibility

A key principle. Progression does not mean pupils become "more spiritual" as they get older. It describes increasing depth in how they notice, question, interpret evidence, encounter complexity, recognise perspectives and connect the past with responsibility in the present.

EYFS / KEY STAGE 1

Children notice and wonder, talk about personal experience, recognise that lives were different in the past, ask simple historical questions, respond to stories and evidence, and begin to identify people who made a difference.

Spirituality is rooted especially in WOW, NOW and HOW, with early VOW and POW opportunities.

LOWER KEY STAGE 2

Pupils increasingly examine why events happened, recognise consequences, compare societies, encounter different beliefs and cultures, explore conflict and power, and recognise that evidence can be interpreted differently.

OW and HOW deepen; NOW supports source attention; VOW and POW emerge through truth, justice, belief and human agency.

UPPER KEY STAGE 2

Pupils analyse increasingly complex causes and consequences, compare interpretations, question source reliability and perspective, explore power, conflict, migration and social organisation, and consider whose voices have been represented or overlooked.

Spirituality becomes increasingly reflective, critical and connected to responsibility, remembrance, fairness and agency.

HISTORY, SPIRITUALITY AND OUR CHRISTIAN VISION

Learning from the light and darkness of the past



Through History, pupils encounter humanity at its most inspiring and at its most challenging. They discover creativity, courage, perseverance and achievement, but also conflict, inequality, injustice and loss. They learn that beliefs and values influence choices and that individual and collective actions can have consequences far beyond their own lifetime.

Our spirituality framework enables pupils to move beyond simply knowing what happened. They are encouraged to wonder, empathise, question, reflect, consider values, seek truth through evidence and recognise the capacity of people to make a difference.

Let your light shine. Pupils learn from the light and darkness of the past so that they are increasingly equipped to make thoughtful, compassionate and responsible choices in the present.

Inclusive and historically disciplined

- Pupils can respond from their own faith or worldview while studying historical beliefs respectfully and accurately in their own context.
- Empathy is grounded in evidence: pupils consider perspectives and consequences without claiming to know exactly what people in the past felt or thought when sources do not tell us.
- The strongest spiritual moments arise from the subject itself - wonder at human achievement, reflection on memory and testimony, discomfort at injustice, humility before incomplete evidence, and recognition of human agency.

USING AND MONITORING THE MAP

For teachers, subject leaders, governors and SIAMS evidence

What should be visible in practice?

Curriculum first Staff can identify the historical knowledge, source or enquiry that creates the opportunity before naming a spirituality lens.	Pupil language Pupils increasingly recognise WOW, NOW, HOW, OW, POW and VOW moments and can explain why a historical encounter made them wonder, reflect or reconsider.
No tokenism Some objectives remain unmapped when adding a spiritual prompt would be artificial or distract from the historical learning.	Truth and interpretation Pupils understand that sources have limits, accounts may differ and good historical judgement is evidence-based and open to revision.
Empathy with discipline Pupils encounter hardship and injustice compassionately while distinguishing evidence from imaginative assumption.	Light-touch evidence Pupil voice, source annotations, enquiry conclusions, comparison, significance judgements and brief reflections provide evidence without creating a separate spirituality workbook.

Suggested subject-leader questions

- Can pupils give an example of a History lesson that made them say WOW, ask HOW, encounter an OW or stop and reflect NOW?
- Can pupils explain the difference between what a source shows and what they infer from it?
- Where has History helped pupils consider injustice, belief, remembrance, responsibility or the power of people to create change?
- Do staff feel confident leaving an objective unmapped when the spirituality link would be artificial?
- Can leaders trace mapped opportunities directly back to the taught History organisers and objectives?

Important. This map identifies opportunities for spiritual development; it does not assess or grade pupils' spirituality.



SPIRITUALITY ACROSS THE HISTORY CURRICULUM

Let your light shine - Matthew 5:16