**CATFORTH PRIMARY SCHOOL**

**HISTORY COVERAGE ACROSS THE SCHOOL and Concept Pathway**

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| **YEAR GROUP** | **AUTUMN TERM** | **SPRING TERM** | **SUMMER TERM** |
| **Cycle A** |
| **Lions** **EYFS** | **Significant Person**Jessie Owens  | **Events within living memory** Holidays from the past | **Changes within Living Memory**Look at how I have grown. Comparison of their own lives to grandparents |
| **Tigers****Years** **1 & 2** | **Significant event beyond living memory**Great fire of London *How and where did the Great Fire of London start and why did it spread so quickly?** When did the Great fire of London happen?
* Where did it start and what time of day?
* How long did it burn for?
* How did they put it out?
* How did fire fighting methods change after the fire?
* Who was Samual Pepys and why was he so important?
 | **Significant people to us and changes**Family Life and how it has changed *How much have I changed since I was born*?*What did family life look like for my parents/grandparents?** What it like for my adults growing up?
* What games did they play?
* Where did they buy their clothes and what did they wear?
* What food did they eat?
* What was technology like when they were growing up?
 | **Significant events** History of nurses: Florence Nightingale, Edith Cavell, Mary Seacole *How much did Florence Nightingale, Mary Seacole and Edith Cavell have in common?**What legacy have they left behind?** Who was Florence Nightingale/Edith Cavell/Mary Seacole?
* Why did Florence Nightingale go into nursing?
* Why would they not let Mary Seacole now join Florence Nightingale’s team?
* Why did Mary Seacole set up her hospital so close to the fighting?
* Why did Edith Cavell treat both sides?
* What legacies did they leave behind?
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| **Jaguars****Years** **3 & 4** | **A contrasting non-European civilisation**Mayan Civilisation *What can a buried village tell us about the Maya?** How can we possibly know what life was like for Mayan people 1,000 years ago?
* What was everyday life in Mayan civilization?
* When so much of the land they lived in was mountain and jungle, how did the Maya manage to become so important?
* What did the Maya believe?
* Why did the Mayan empire decline?
 | **Post 1066 period**World War Two*How did World War Two affect the lives of children?** Why was it necessary for children to be evacuated and what effect did it have on children?
* Who was evacuated and where did they go to live?
* What was life like in Manchester and Catforth in WW2?
* What was life like on the home front?
* What affect did rationing have on food during the war?
* How did people on the home front keep themselves safe?
 | **British History**Roman Empire and its impact on Britain *How did the Roman Empire change Britain?** Who Were the Romans and How Did They Build Their Empire?
* Why Did the Romans Invade Britain?
* Why Did the Romans Build New Roads and Towns?
* Who Was Boudicca and Why Did She Lead a Rebellion?
* Why Was Hadrian’s Wall Important and Who Lived There?
* Why Do We Remember the Romans?
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| **Panthers****Years** **5 & 6** | **British History**Settlement by Anglo Saxon and Scots*What is the legacy of the Anglo Saxons for the British Isles?** Why, where and when did the Anglo Saxons and Scots invade?
* What were the seven Anglo Saxon kingdoms and where were they?
* How can we tell where Anglo Saxon settlements were?
* What was life like in a typical Anglo Saxon village and what jobs did people do?
* What can Anglo Saxon artefacts tell us about life in that period?
* What were the religious practices and beliefs of the Anglo Saxons?
* When did the Anglo Saxons convert to Christianity and how did it happen?
 | **British History**Anglo Saxons to Edward the Confessor*Who changed Britain most: The Vikings or the Anglo Saxons?** Why, where and when did the Vikings come from?
* How did the Anglo Saxon kings influence Britain and how did they fight against the Vikings?
* Who was King Ethelred II and why did he introduce the Danegeld?
* What was life like in a typical Viking town and how does it compare to Anglo Saxon life?
* How did the legal system work in Anglo Saxon and Viking Britain?
* How the last did the last Anglo-Saxon kings shape Britain?
 | **Local History**The history of Catforth School*What would it be like to be a pupil Catforth when it was founded?** How old is the school?
* Was the school all built at the same time?
* How did changes to the school building affect the pupil’s experiences of school?
* How was education different for boys and girls in Victorian schools?
* How were children disciplined in Victorian schools?
* What can we learn from our log books about school life?
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| **Cycle B** |
| **Lions** **EYFS** | **Changes within living memory** What happened before I came to school?  | **Significant Individual** Bessie Coleman  | **Changes with Living Memory** History of the village |
| **Tigers****Years** **1 & 2** | **Significant Events** The first moon landing*What differences can we see between the flight of Apollo 11 and more recent space exploration?** Who were the crew members of Apollo 11?
* Why did Michael Collins stay behind in the rocket?
* How long did it take to get to the moon?
* What were the main events of the voyage?
* What is life like in space?
* What did they bring back from the moon?
* How long were they on the moon for?
* What was Neil Armstrong’s famous phrase when he first stepped onto the moon?
 | ***Significant Individuals***Matthew Henson (The first black person to reach the North Pole) Felicity Aston (First woman to ski solo across Antarctica)*What legacy did Matthew and Felicity leave behind?**What are the similarities and differences of their explorations?** Why do people not get to learn about Matthew Henson?
* What happened on his voyage?
* Who were his crew mates?
* How long did it take Felicity to complete her challenge?
* What food they eat?
* What equipment did they take?
 | **Significant people and places in own locality?***How has Catforth village changed over time?** How old is the village?
* Where did the name come from?
* What did the village used to have in it?
* How have houses changed in the village?
* What would it have been like to like in the village 50 years ago?
* What did children do for fun in the village 50 years ago?
* How has the village changed in the last 50 years?
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| **Jaguars****Years** **3 & 4** | **Changes in Britain** Stone Age to the Iron Age Britain*Why was Stonehenge built?** What is the Bronze Age?
* How did tools change from the Stone Age to the Bronze Age?
* What is Stonehenge and why was it built?
* Who were the people of the Bronze Age?
* Stonehenge is a masterpiece of engineering. How did Neolithic people build it using only the simple tools and technologies available to them?
* How do we know so much about Stonehenge?
* How has Stonehenge evolved over time?

The significance of Stonehenge today | **Early Civilisations**Egyptians*What did the makes of the film Prince of Egypt want us to think about the Ancient Egyptians?** How can we discover what Ancient Egypt was like over 5,000 years ago?
* What does the evidence tell us about everyday life for men, women and children?
* How was Ancient Egypt ruled?
* Were Egyptian Pharaohs as mighty as they seemed?
* What did the Ancient Egyptians believe about life after death and how do we know?
* Who built the pyramids?

 What did Ancient Egypt have in common with other civilizations from that time | **Local History**Victorian Seaside holidays*How different was life in Britain during the Victorian era?** When did holidays begin in Britain?
* Which were the first British seaside resorts and why did they develop?
* How did the development of the railways affect the Victorians?
* What were the early railways like in seaside resorts?
* What were seaside holidays like in Victorian times?
* How have holidays changed since the Victorian*?*
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| **Panthers****Years** **5 & 6** | **World History** Ancient Greece*Why are the Greeks seen as historically significant*?* How long ago were the Ancient Greeks?
* Why is Alexander the Great seen as a historically significant figure?
* How was democracy conducted in Ancient Athens?
* How was life different in the different city states of Athens and Sparta?
* What was the Ancient Greek belief system?
* Why do historians disagree about whether or not the Trojan war actually happened?
 | ***Post 1066 study***20th Century leisure and entertainment*How has 20th century leisure and entertainment changed over the past century*?* What is Motown? Who are the Motown artists?
* How did Music change during the 1960’s?
* Why was the Cinema important to people in the 1930’s?
* How has football charged over the last century?
* How and why were young people so different to their parents during the 1960’s? ·
* Why did cinema become less popular during the middle of the 20th Century?
* What happened to the British holiday industry from the 1930’s onwards?
* Why has television been so important to British people?
* How have changes in technology affected leisure and entertainment during the last century?
* How has food in Britain changed during the last century and why?
 | **A contrasting non-European civilisation**Early Islamic history of Baghdad *How similar was life in ‘medieval’ London and Baghdad?** What was Bagdad’s role in Early Islamic Civilisation?
* What would it have been like to live in medieval Baghdad and how does that compare to medieval London?
* What was the House of Wisdom and how did it become a centre for learning?
* What was the impact on the world of the discoveries of Early Islamic scholars?
* Who was Muhammad and how did the first Caliph form?
* What was the Silk Road and why was it significant?
* How similar was life in ‘medieval’ London and Baghdad?
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| **Cause and consequence pathway: The identification and description of reasons for and results of historical events, situations and changes studied in the past.** |
| **Change and continuity pathway: Understanding how and why change occurs in history, why and how things stay the same and analysing trends across time.** |
| **Historical interpretation pathway: The study of historical evidence dating from after an event, period or the lifetime of a person, reflecting back on it or them from perspective of a later time. This includes understanding how historical interpretations have been constructed and suggesting reasons why they may differ.** |
| **Historical significance pathway: Understanding and suggesting reasons why events, periods, societies and people may be considered historically significant.** |
| **Handling Evidence pathway: Understanding the methods of enquiry for finding out about the past from historical evidence and how these can be used to make historical claims.** |
| **Similarity and difference pathway: The ability to identify and explain similarities within and across periods and societies studied.** |