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| **Substantive Concepts and themes running through History** |
| **Culture** | **Agriculture** | **Migration/ Invasion** | **Leadership** | **Technology** |
| Respect and ToleranceResponsibility | Respect and ToleranceResilience | 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?** |  |  |  |  |