

Progression of Spiritual Development through History

Newland St John's Church of England Academy | EYFS–Year 6

Christian vision: Living together, learning together and shining together in the love of God. | Matthew 5:16: "Let your light shine before others..."

The History units below are drawn from the NSJ curriculum map. The spiritual reflection opportunities are suggested teaching approaches, not confirmed existing provision.

Year / History units	Self	Others	The World and Beauty	Beyond
EYFS Understanding the World – Past and Present	Reflect on personal memories, family experiences and how they have grown and changed.	Explore family members' lives and older generations, developing empathy and appreciation.	Wonder at historical photographs and objects and how everyday life has changed.	Consider the passage of time and ask about people who lived before us.
Year 1 Childhood; School Days; Amy Johnson	Reflect on childhood and compare experiences with children in the 1950s and Victorian times.	Develop empathy for children in past schools; explore Amy Johnson's courage.	Wonder at aviation and the ways ingenuity transformed travel.	Consider what inspires extraordinary ambition and what it means to leave a legacy.
Year 2 Magnificent Monarchs; Beverley Gate; Movers and Shakers	Reflect on courage, fairness and qualities admired in historical figures.	Consider the impact of monarchs' decisions and women who challenged expectations.	Appreciate Beverley Gate and the importance of preserving local heritage.	Ask questions about power, justice and what makes a life significant.
Year 3 Through the Ages; Emperors and Empires; River Hull maritime history	Reflect on resilience, resourcefulness and adaptation to change.	Consider life under Roman rule and maritime industry's impact on Hull communities.	Wonder at prehistoric invention, Roman engineering and Hull's relationship with its river.	Consider what it means to be human across different periods and why societies change.
Year 4 Anglo-Saxons; Vikings in Yorkshire; The Tudors	Reflect on identity, belonging and the influence of culture and belief.	Explore consequences of invasion and settlement for communities.	Appreciate the cultural and historical legacy of settlement in Yorkshire.	Explore how the spread of Christianity influenced Anglo-Saxon beliefs about purpose.
Year 5 Britain at War; Ancient Egypt; Benin	Reflect on courage, resilience and responsibility in adversity.	Consider Home Front experiences, propaganda and respect for different cultures.	Wonder at ancient Egyptian achievements and the richness of Benin society.	Explore Egyptian beliefs about the afterlife and questions of hope amid suffering.
Year 6 Groundbreaking Greeks; Migration; Civil Rights	Reflect on identity, moral courage and responsibility to challenge injustice.	Empathise with migrants and civil rights campaigners; explore dignity and equality.	Appreciate Greek achievements and the cultural contributions of migration.	Explore freedom, human dignity, justice and responsibility to future generations.

Progression across phases

EYFS: Identity, belonging, memories and curiosity about the past.

Years 1–2: Empathy, courage, fairness and significance.

Years 3–4: Cultural identity, heritage, belief and consequences of actions.

Years 5–6: Justice, freedom, dignity and responsibility informed by historical enquiry.

SIAMS self-evaluation statement

The History curriculum provides progressive opportunities for spiritual development through reflection on self, others, the world and beauty, and beyond. Pupils explore identity, belonging, human achievement, faith, justice and the experiences of people across time. Local history, migration and civil rights encourage empathy, moral reflection and appreciation of diverse communities. In keeping with our Christian vision and Matthew 5:16, pupils consider how their choices and actions can make a positive difference.

Evidence of impact may include pupil reflections, discussion, historical enquiry, written work and responses to questions of justice and responsibility.