These concept threads have been chosen to ensure knowledge is revisited and built upon throughout each phase so that children can make meaningful connections with prior learning and build on what they already know about each aspect of knowledge.

Civilisations	Invasions	Locality	Trade & Industry	Leadership

EYFS

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
UTW/RE- discussing changes, Special occasions/events, celebrating birthday- change from a baby, toddler and then to a child- what can I do now I'm 5?	UTW/RE- discussions re Christmas traditions.		UTW-Life cycles of animals, The human life cycle, growing up- creating a human time-line. Taught in line with 'The Very Hungry Caterpillar'/ 'Hattie Peck'		UTW- Transport and holidays of the past- taught as part of the story 'The lighthouse Keepers Lunch'

Year 1 & 2

Civilisations	Invasions	Locality	Trade & Industry	Leadership

Year A	**Events beyond living memory – Pudding Lane** • GFofL started in a bakery. • The fire spread very quickly. • Our homes have changed over the years. • Building material choices have changed. • Houses were ruined and lives were lost. • There was no one specific or significant to call for help. • People did manage to live through the events and learn from it. • Samuel Pepys. • The Fire Service is now in place. • London was rebuilt to reduce the chance of it occurring again.	**Significant individuals – Neil Armstrong & Mae Jemison** • Space travel has improved over time. • Exploring our planet and space environment has become more possible. • Neil Armstrong was the first human to walk on the moon. • Mae Jemison was the first black female astronaut. • Astronauts risked their lives to explore space travel. • Astronauts are not only white men. Humans can travel into space and walk on our moon.	**Changes within living memory – The monarchy – Queen / King changeover** • Things change over time: clothes, homes, schools, shops, toys, transport. • The country is ruled by a King or Queen. • Successions to the throne. • What we understand about growing up may not have always been the case for others. • Not many countries still have Kings or Queens. • People around the world look at the United Kingdom as 'unique' due to its long standing monarchy. • People have always been happy with what they had at the time as they don't know what might

	• Samuel Pepys showed how recording key events can help us learn in the future.		change in their futures. • The Queen was the longest reigning monarch. • Heading the Commonwealth.
Year B	**Changes within and beyond living memory – Family Trees, changes in toys / homelife / etc** • People live but do eventually die. • Humans have offspring (children) which carry on family names, traits, etc. • Some events happen within our living memory but some occur before we were born. • Toys, homes, jobs, etc change for people over time (generations). • We often have first hand (primary) memories or sometimes must reply on other peoples memories (secondary). • The way evidence of history has been collected has changed – writing notes, taking photos, etc. • We often develop how we live / survive and it can impact our future. • Select a specific family tree to study that pupils can relate to. Discuss the different achievement of individuals within that family tree. • Achievements of inventing electricity, the internet, etc. • Impact of achievements over time – climate change, etc.	**Significant individuals – Learie Constantine** • Learie Constantine changed lots of peoples minds about anyone who did not have white skin. • He improved many peoples lives and was a good example of how to behave when encouraging change. • He lived to see a black West Indian cricket captain showing a change in mindset of a nation. • Learie Constantine was one of the first black athletes to really excel at a sport predominately played by white people. • Learie Contantine was recognised as one of the greatest cricket players of his time. Learie Constantine fought against discrimination with dignity. • Many more people (especially in Lancashire) stopped treating people of colour differently and saw them as equal. • Learie Constantine was a pioneer to develop the British racial equality law. He became a knight and was the first black man to sit within the House of Lords.	**Significant places within our locality – School** • The village / hamlet was formed to house workers for the Paper Mill. • Children within the village were originally taught in the chapel before the school was then built. • The buildings within the village / hamlet are all owned by different individuals now including the Mill, Chapel & School. • The village / hamlet is a unique example of how places used to function and work. • Primary history examples such as the cobbled road, Mill building, etc are very rare evidence of history. • The village / hamlet still functions within the modern day with the school providing education for local children (over 135 years later) . • Withnell Fold Primary School still provides education for local pupils 135 years after it was first built. • Even with limited classrooms, space & staff, the school has continued to be a great success for the local community. • The school brings the community together regularly.

Civilisations	Invasions	Locality	Trade & Industry	Leadership

Year 3 & 4

Year A	**Local History – Local community** • Discuss and share changes within the Village / Hamlet (Digimaps & LPDS history map doc). • Who built Withnell Fold and for what purpose? (Paper and then coloured tissue paper) Link this to the term 'trade'. • How were products transported in and out of the school? • How were the people of the village effected by the trade & industry? (Men, Women, Children) • Fieldwork lesson – what features can we find that can be a source of primary historical evidence? • Writing opportunity - Non chron report / diary / etc	**A theme in British history beyond 1066 – The Great Plague of 1665** **Change** • Many people died due to a virus spreading quickly around London. • People changed the way they behaved and dressed around one another. • Rats and fleas were the cause of the original spread and it was very difficult to manage. • Swellings (buboes) found in armpits, necks and groin areas. Vomiting, headaches, fever and death were symptoms. • Religion, social & economic & medicine changes were needed. **Significance** • Significant as it was one of the first major pandemics recorded. • COVID-19 pandemic was similar. **Achievements** • There was a much greater focus on public health & working conditions. • Medicine advances have become a focus for many nations as some plague type outbreaks can still occur.	**Roman Britain** • The Romans invaded Britain as part of creating a European Empire. They wanted precious metals such as gold, tin & iron. • They first attempted an invasion in 54-55BC but failed and then returned successfully in AD43. (Teach chronology & AD / BC terms.) • There was some peace between the Celts in Britain and the Romans but it did not last. • Queen Boudicca led a revolt against the Romans. She failed due to the Romans being better trained and had better armour. • As part of the invasion, Roman Britain influenced religion, language, architecture & the Geography of our country. • In AD410, most Roman troops were sent back to mainland Europe to help defend against Barbarians. Roman ruled Britain ended.
Year B	**Ancient Civilisations (as an overview) then focus on Egyptians** • How much did Ancient Sumer, Indus Valley & Ancient Egypt Civilisations have in common? Compare characteristics and build knowledge of features that they share (eg; common development along the fertile banks of great rivers). • Deepen knowledge of what the term 'civilisation' means by narrowing focus upon Ancient Egypt. • Some civilisations grew up along big rivers; The Nile. • Some civilisations were ruled by one person (a monarch) such as Ancient Egypt. • Analyse the 'achievements' that Ancient Egyptians made. • Explore how and why the Ancient Egypt civilisation ended?	**Stone Age** • Revisit the term 'civilisation' and review the chronology of when Stone Age Britain occurred. • Analyse chronology of when this civilisation existed and just how long ago this was. (The Stone Age, Bronze Age and Iron Age covers 98% of human history in Britain.) • Stone Age humans made some of the major advances in technology were achieved during this period, including the control of fire, agriculture & farming, metalworking and the wheel. (Developments changed humans from being hunter gatherers – farmers, etc.) • Compare the changes within each civilisation of Stone Age – Bronze Age – Iron Age. • What was the purpose in building Stone Henge? • Review the settlement Skara Brae village in Orkney and what this evidence suggested about how the Ancient civilisations lived. • Writing opportunity - Non chron report / diary / etc	**The Lancashire Cotton Industry – linked to black history** • Revisit the learning linked to Learie Constantine & his impact on local black history (depending on Year A/B first). Define the definition of 'trade' for pupils. • Children will investigate and respond to the following key questions: What was the Lancashire Cotton Industry? Was it an important industry to people who lived in Lancashire? What was the Transatlantic Slave Trade? Was Great Britain involved? Were the Lancashire Cotton Industry and the Transatlantic Slave Trade linked? • To understand how significant the cotton trade was for the people of Lancashire. To research what life was like for Lancashire cotton factory workers. • To examine how the 1862 cotton famine affected the people of Lancashire (create a timeline of events). • Analyse where did the cotton grow? How did it get to Lancashire? Who was involved in the trade and what were their lives like?

Year 5 & 6

Year A	**Events in British history from the 5th Century until 1066 – Vikings & Anglo Saxons** • Revisit the term 'invasion' and review the definition. Recap the knowledge gained during the Roman teaching in LKS2 (& Anglo Saxon's UKS2 if covered). • Discuss and review the key question of the half term to introduce the questioning approach to gain historic knowledge – Did Vikings wear horned helmets? • Analyse the chronology of Viking Britain and the links between other historical periods of study. Take a look at a timeline of events linked specifically to Vikings in Britain (unpick some of these events in future lessons). • Research where, why and how Vikings invaded Britain. • When settled, how did Vikings live? (link this to the term 'civilisation' from other historic focus') • Why have Vikings gained such bad reputation in History? Did they actually wear horned helmets? • What can be learned from Viking settlements about how successful their invasion to Britain was? • How should we remember Vikings? • Writing opportunity - Non chron report / diary / etc	**Ancient Greece - life there and the impact that their thinking had on the world.** • Revisit the term 'leadership' and review the knowledge learned throughout LKS2 as well as KS1. (Sticky learning quiz to revisit key knowledge / concepts.) • Analyse chronology of when this civilisation existed and how long ago this was. Take a look at a timeline of events linked specifically to Ancient Greece and key events (unpick some of these events in future lessons). • How can we know so much about the Ancient Greeks who lived over 2500 years ago? • What was life like for women and children in Ancient Greece? • What can we work out about everyday life in Ancient Athens from the pottery evidence that remains? • Why was the Athens civilisation able to be so strong at this time within Ancient History? • How did the creation of 'democracy' influence the Ancient Greek civilisation? How does that influence our own lives today? (link to trip to Parliament in London) • With a focus upon 'civilisation', what can we tell about the Ancient Greeks from their interest in the theatre and festivals like the Olympics? (compare to other groups – Stone Age, Vikings, etc) • In what ways has the Ancient Greek civilisation influenced our lives within modern Britain today? • Writing opportunity - Non chron report / diary / etc	**The transatlantic slave trade – linked to black history** • Revisit the learning linked to Learie Constantine & his impact on local black history as well as knowledge gained about the Cotton / paper Industry. Re-define the definition of 'trade' for pupils. • Investigate the importance of studying 'Black History' and unpick the term 'whitewashing'. • What was the Transatlantic Slave Trade? Was Great Britain involved? Was Lancashire involved? • Where does the Transatlantic Slave Trade fit into the children's chronological framework? Not recent with regards to living memory but much closer than some topics.) • What does The Package Book of the Ship Hope tell us about the Transatlantic Slave Trade? • What do we look at to work out what it was like in the past? How do historians investigate history? • What is evidence? Primary? Secondary? Is it possible to get a complete, 100% accurate, picture of the past? Should we always believe what we read in the evidence? Is it reliable? Biased? • Writing opportunity - Non chron report / diary / etc.
Year B	**Britain's settlement by Anglo-Saxons and Scots (including place names)** • Revisit the term 'invasion' and review the definition. Recap the knowledge gained during the Roman teaching in LKS2 (& Vikings UKS2 if covered). • Discuss and review the key question of the half term to introduce the questioning approach to gain historic knowledge – Were Anglo-Saxons 'raiders' or 'invaders'? • Analyse the chronology of Anglo-Saxon Britain and the links between other historical periods of study. Take a look at a timeline of events linked specifically to Vikings in Britain (unpick some of these events in future lessons). • Why did the Anglo-Saxons invade and how can we	**Mayan civilisation - a non-European society that provides contrasts with British history; Mayan civilization c. AD 900** • Revisit the term 'civilisation' and review the knowledge learned throughout LKS2 as well as alternative Year A/B of UKS2. (Sticky learning quiz to revisit key knowledge / concepts.) • Analyse chronology of when this civilisation existed and how long ago this was. Take a look at a timeline of events linked specifically to Ancient Maya and key events (unpick some of these events in future lessons). • Why do we study the Mayan civilisation in history at KS2?	**Significant places within our locality – Mill, Canal, Church, etc** • To know and understand the history of Withnell Fold as a coherent, chronological narrative, from the earliest times to the present day, e.g. the development of 'the paper trade' within the hamlet / village. • The Parke brothers owned the Paper Mill and oversaw the development of the village. • Revisit when the Leeds – Liverpool canal was built and how this influenced trade within Withnell Fold. (use maps to further improve His / Geog skills.) • When did the Mill open for trade and why did it close? What key product change occurred within this

	possibly know where they settled? (map skills) • Research why and how Anglo-Saxons invaded Britain. • Use the mystery of Sutton Hoo to learn more about Anglo Saxon invasions and burials. • How were the Anglo-Saxons able the see off the Viking threat? Make links between invasion tactics and battling skills. (some children will not have studied Vikings yet) • Investigate why King Alfred was considered great and the skills he showed when battling / invading / uniting. • How dark were the dark ages? Investigate lifestyles (post invasions) right up to the period of time when Anglo-Saxon Britain finished. (Battle of Hastings enactment lesson)	• When the area they lived in was mainly jungle how on earth were the Maya able to grow so strong? • Research everyday life within a Mayan civilisation comparing life for rich and poor. • How can we possibly know what was life like for the Mayan people 1,000 years ago? (Use inferences to make deductions.) • If the Maya were so civilized, why then did they believe in human sacrifice? • Why did 90% of Maya 'disappear' from their civilisations around 900AD? • Writing opportunity - Non chron report / diary / etc	time period? (coloured tissue paper) • The Parke family were Methodists so built a church for people to attend. What was the other purposes of the Church originally? Why did it change? • How much older is the farm than the village? • Why does Withnell Fold have a memorial garden? • What purpose did each floor in the 'Reading Room' house have? How were they both different? • What was the square outside our school once known as and what was its original purpose? • Why was Withnell Fold Hall rebuilt?