History Curriculum

Bowerham Primary and Nursery School and Baby Unit

Our approach to history

At Bowerham Primary and Nursery School, we want children to enjoy learning about the past and to understand how history has shaped the world around them. Our curriculum is organised into a clear sequence of units that helps pupils develop knowledge over time and make connections between different periods, places and people.

Curriculum intent

We aim to ensure that pupils:

- develop a growing understanding of local, British and world history;
- build secure knowledge of key events and people and place them in chronological order;
- develop a sense of identity and belonging through the history of Lancaster and the surrounding area;
- understand the substantive concepts of migration and invasion; equality, justice and conflict; progress and achievement; and civilisation;
- develop historical thinking through cause and consequence, similarity and difference, significance, evidence and interpretation.

Curriculum implementation

History is taught through enquiry. Each unit is guided by a question that gives pupils a purpose for their study and encourages them to consider what happened, why it happened and how we know.

Across these enquiries, pupils are taught to:

- ask and answer historical questions, using relevant knowledge;
- use historical sources and evidence to investigate the past;
- develop accurate historical vocabulary;
- compare ways of life, events and periods;
- explain causes and consequences and consider why the past is remembered in different ways.

The place of local history

Lancaster and Lancashire provide a thread through the curriculum. Pupils study significant people from Lancaster, the Lancaster Canal, Lancashire cotton mills, Lancaster during the First World War and the city's involvement in the transatlantic slave trade. These studies help children connect wider historical developments with places they know.

History in the Early Years
Nursery and Reception | Understanding the World: Past and Present

How historical understanding begins
In the Early Years Foundation Stage, history is part of Understanding the World rather than a separate National Curriculum subject. Children build an awareness of past and present through familiar experiences, stories and discussion. Planning remains flexible and responsive to children's interests and needs; there is no prescribed sequence of termly history units.

Progression through Nursery and Reception

Stage	Developing knowledge and understanding
Nursery	Children begin to make sense of their own life story and family history. They talk about familiar people and events, recall experiences and notice how they themselves have changed over time.
Reception	Children talk about people in their family and community, comment on images of familiar situations in the past and compare people or characters from stories. They begin to recognise similarities and differences between past and present.

This learning can be supported by family photographs, baby pictures, conversations about celebrations, old and new objects, photographs of Lancaster, stories set in different times, role play and simple timelines of children's own experiences. Through these experiences, children begin to make comparisons, sequence events and use photographs or objects to find out about the past.

By the end of Reception
The Past and Present early learning goal describes children being able to:
- talk about the people around them and the roles those people have in society;
- recognise some similarities and differences between the past and present, drawing on experience and shared reading;
- understand aspects of the past through characters, settings and events in stories and books.

Building towards Year 1

Year 1 enquiry	Relevant learning from the Early Years
Great Fire of London	Experience of stories about the past; beginning to recognise that places and ways of life were different long ago.
Transport over time	Comparing old and new objects and photographs; describing what is the same, different or has changed.
Florence Nightingale and Mary Seacole	Talking about people who help others and learning about people's lives through stories and discussion.

Language introduced and revisited includes: past, present, before, after, then, now, long ago, old, new, same, different, changed and remember.

Key Stages 1 and 2

Historical concepts

Substantive concepts provide connections across periods and societies. Disciplinary concepts shape the historical questions pupils ask and the ways they reach conclusions. These concepts are threaded throughout our curriculum from year 1 to year 6, with each unit being tied to a specific substantive and disciplinary concept.

Substantive concepts

Concept	What pupils explore
Migration and invasion	Movement and settlement of people, and their effects on communities and societies.
Equality, justice and conflict	Power, rights, inequality, conflict and responses to injustice.
Progress and achievement	Changes in daily life, technology, work and achievement over time.
Civilisation	The organisation, beliefs, cultures and achievements of different societies.

Disciplinary concepts

Concept	The historical thinking developed
Cause and consequence	Explaining why events happened and the changes that followed.
Similarity and difference	Comparing people, experiences, places and periods.
Significance	Considering why a person, event or development is important or remembered.
Evidence	Using sources to support and test claims about the past.
Interpretation	Recognising that accounts of the past can differ, and considering why.

Progression through the school

The concepts above are revisited in successive year groups. As pupils study a wider range of historical periods, their knowledge becomes more secure and the questions they answer become more demanding. Each unit has an identified substantive concept and disciplinary focus, shown in the following overview.

Curriculum overview
One history enquiry is taught each term. The question and concepts identify the focus of each unit.

Year 1

Term	Study and enquiry	Concepts
Autumn	**Great Fire of London** *What features of London might have helped cause the Great Fire and how did they rebuild the city?*	**Substantive** Civilisation **Disciplinary** Cause and consequence
Spring	**Transport over time** *How has transport changed over time?*	**Substantive** Progress and achievement **Disciplinary** Similarity and difference
Summer	**Florence Nightingale and Mary Seacole** *Lives of significant individuals*	**Substantive** Progress and achievement **Disciplinary** Significance

Year 2

Term	Study and enquiry	Concepts
Autumn	**The Gunpowder Plot** *Why is the Gunpowder Plot a significant event in British history and how is it remembered today?*	**Substantive** Equality, justice and conflict **Disciplinary** Significance
Spring	**Titanic** *Why did people travel on the Titanic to start a new life, and what happened after it sank?*	**Substantive** Progress and achievement **Disciplinary** Cause and consequence
Summer	**Significant people of Lancaster** *Who should we remember from Lancaster's past?*	**Substantive** Migration and invasion **Disciplinary** Significance

Year 3

Term	Study and enquiry	Concepts
Autumn	**Stone Age to Iron Age** *How did Britain change from the Stone Age to the Iron Age?*	**Substantive** Progress and achievement **Disciplinary** Evidence
Spring	**Roman Britain** *Why did the Romans come to Britain, and what changed when they arrived?*	**Substantive** Migration and invasion **Disciplinary** Cause and consequence
Summer	**Lancaster Canal** *How was life different for local people before and after the Lancaster Canal was built?*	**Substantive** Progress and achievement **Disciplinary** Similarity and difference

Year 4

Term	Study and enquiry	Concepts
Autumn	**The Tudors** *How should we remember the Tudors?*	**Substantive** Equality, justice and conflict **Disciplinary** Interpretation
Spring	**Anglo-Saxons** *What can evidence tell us about how Anglo-Saxon settlements changed the way people lived in Britain?*	**Substantive** Migration and invasion **Disciplinary** Evidence
Summer	**Ancient Egypt** *Why is Tutankhamun's tomb such important evidence for understanding Ancient Egypt?*	**Substantive** Civilisation **Disciplinary** Evidence

Year 5

Term	Study and enquiry	Concepts
Autumn	**Lancashire cotton mills** *How did the Victorians shape our world?*	**Substantive** Progress and achievement **Disciplinary** Similarity and difference
Spring	**Vikings** *Were the Vikings raiders or traders, or both?*	**Substantive** Migration and invasion **Disciplinary** Interpretation
Summer	**Ancient Greece** *What does the evidence tell us about how democracy worked in Ancient Athens?*	**Substantive** Civilisation **Disciplinary** Evidence

Year 6

Term	Study and enquiry	Concepts
Autumn	**Lancaster during the First World War** *What were the impacts of the war on Lancaster?*	**Substantive** Equality, justice and conflict **Disciplinary** Cause and consequence
Spring	**Lancaster and the transatlantic slave trade** *What was Lancaster's role in the transatlantic slave trade?*	**Substantive** Equality, justice and conflict **Disciplinary** Evidence
Summer	**Baghdad around AD 900** *Why was Baghdad one of the most important cities in the world around AD 900?*	**Substantive** Civilisation **Disciplinary** Significance

National Curriculum coverage

The following table shows where the historical study requirements are addressed within the school's sequence of units.

Key Stage 1

Programme of study requirement	Year
Changes within living memory	1
Events beyond living memory	1, 2
The lives of significant individuals in the past	1
Significant historical events, people and places in their own locality	2

Key Stage 2

Programme of study requirement	Year
Changes in Britain from the Stone Age to the Iron Age	3
The Roman Empire and its impact on Britain	3
Britain's settlement by Anglo-Saxons and Scots	4
The Viking and Anglo-Saxon struggle for the Kingdom of England	5
A local history study	3, 6
A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066	4, 5, 6
The achievements of the earliest civilisations, including a depth study of Ancient Egypt	4
Ancient Greece: life, achievements and influence on the western world	5
A study of a non-European society that provides contrasts with British history	6