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| **Substantive Concepts and themes running through History** | | | | |
| **Culture** | **Agriculture** | **Migration/ Invasion** | **Leadership** | **Technology** |
| Respect and Tolerance  Responsibility | Respect and Tolerance  Resilience | Respect and Tolerance | Individual Liberty/ Democracy/ Respect | Resilience |
| "What can we learn and be inspired by from different, unique cultures and their beliefs, values, traditions, and behaviour?" | " How has agriculture been important for the development and sustenance of human settlements in the past?" | "Why have different groups of people migrated or invaded in the past?" | " How do leaders and people in power affect society?" | "How have new technology and industry impacted our local area (and the wider world) in the past?" |
| **Substantive Concepts and themes running through History** | | | | |
| **Culture** | **Agriculture** | **Migration/ Invasion** | **Leadership** | **Technology** |
| **EYFS**  **ELG: Talk about the lives of the people around them and their roles in society.**  **Countries & Celebrations**  **Culture Similarities and Difference**  KL: Observation:  Show an interest in significant events and experiences in the lives of others, including friends and family members, and through books.  **EAL parents – how is their home country different to England?**  **Celebrate religious holidays throughout the year (lunar new year etc)** | **EYFS:**  **ELG: Talk about the lives of the people around them and their roles in society.**  **People who help Us: Farmers**  **Agriculture Significance**  **KL: Observe – show an interest in significant events (farming calendar -chronology) and experiences (e.g., exciting, and tough times on the farm) in the lives of others, including friends, family members, local farmers and through books.** | **EYFS:**  **ELG: Talk about the lives of the people around them and their roles in society.**  **Welcoming Others/ Hospitality**  **Migration Historical significance**  KL: Observation – show an interest in significant events and experiences in the lives of others, including friends and family members, and through books.  **Suggested texts and resources:** 'Welcome' by Barroux. | **EYFS:**  **ELG: Talk about the lives of the people around them and their roles in society.**  **People who help us, e.g., Head teachers**  **Leadership Historical significance**  KL: Communication – talk about key events, in own lives, about family, friends, other people including significant people. Talk about key roles people have in society both in the present and the past. | **EYFS**  **ELG: Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.**  **Toys Through Time**  **Technology Similarities and Difference**  **Description:**  Describe features of objects, people, places at different times.  Make comparisons and talk about what is the same and what is different.  **Look at some old toys – how have they changed?**  **Visits: Grandparents**  **Resource: Staff Toy Museum**  **Suggested texts and resources:** Dogger – Shirley Hughes |
| **Y1**  **NC: The lives of significant individuals in the past who have contributed to national and international achievements**.  **Ella Fitzgerald**  **(Jazz Music)**  **Culture Significance**  **Why was Ella Fitzgerald significant?**  **"It isn’t where you came from, it's where you're going that counts."** | **Y1**  **NC: Significant historical events, people, and places in their own locality.**  **Digmoor Farm**  **Agriculture Sources and Evidence**  **What do local sources reveal about Digmoor Farm?** | **Y1:**  **NC: Changes within living memory:**  **Local Migration**  **Migration Change and Continuity**  **Where did I grow up?**  **Where did my family grow up?**  **Why do people move house and/ or town?** | **Y1:**  **NC: Events beyond living memory:**  **The Race to the South Pole**  **Leadership Cause**  **Why did Captain Scott's mission to the South Pole fail?** | **Y1**  **NC: Significant historical events, people, and places in their own locality.**  **Skelmersdale Mines**  **Technology/ Migration Change and Continuity**  **Why did Skelmersdale have mines? How did the mines change Skelmersdale?** |
| **Y1**  **NC: Changes within living memory:** **Toys**  **Culture Change and Continuity**  **What did my grandparents play with when they were little?**  **How are my grandparents' toys similar/ different to mine?** | **Y2**  **NC: Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life.**  **Agriculture and the Development of local farming.**  **Agriculture Sources and Evidence**  **How has agriculture/ farming in the local area changed?**  **How has agriculture changed other villages and towns?**  **Primary sources: local farmer interviews**  **Photographs, film footage** | **Y2**  **NC: Events beyond living memory:**  **The Wind Rush Generation.**  **Migration Cause**  **Why did people migrate to Britain during the Windrush generation?**  'Coming to England' by Floella Benjamin | **Y2**  **NC: Events beyond living memory:**  **The Gunpowder Plot**  **Leadership Cause**  **Why did the Gunpowder Plot happen?** | **Y2**  **NC: Significant historical events, people, and places in their own locality.**  **Skelmersdale Railway**  **Technology Cause**  **Why don’t we have a train station anymore?** |
| **Y2**  **Events beyond living memory that are significant nationally or globally**  **The Great Fire of London**  **Culture/ Cause**  **What features of London, a long time ago, might have helped cause The**  **Great Fire of London?** | **Y3**  **NC: The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared.**  **Ancient Egypt,** **Ancient** **Sumer, Indus Valley**  **Agriculture Significance**  **Why was agriculture so important to the earliest civilisations?** | **Y5**  **NC: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor**  **The Vikings**  **Migration Historical Interpretations**  **Is it fair to describe all Vikings as Brutal Invaders?** | **Y2**  **NC: the lives of significant individuals in the past who have contributed to national and international achievements.**  **Corazon Aquino**  **Leadership Significance**  **Why do we remember Corazon Aquino?**  **How did she change her country for the better?**  **What can we learn from her?** | **Y5**  **A non-European society: The Maya**  **Technology Sources and Evidence**  **How did the Ancient Mayan people adapt to their environment?** |
| **Y4**  **NC: The Roman Empire and its impact on Britain**  **Roman Ribchester**  **Culture Sources and Evidence**  **Cavalry Sports**  **What have the various discoveries and excavations revealed about life in Roman Ribchester?** | **Y3**  **NC: The achievements of the earliest civilizations – a depth study of Shang Dynasty**  **Shang Dynasty**  **Agriculture Significance**  **Why was agriculture so important to the Shang Dynasty?** | **Y6**  **Local history study:**  **Skelmersdale: A New Town**  **Migration Consequences**  **Why did we need a new town?** | **Y4**  **NC: Ancient Greece – a study of Greek life and achievements and their influence on the**  **western world**  **Ancient Greece**  **Leadership Similarities and Differences**  **What values were of importance to the Athenians and Spartans?**  **How did these values influence their different styles of leadership?**  **How has Ancient Greece influenced styles of leadership in our country?** | **Y6**  **NC: A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066**  **Medicine Evolution**  **Technology Change and Continuity**  **How has medicine changed over time?** |
| **Y5**  **NC: Britain’s settlement by Anglo-Saxons and Scots**  **Sutton Hoo & The Book of Kells**  **Culture Sources and Evidence**  **What do sources and evidence reveal about the Anglo-Saxon and Scots Culture?** | **Y3**  **NC: Changes in Britain from the Stone Age to Iron Age**  **Agriculture Change and Continuity**  **How did life change for people in Britain in Prehistory (from hunter-gatherer to settled farmer)?** |  | **Y4**  **NC: The Roman Empire and its impact on Britain**  **Boudicca's Resistance**  **Leadership Consequences**  **What were the consequences of Boudicca's resistance to the Romans?** |  |
| **Y6**  **NC: A study of an aspect or theme in British history that extends pupils’ chronological**  **knowledge beyond 1066**  **World War Two: The Home Front**  **Culture Historical Significance**  **How did British civilians contribute to the war effort in WWII?** |  |  |  |  |