**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? |
| **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? |
| **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? |
| **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? |
| **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*?* |
| **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? |
| **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.** | | | |