



HISTORY

“A people without knowledge of their past history, origin and culture is like a tree without roots.” Marcus Garvey

History is all around us. At Caton Primary School, we are fortunate to have a very rich history locally: in our village, the city of Lancaster and the seaside town of Morecambe. Through the study of history, we aim to develop our pupils' understanding of how events in the past affect the present and influence their decisions about the future.

Purpose and aims of history

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of a wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

INTENT (knowledge and skills to be taught)

EYFS	All about me					
Substantive concepts	Monarchy	Migration	Rights	Economic development	Technology	Civilisation
Disciplinary concepts	Change and continuity	Sources and evidence	Similarity and difference	Cause and consequence	Historical interpretation	Historical significance
Key texts						
Activities	<p>Identifying their family. Commenting on photos of their family; naming who they can see and of what relation they are to them. Discuss how their family has changed (e.g. siblings being born...)</p> <p>Can talk about what they do with their family and places they have been with their family.</p> <p>Have a pictorial representation of the daily routine and use it to talk about what happens throughout the day.</p> <p>Discuss the experience</p>					

	<p>of past birthday celebrations. Hold a birthday party and discuss traditions.</p> <p>Discuss who our monarch is and what they do with role play.</p>					
Progression through EYFS	Discuss who is in their family and show some sense of their own history.	Talk about themselves, their home, and their family using detail. Understand the meaning of the past.	Look at the past and make observations.	<p><u>Early Learning Goals:</u> Talk about the lives of people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>		

KS1			
KNOWLEDGE			
Class 2 (y1/2)	Autumn	Spring	Summer
Cycle A	<p>You are here - a local study of Caton. How and why has Caton changed? Substantive: Economic development Disciplinary: Similarity and difference</p>	<p>Stand up for what you believe - activism How and why have rights changed? (Emmeline Pankhurst, Rosa Parks) Substantive: Rights Disciplinary: Change and continuity</p>	<p>My family and the Royal family How does my family compare to the Royal family? Substantive: Monarchy Disciplinary: Historical interpretation</p>

	<p>Significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> ○ What is in Caton village now? ○ How long has Caton been here? ○ How has it changed through the ages? ○ What has stayed the same? ○ What used to be here? ○ How has the land use changed? ○ Why has it changed? ○ What was here before our school? (it was a mill) 	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <ul style="list-style-type: none"> ○ What are rights? ○ Does everyone have the same rights? ○ Should everyone have the same rights? ○ Who has stood up for rights? ○ Why is it important to speak up? ○ What rights did women used to have? ○ What rights do they have now? ○ How has that change happened? 	<p>Changes within living memory</p> <ul style="list-style-type: none"> ○ Who is in my family? ○ How are they related to me? ○ What does family mean? ○ Can I draw a family tree? ○ Who is our monarch? ○ Who is in the Royal family? ○ How are they related? ○ How is my family different from the Royal family? ○ How is my family the same as the Royal family? ○ What are different opinions of the Royal Family?
<p>Cycle B</p>	<p>On the move - transport through time Which was the best invention? Substantive: Technology Disciplinary: Historical significance</p> <p>Events beyond living memory that are significant nationally or globally</p> <ul style="list-style-type: none"> ○ What transport do we use today? ○ Which is the best method of transport? Why? ○ When was the first aeroplane flight? ○ When was the first hot air balloon flight? ○ When was the first bicycle? ○ When was the first car? ○ What do you think life was like before these inventions? ○ How did lack of transport limit people? 	<p>A Kingdom United Who lives in the UK? Substantive: Migration Disciplinary: Causes and consequences</p> <p>Changes within living memory</p> <ul style="list-style-type: none"> ○ Which countries make up the UK? ○ Where do we live in the UK? ○ Where do our family live in the UK? ○ Where does the Queen live in the UK? ○ Does everyone in the UK look like us? Why might that be? (link to race and ethnicity) ○ What is migration? ○ Do we know any examples of migration? ○ Why might people migrate? ○ Why did the Windrush generation migrate? ○ What impact did that have on the UK? (look at careers) 	<p>Oh we do like to be beside the seaside - Morecambe and the British seaside Why did people come to Morecambe? Substantive: Economic development Disciplinary: Sources and evidence</p> <p>Significant historical events, people and places in their own locality.</p> <ul style="list-style-type: none"> ○ Where is Morecambe? ○ What features does Morecambe have today? ○ Why might Morecambe be popular for holidays? ○ What makes a good holiday? ○ What was Morecambe like in the past? ○ How did people get to Morecambe? ○ How did people know about Morecambe? (look at adverts) ○ Why was Morecambe so popular?

	<ul style="list-style-type: none"> ○ Why do we use transport now? ○ Which was the best invention? Why? 	<ul style="list-style-type: none"> ○ Why might people migrate today? (Ukraine) 	<ul style="list-style-type: none"> ○ Where do you go on holiday now? ○ Why might it have changed from the past?
SKILLS			
Year 1	<p>Can they put up to three objects in chronological order (recent history)?</p> <p>Can they use words and phrases like: old, new and a long time ago?</p> <p>Can they tell me about things that happened when they were little?</p> <p>Can they recognise that a story that is read to them may have happened a long time ago?</p> <p>Do they know that some objects belonged to the past?</p> <p>Can they retell a familiar story set in the past?</p> <p>Can they explain how they have changed since they were born?</p>	<p>Do they appreciate that some famous people have helped our lives be better today?</p> <p>Do they recognise that we celebrate certain events, such as jubilees, because of what happened many years ago?</p> <p>Do they understand that we have a queen who rules us and that Britain has had a king or queen for many years?</p> <p>Can they begin to identify the main differences between old and new objects?</p> <p>Can they identify objects from the past, such as a cup and ball?</p>	<p>Can they ask and answer questions about old and new objects?</p> <p>Can they spot old and new things in a picture?</p> <p>Can they answer questions using an artefact/ photograph provided?</p> <p>Can they give a plausible explanation about what an object was used for in the past?</p>
Year 2	<p>Can they use words and phrases like: <i>before I was born, when I was younger?</i></p> <p>Can they use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now'; in their historical learning?</p> <p>Can they use the words 'past' and 'present' correctly?</p> <p>Can they use a range of appropriate words and phrases to describe the past?</p> <p>Can they sequence a set of events in chronological order and give reasons for their order?</p>	<p>Can they recount the life of someone famous from Britain who lived in the past giving attention to what they did earlier and what they did later?</p> <p>Can they explain how their local area was different in the past?</p> <p>Can they recount some interesting facts from an historical event, such as where the fire of London started?</p> <p>Can they give examples of things that are different in their life from that of their grandparents when they were young?</p> <p>Can they explain why Britain has a special history by naming some famous events and</p>	<p>Can they find out something about the past by talking to an older person?</p> <p>Can they answer questions by using a specific source, such as an information book?</p> <p>Can they research the life of a famous Briton from the past using different resources to help them?</p> <p>Can they research about a famous event that happens in Britain and why it has been happening for some time?</p> <p>Can they research the life of someone who used to live in their area using the Internet and other sources to find out about them?</p>

		some famous people? Can they explain what is meant by a parliament?	
KNOWLEDGE			
LKS2			
	Autumn	Spring	Summer
Cycle A	<p>Changes in Britain from the Stone Age to the Iron Age</p> <p>What caused the change from hunter gatherer to settled farmer?</p> <p>Substantive: Economic development Disciplinary: Cause and consequence</p> <ul style="list-style-type: none"> ○ Hunter gatherer to farmer; rural to urban; fighting for survival to sophisticated society ○ When do you think it was better to live - Stone Age, Bronze Age or Iron Age? ○ What was life like as a hunter-gatherer? ○ What was life like as a settled farmer? ○ What factors sparked this change? 	<p>The Roman Empire and its impact on Britain</p> <p>How much change did the Roman invasion bring?</p> <p>Substantive: Empire Disciplinary: Change and continuity</p> <ul style="list-style-type: none"> ○ Why did the Romans come to Britain? ○ How did the Romans come to Britain? ○ What was their society like? ○ What was the process of 'Romanisation'? ○ How did the people of Britain react to these changes? ○ How has it affected our society today? 	<p>Britain's settlement by Anglo-Saxons and Scots</p> <p>Why did the Anglo-Saxons come to Britain?</p> <p>Substantive: Migration Disciplinary: Sources and evidence</p> <ul style="list-style-type: none"> ○ Why did they come to Britain? ○ What were the push and pull factors? ○ Where did they come from? ○ How did they travel? ○ Who was already in Britain? ○ How did they react? ○ Why do people migrate today? ○ Which sources are reliable? Why?
Cycle B	<p>Local history study</p> <p>Where did all the mills go?</p>	<p>Ancient civilisations: the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</p>	<p>Ancient Egypt: Depth study</p> <p>Can a woman be a ruler of Egypt?</p>

	<p>Substantive: Economic development Disciplinary: Significance</p> <ul style="list-style-type: none"> ○ Why were mills important? ○ How did they link to the slave trade? (link to future learning) ○ Was the industry affected by the wars? (link to future learning) ○ How did this affect local economies? ○ What is the textile industry like in the UK now? ○ How was Caton affected? (local link) 	<p>Which ancient civilisation was most successful?</p> <p>Substantive: Civilisation Disciplinary: Similarity and difference</p> <ul style="list-style-type: none"> ○ What makes a civilisation? ○ Why is geography important? ○ What do they have in common? ○ What is different? ○ Which civilisation was the most successful? Why? ○ Which was the most important invention? Why? ○ What do they have in common with our society today? ○ How do we learn about each civilisation? Are there any factors which stop us from learning about them? 	<p>Substantive: Monarchy Disciplinary: Historical interpretation</p> <ul style="list-style-type: none"> ○ Who ruled in Ancient Egypt? ○ Is this different or the same as the other ancient civilisations? ○ What makes a good leader? ○ Why did Ancient Egypt last for so long? ○ What can we learn from sources? ○ What is still missing from our understanding of history? ○ Which sources are most and least reliable? Why? ○ Why do we know quite a bit about Egypt compared with the Indus Valley?
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SKILLS

	Chronological understanding	Interpretation	Historical enquiry
Year 3	<p>Can they describe events and periods using the words: BC, AD and decade? Can they describe events from the past using dates when things happened? Can they describe events and periods using the words: ancient and century? Can they use a timeline within a specific time in history to set out the order things may have happened? Can they use their mathematical knowledge to work out how long ago events would have happened?</p>	<p>Do they appreciate that the early Brits would not have communicated as we do or have eaten as we do? Can they begin to picture what life would have been like for the early settlers? Can they recognise that Britain has been invaded by several different groups over time? Do they realise that invaders in the past would have fought fiercely, using hand to hand combat? Can they suggest why certain events</p>	<p>Do they recognise the part that archaeologists have had in helping us understand more about what happened in the past? Can they use various sources of evidence to answer questions? Can they use various sources to piece together information about a period in history? Can they research a specific event from the past ? Can they use their 'information finding' skills</p>

		<p>happened as they did in history? Can they suggest why certain people acted as they did in history?</p>	<p>in writing to help them write about historical information? Can they through research identify similarities and differences between given periods in history?</p>
Year 4	<p>Can they plot recent history on a timeline using centuries? Can they place periods of history on a timeline showing periods of time? Can they use their mathematical skills to round up time differences into centuries and decades?</p>	<p>Can they explain how events from the past have helped shape our lives? Do they appreciate that wars have happened from a very long time ago and it is often associated with invasion, conquering or religious differences? Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? Do they recognise that the lives of wealthy people were very different from those of poor people? Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?</p>	<p>Can they research two versions of an event and say how they differ? Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings? Can they give more than one reason to support an historical argument? Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out?</p>
Year 4 Challenging	<p>Can they use their mathematical skills to help them work out the time differences between certain major events in history? Can they begin to build up a picture of what main events happened in Britain/ the world during different centuries?</p>	<p>Can they recognise that people's way of life in the past was dictated by the work they did? Do they appreciate that the food people ate was different because of the availability of different sources of food? Do they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period? Do they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?</p>	<p>Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?</p>

UKS2

KNOWLEDGE

Class 4 (y5/6)	Autumn	Spring	Summer
Cycle A	<p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Were the Vikings brutal invaders?</p> <p>Substantive: Migration Disciplinary: Historical interpretations</p> <ul style="list-style-type: none"> ○ Why did the Vikings come to Britain? ○ Where did they come from? ○ How did the people of Britain react? ○ How reliable are stereotypes of the Vikings? ○ Why are there different interpretations of the past? 	<p>Mayan civilisation: a non-European society that provides contrasts with British history</p> <p>Why should we study the Maya?</p> <p>Substantive: Civilisation Disciplinary: Significance</p> <ul style="list-style-type: none"> ○ What is a civilisation? ○ What are the criteria? ○ How does Maya compare to the 4 first ancient civilisations? ○ What else was going on in the world at this time? ○ Why do we learn about Maya? Why is it significant? <p>How do we choose which history is learnt about/well-known?</p>	<p>Local history study - Lancaster and the transatlantic slave trade</p> <p>Why was Lancaster involved in the slave trade?</p> <p>Substantive: Rights Disciplinary: Sources and evidence</p> <ul style="list-style-type: none"> ○ Why was Lancater involved in the Transatlantic slave trade? ○ How did it affect Lancaster? ○ Did it help Lancaster? How? ○ What legacies has it left behind? ○ Why did so many people support the slave trade? ○ How did the slave trade increase awareness of people around the world?
Cycle B	<p>World wars A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>How did the world wars affect gender identity and roles?</p> <p>Substantive: Rights</p>	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>How much from Ancient Greek times do we use today?</p> <p>Substantive: Democracy Disciplinary: Cause and consequence</p>	<p>Medicine through time: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 (changes in an aspect of social history)</p> <p>Why has medicine improved over time?</p> <p>Substantive: Technology</p>

	<p>Disciplinary: Change and continuity</p> <ul style="list-style-type: none"> ○ What was life like before the wars? ○ What were the gender roles? ○ How did the wars change this? Why? ○ Were the wars good for women/feminism? How? ○ Were there any ways the wars were bad for feminism? ○ What rights did women have? ○ When/how did this change? ○ What is propaganda? ○ How did propaganda appeal to these new gender roles? ○ What are gender stereotypes and roles in society now? <p>○ Conscription - how does this link to rights?</p>	<ul style="list-style-type: none"> ○ What was life like in Ancient Greece? ○ How did their society work? ○ How does Ancient Greece compare to the ancient civilisations? ○ How is our life today influenced by Ancient Greece? 	<p>Disciplinary: Similarity and difference</p> <ul style="list-style-type: none"> ○ What is medicine? ○ How do we know about the human body? ○ How have treatments changed over time? ○ Why have they changed? ○ How have societal events/changes impacted medicine (world wars, industrial revolution...) ○ Which civilisations were medically advanced? ○ Has technology helped medicine? ○ How have illnesses changed over time? Why?
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SKILLS

	Chronological understanding	Interpretation	Historical enquiry
Year 5	<p>Can they use dates and historical language in their work?</p> <p>Can they draw a timeline with different time periods outlined which show different information, such as, periods of history, when famous people lived, etc.?</p> <p>Can they use their mathematical skills to work exact time scales and differences as need be?</p>	<p>Can they describe historical events from the different period/s they are studying/have studied?</p> <p>Can they make comparisons between historical periods; explaining things that have changed and things which have stayed the same?</p> <p>Can they explain the role that Britain has had in spreading Christian values across the world?</p> <p>Can they begin to appreciate that how we</p>	<p>Can they test out a hypothesis in order to answer a question?</p> <p>Do they appreciate how historical artefacts has helped us understand more about British lives in the present and past?</p>

		<p>make decisions has been through a Parliament for some time?</p> <p>Do they appreciate that significant events in history has helped shape the country we have today?</p> <p>Do they have a good understanding as to how crime and punishment has changes over the years?</p>	
Year 6	<p>Can they say where a period of history fits on a timeline?</p> <p>Can they place a specific event on a timeline by decade?</p> <p>Can they place features of historical events and people from past societies and periods in a chronological framework?</p>	<p>Can they summarise the main events from a specific period in history, explaining the order in which key events happened?</p> <p>Can they summarise how Britain has had a major influence on world history?</p> <p>Can they summarise what Britain may have learnt from other countries and civilizations through time gone by and more recently?</p> <p>Can they describe features of historical events and people from past societies and periods they have studied?</p> <p>Can they recognise and describe differences and similarities/ changes and continuity between different periods of history?</p>	<p>Can they look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint?</p> <p>Can they identify and explain their understanding of propaganda?</p> <p>Can they describe a key event from Britain's past using a range of evidence from different sources?</p>
Year 6 challenging	<p>Do they appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them?</p>	<p>Can they suggest relationships between causes in history?</p> <p>Can they appreciate how Britain once had an Empire and how that has helped or hindered our relationship with a number of countries today?</p> <p>Can they trace the main events that define Britain's journey from a mono to a multicultural society?</p>	<p>Can they suggest why there may be different interpretations of events?</p> <p>Can they suggest why certain events, people and changes might be seen as more significant than others?</p> <p>Can they pose and answer their own historical questions?</p>

IMPLEMENTATION

Sufficient time will be allocated to the teaching and learning of history, including the acquisition and memorisation of knowledge and the development of subject-specific skills.

The curriculum has been designed so that both substantive and disciplinary concepts are threaded throughout Reception to Year 6, enabling children to build on their knowledge and develop their historical skills. Substantive concepts include migration, economic development, rights, civilisation, technology, empire and monarchy. Disciplinary concepts consist of: significance, change and continuity, similarity and difference, historical interpretations, sources and evidence, and cause and consequence.

The length of each topic varies according to the depth and breadth of study. Individual units of work have clear end points. They are written by teachers with ideas taken from the Historical Association. Local history units have been written in association with local history experts. Units of work will take an enquiry-based approach.

We recognise the importance of committing knowledge to long term memory. Retrieval practice is built into the beginning of each lesson and quizzes are used to assess pupils' knowledge. In addition, each year, pupils are encouraged to take part in a History Mastermind competition.

Teachers have received extensive subject-specific CPD to support them in delivering high quality lessons.

Pupils' understanding of chronology is consistently developed throughout the school through the use of a 'living timeline' (words and actions). Timelines are on display in classrooms as well as a large, customised timeline in the Key Stage 2 corridor which includes significant events in our own locality.

History learning is enriched wherever possible through educational visits, for example in Year 6, pupils visit the battlefields of the Somme to reinforce their learning about World War One.

IMPACT

Pupils' knowledge and skills will be assessed through:

Pupil interviews

Lesson observations

Low stakes quizzes

Open-ended end of unit assessment pieces

Work scrutiny