

## Golden Threads through History.

### Local Identity

At Arnside School, national historical themes are often brought to life through local narratives and conceptual 'hooks'. This promotes a greater understanding of wider historical themes but also allows the children to develop their sense of individual and **local identity**.

#### Historical Concepts

*Change and continuity; cause and consequence; similarity and difference; interpretation of evidence; chronological understanding*

#### Historical Terms

By the end of EYFS: *old, different, now, then*

By end of KS1: *local, modern, similar, past, recent, significant, achievement*

By end of KS2: *locality, duration,*

- **EYFS and KS1 - How have holidays changed over time?** Children look at how Arnside became a popular tourist destination with the coming of the railway and the viaduct, which also ties in with their topic, **Transport**.  
**Our local heroes: Beatrix Potter.** Children learn about a significant local author, who is famous worldwide.
- **Year 3/4/5 – In Which Period of History would you like to go to school?** Children use the school log book to find out about the history of their school, including entries relating to bombing raids and evacuees admitted to their school.  
**Would the Vikings do anything for money?** Children find out about the Silverdale Hoard, a local archaeological discovery.  
**How did Britain change from Stone Age to Iron Age?** Children find out about a local Iron Age Hill Fort on Warton Crag.
- **Year 6 – Did WWI or WWII have a bigger impact on our locality?** Children investigate how lives of local people were affected during the war, using the 'Windermere Children' as a case study.

### Migration, journeys and diversity.

By exploring the theme of **migration** in the past, children gain an understanding that rather than it being a recent characteristic of the times in which we live, migration forms part of our past which stretches back to the earliest times. They learn the different reasons why people migrated here and the impact they have had.

Children learn to have an understanding of the **diverse** experiences and beliefs, ideas and attitudes of men, women and children in past societies and how these have shaped the world.

#### Historical Concepts

*Cause and consequence; similarity and difference; historical interpretation,*

#### Historical Terms

By end of EYFS: *Journey, explorer, change*

By end of KS1: *settler, settlement, invasion, migration, similarity, difference, voyage, achievement, significant*

By end of KS2: *Migrants, immigration, emigration, illegal immigrant, asylum seeker, economic immigrant, diversity, refugee, persecution, discrimination, indigenous, colony, war, army*

- **EYFS and KS1 - What was life like when our grandparents were children?** Children ask questions such as: How long have I lived here? How long have my parents and grandparents lived here? Children know about

differences between themselves and other people. They know that there are different types of people and beliefs within communities.

**Transport:** Children learn how migration became easier with improvements in transport and communication.

**The Greatest Explorers** – Children learn why people make journeys of exploration and why they became famous. The topic includes a culturally diverse range of explorers.

- **Year 3/4/5 – What was new about the New Stone Age?** Children look at how early settlers first arrived in this country 800,000 years ago from Africa and Europe.

**Would the Vikings do anything for money?** Children learn about the different people that have invaded and settled in this country.

**Thematic Study: Journeys** – what makes people go on a journey? Pupils learn about the Kindertransport, the Empire Windrush and refugees through history and today.

**What happened when the Romans came to Britain?** Pupils learn that some of the first black settlers came to Britain with the Roman Empire and were stationed at Hadrian's Wall.

- **Year 6 – Did WWI or WWII have a bigger impact on our locality?** Children study the experiences of 'The Windermere Children' and the persecution that they faced which led to their migration and settlement in this country.

## **Law and Justice**

At Arnside, we believe that learning how people's lives in the past have shaped the **laws** and **justice** system in Britain today, gives children a better understanding of the rules that British people follow and that this is something to be celebrated.

### **Historical Concepts**

**Historical Significance; change and continuity; cause and consequence**

### **Historical Terms**

**By end of EYFS: King, Queen, rules**

**By end of KS1: law, treason, monarchy, court, Houses of Parliament, Prime Minister, Catholic, Protestant, consequences**

**By end of KS2: citizens, vote, House of Commons, House of Lords, Downing Street, Democracy, nation, justice, crime, punishment, liberty, police, army, monarchy, religion**

- **EYFS and KS1 – Why do we celebrate Bonfire Night?** Children learn about parliament and the Gunpowder Plot and consider that some people may have different opinions about historical events.
- **Y3/4/5 – Would the Vikings do anything for money?** Children learn about Viking laws, crime and punishment in Anglo-Saxon Britain and how this has affected the rule of law today.  
**In Which Period of History would you like to go to school?** Children find out how changes in the law have impacted the way that we are educated by learning about Victorian Education Acts and laws regarding child employment.
- **Year 6 – Did WWI or WWII have a bigger impact on our locality?** Children learn about the Geneva Convention.  
**What did the Greeks do for us?** Children learn how the Ancient Greeks were governed and how this has shaped the democracy that we live in today.  
**How has crime and punishment changed over time?** Children learn about changing attitudes to crime at different times in history, what is considered a crime and what is a suitable punishment. Links are made to topical events in the news today.

## Community and Culture

Through looking at the themes of community and culture children will gain a better understanding of the characteristics of their local community but also of a wider national identity. What does it mean to them to be part of Arnside community and to be British? As children progress through school they learn about ancient civilisations and communities throughout the world and how these have shaped British culture today.

### Historical Concepts

*Historical significance; change and continuity; cause and consequence; similarity and difference; chronological understanding*

### Historical Terms

By end of EYFS: *celebration, local*

By end of KS1: *invention, culture, national, community*

By end of KS2: *religion, trade, society, hierarchy, economic, civilisation, technology, agriculture, education, architecture*

- **EYFS and KS1 - Why do we celebrate Bonfire Night?** Children look at a national celebration that has become part of our culture.  
***How have holidays changed over time?*** Children look at their local community as a holiday destination.
- **Y3/4/5 - Why should we learn about the Maya?** Children learn about the culture of the Maya through looking at archaeological evidence and make comparisons to the Maya today. In doing so, they learn to respect and celebrate cultures that are different to our own.  
***How much did the Ancient Egyptians achieve?*** Children learn about the culture of one of the earliest civilisations and make comparisons with what was happening in Britain at the time.  
***How did Britain change from Stone Age to Iron Age?*** Children learn about the first communities in Britain as people moved from Nomadic hunter-gatherers to farming communities.  
***In Which Period of History would you like to go to school?*** Children find out about the history of their school community.
- **Year 6 - What did the Greeks do for us?** Children find out about the culture of the Ancient Greeks and the impact it has on us today.  
***Did WWI or WWII have a bigger impact on our locality?*** Children look at how local communities pulled together in times of war and how this contributed to a sense of national identity.