

1320 and all that: famous dates and public engagement with history

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Introduction

History is often understood, or at least presented, in terms of significant dates. 1320 is generally understood to be a key date in Scottish history as this year marked the Declaration of Arbroath, which helped secure Scotland's place as an independent kingdom.



The Declaration of Arbroath was a letter from Scotland's leading political leaders to Pope John XXII, arguing for the recognition of Scotland as an independent nation in the context of Scotland's ongoing struggles with the English state. It is often remembered for its stirring words:

"for as long as a hundred of us remain alive, we will never on any conditions be subjected to the lordship of the English. For we fight not for glory, nor riches, nor honours, but for freedom alone, which no good man gives up but with his life."

This year is the 700th anniversary of the signing of the Declaration of Arbroath. To mark this anniversary the Trust commissioned research to better understand how the public see this date, how "famous dates" inform people's understanding and appreciation of history.

Key findings

- A national survey has found that the Scottish public considers that it has a good general knowledge of Scottish history, with 60% of Scots suggesting they know a lot, or quite a lot, about our history.
- A lower proportion, 49% of people said they had heard of the Declaration of Arbroath and knew at least something about it.
- When given further information on the Declaration, 72% of people agreed that it was important or very important for Scotland's development as a nation.
- Higher levels of income and of education both correlate to greater knowledge of Scottish history in general, and in particular, the Declaration.
- The history of Scotland is still intertwined with the public today and our research found that current political preferences correlated with attitudes to historical events, including the Battle of Bannockburn, and the Treaty of Union.
- "Famous dates" were not important to all with "don't know" the second highest response (after Bannockburn 1314) when respondents were prompted to identify the most significant date in Scottish history.
- However, we also found there was a broad appetite to learn more about Scottish history across all demographics, with 77% of people wanting to learn more.
- The preferred ways of learning more about our history were primarily through media (documentaries, books, film and TV dramas), but a majority of people also wanted to visit historic sites.

The research also provided insight into how people engage with Scottish history, and in which ways they want to do this. Survation was appointed to carry out the research, and

carried out an online poll with a representative sample of 1,000 people resident in Scotland.

Survey findings

How much do people know about Scottish history?

First, we asked people how well they thought they knew Scottish history, on the following scale: a lot; quite a lot; not that much; nothing at all; don't know.

We found that people were generally positive about their knowledge of Scottish history, with 60% considering that they knew a lot or quite a lot, with only 36% saying they didn't know that much, and 3% saying they knew nothing at all.

Men were more confident in their knowledge of Scottish history than women, with 70% of men rating their knowledge of Scottish history as a lot or quite a lot, compared to only 52% of women.

Reported knowledge of Scottish history also increased with age. Only 43% of 16-24 years olds said they had a lot or quite a lot of knowledge about Scottish history, compared to 71% of people aged 65+.

When we analysed the results by region, we found some variation. Some regions reported a higher than average knowledge of Scottish history (68% of people in South Scotland claimed to know a lot or quite a lot, as did 66% of people in West Scotland and 67% in Central Scotland. Regions that reported an average level of knowledge were Highlands and Islands (where 60% of people knew a lot or quite a lot), North East Scotland (60%), Lothian (60%). Conversely, the proportions of people who knew a lot or quite a lot about Scottish history were lower in Mid Scotland & Fife (45%), and Glasgow (57%).

There were also variations by political affiliation. Those who voted SNP or Conservative in the 2019 General Election were more likely to report knowing a lot or quite a lot about Scottish history, at 73% for SNP voters, and 64% for Conservative voters. The proportion of Liberal Democrat voters who said they know a lot or quite a lot about Scottish history were in line with the national average (61%), compared to 54% of Labour voters.

Those who voted 'Yes' in the 2014 Scottish Independence Referendum reported higher levels of knowledge of Scottish history, at 73%, compared to No voters at 61%.

For the 2016 European Union Membership (Brexit) Referendum, 'Leave' voters claimed to have higher levels of knowledge of Scottish history, at 70%, compared to 'Remain' voters at 61%.

Income and education both appeared to relate to levels of knowledge. The reported knowledge of Scottish history rose with household income, with 65% of people from households earning £40,000 people knowing a lot or quite a lot about Scottish history, compared to 62% of respondents from households earning £20,000-39,999, and 58% from households earning under £20,000.

Reported knowledge of Scottish history also rose with education level, rising from 55% of people educated to NQ Level 1 knowing a lot or quite a lot, compared to 56% at NQ Level 2, 59% at NQ Level 3 and 67% at NQ Level 4 and above.

When we looked at people's levels of knowledge by their country of birth, we found, perhaps unsurprisingly, people born in Scotland were more likely to say they knew a lot or quite a lot about Scottish history, at 62%. However, more than half of people from England, Wales or Northern Ireland (an average of 54%), or from other EU countries (54%) also reported having a good knowledge of Scottish history. Only when we looked at those born outside the EU did the number of people who knew a lot or quite a lot drop below 50% to 42%.

When asked about their national identity, as opposed to their place of birth, we found that people describing themselves as Scottish were most likely to report themselves as knowing a lot or quite a lot about Scottish history at 65%. Sixty percent of people identifying as British only and 54% of people identifying as English, Welsh, Northern Irish or British reported the same level of knowledge.

Knowledge of the Declaration of Arbroath?

We asked our respondents if they had heard of the Declaration of Arbroath, and whether they knew something about it (responses were: have heard of and know a lot about it; have heard of and know something about it; have heard of but don't know anything about it; haven't heard of; not sure).

Overall, 48.7% of people reported having heard of the Declaration and knew at least something about it (23.9% hadn't heard of it; 25% had heard of it, but didn't know anything about it, and 37% had heard of it and knew something about it, and 11.3% had both heard about it and knew a lot about it). This compares to 60% of people reporting that they knew a lot or quite a lot about Scottish history. i.e. as an episode, it was less well known.

Men were more likely to claim some level of knowledge of the Declaration, with 14.6% of men reporting knowing a lot about it, compared to 8.3% of women, and 47.2% of men claiming some level of knowledge, compared to 28.4% of women. Women were twice as likely to declare that they hadn't heard of it (32.6% of women compared to 14.5% of men).

Reported knowledge of the Declaration improved by age, with only 7.8% of people aged 16-24 declaring they have heard of it and know something about it, compared to 15% of those aged 65+. Similarly, those reporting they hadn't heard of it decreased from 43.1% of people aged 16-24 to only 10.5% of people aged 65+.

People from South Scotland were most likely to say they had heard of the Declaration and knew a lot about it. The North East, where the Declaration originated, was only average in this regard, with 51.7% of people saying they had heard of it and knew a lot or something about it.

People who voted SNP in the 2019 General Election were most likely to report having heard of the Declaration and knowing a lot or something about it at 58%, compared with 51.3% of Labour voters, 49.7% of Conservative voters and 49% of Liberal Democrat voters.

For the 2014 Scottish Independence Referendum, 59% of 'Yes' voters said they had heard of the Declaration and knew a lot about it compared to 51% of 'No' voters.

For the 2016 Brexit Referendum, levels of knowledge were equal, with 57% of 'leave' voters and 56% of 'remain' voters reporting having heard of the Declaration and knowing a lot or something about it.

Similar to the previous question, household income appeared to have an impact on levels of knowledge, with people in the lowest income group (Under £20,000) least likely to report knowing a lot or something about the

Declaration at 43%, compared to 54% of people who earn £20,000-39,999 and 51% of people who earn over £40,000.

Those with the highest level of education also reported the highest level of knowledge of the Declaration. Fifty-six percent of people with NQ level 4 or above, 44% of people with NQ Level 3, 48% of people with NQ Level 2 and 39% of people with NQ Level 1 said they had heard of the Declaration and knew a lot or something about it. Those born in Scotland were more likely to report knowledge of the declaration, at 50%. For non-Scottish born respondents, levels of knowledge were lower than for Scottish history in general.

People identifying as Scottish-only were most likely to have a lot or some knowledge of the Declaration at 52%. This was lower for other national identities (British-only 48%; Scottish and British 48%; and English, Welsh, Northern Irish or British 45%).



Significance of the Declaration of Arbroath

We gave our respondents further information on the Declaration, and asked them:

'The Declaration of Arbroath in 1320 was a letter from 51 Scottish nobles to Pope John XXII asserting Scotland's claim to be an independent kingdom. Looking back over Scotland's history, how important do you think the Declaration of Arbroath was to Scotland's development as a nation?' (people could choose from: very important; quite important; not that important; not at all important; don't know).

Our research found that, based on this information, 72% of people thought the Declaration of Arbroath was very or quite important to Scotland's development as a nation.

Analysing the research findings revealed that those who voted for the SNP in the 2016 Holyrood Election or 2019 General Election were more likely than those who voted for any other political party to think the Declaration was very important. Those who voted 'Remain' in the 2016 Brexit Referendum were most likely to consider the Declaration very important (37% compared to 28% for those who voted 'Leave'), as were those who voted 'Yes' in the 2014 Scottish Independence Referendum (45% compared to 23% who voted 'No').

Our research also found that 46.8% of those born outside the EU thought the Declaration was very important, which was almost double the proportion born in England, Northern Ireland or Wales (24%). 33% of people born in Scotland thought it was very important, as did 30% of people born in the EU (not UK).

Similarly, those who classed their national identity as 'British only' or 'English, Welsh, Northern Irish or British' were much less likely than those who identified either as 'Scottish' or 'Scottish' and other to consider the Declaration of Arbroath very or quite important.

Interestingly, when we looked at the results by region, sex and age groups, those from Lothian were least likely to say it was very important. Men were slightly more likely than women to think it was very important, as were those aged 24-35 and 45-55.

Stories of Scotland

To mark the 700th anniversary of the signing of the Declaration of Arbroath, the Trust is investing in the House of Dun, which encompasses the Montrose Basin Nature Reserve, to create a new experience for visitors to learn about the birth of Scotland and the history of Angus. The stables and courtyard area will be redeveloped, a new Angus Folk Museum will be established to tell the story of the people of Angus, its history and its landscape. There will also be a special exhibition on the Declaration of Arbroath.



We know that almost 70% of people prefer to learn about history by visiting historic sites. The redevelopment will provide an exciting visitor experience at the House of Dun. It will bring history to life for our visitors through using multi-sensory interpretation and costumed story telling.

By investing in the House of Dun, people who are from Scotland, Britain, the EU or from further afield will be able to engage with the history of the Declaration of Arbroath and learn more about the story of the birth of Scotland and how we developed as a nation.

Learning more about Scottish history

We also asked respondents whether, given the opportunity, they would like to learn more about Scottish history. We asked which of the following statements came closest to their view: given the chance I would like to learn more; given the chance I would not like to learn more; don't know).

We found that 77% of people in Scotland would like to learn more about Scottish history. We welcome this finding, as we know that when people learn about and experience

Scotland's heritage, they are more likely to value it and want to conserve it for the future.

The results show that there is a real appetite for people in Scotland and from further afield to learn more about Scotland's history- and we're here to support them to do so. However, our research also found that some groups were less likely to want to learn more about Scottish history.

Those born in the EU (other than the UK) were most likely to want to learn more about Scottish history (84%), followed by those born in Scotland (78%). However only 73% of those born in England, Wales or Northern Ireland wanted to do so. Likewise, those who identified as 'British only' were the least likely to want to learn more about Scottish history.

Only 71% for those who rented from Housing Associations or social landlords wanted to learn more about Scottish history, which is lower than the proportion of people who want to learn more about Scottish history and rent from a private landlord (at 85%) or own their homes (at 79%).

Furthermore, people educated to NQ levels 1 or 2 were less likely that those educated to NQ level 3 or above to want to learn more about Scottish history. 86% of those educated to NQ level 3 and 81% of respondents educated to NQ level 4 and above wanted to learn more about Scottish history, dropping to 71% of respondents educated to NQ level 2 and 75% of respondents educated to NQ level 1.

We also found that people from the Highlands and Islands, North East and West Coast, including Glasgow, and South Scotland were most likely to want to learn more about Scottish history. 85% of people in Highlands and Islands would, given the chance, like to learn more about Scottish history compared to only 71% of people in Lothian, 72% in Central Scotland and 75% in mid Scotland and Fife.

Those who have historically voted for SNP or the Conservative Party were more likely to want to learn more about Scottish history than those who have historically voted for Labour or the Liberal Democrats. However, when we looked at the results by voting patterns in the 2016 Brexit Referendum and 2014 Scottish Independence Referendum, we found similar proportions of 'Remain' and 'Leave' voters and 'Yes' and 'No' voters would like to learn more about Scottish history.

Across all income brackets, 76%-79% of respondents would, given the chance, like to learn more about Scottish history. However, our recent report *A Scottish Culture Strategy: Overcoming Barriers and Unlocking Benefits* found that respondents earning under £20,000 experienced the highest incidence of barriers to cultural participation. This indicates that although there is interest in learning more about Scottish history across all income brackets, there is also a need to break down the barriers that prevent those on lower incomes pursuing this interest.

Our research also found that the self-employed and those out of work (including those who were unemployed, retired, had a long-term health condition, or were homemakers) were more likely than those in full time employment to want to learn more about Scottish history. Additionally, those aged 35-65+ were slightly more likely than those aged 16-35 to want to learn about Scottish history.

Ways to learn about Scottish history

We then asked respondents to tell us about their preferred ways of learning about Scottish history.

Overall, the results showed that the majority of people prefer to learn about Scottish history from documentaries (78%). Importantly for The Trust however, 68% of people stated they also liked to learn by visiting historic places. Visiting historic places was popular among the youngest people aged 16-24 (58%), but even more so with those aged 55-64 (76%).

Table 1: Preferred methods of learning about history

Method	Percentage
Documentaries	78.4%
Visits to historic places	68.1%
Books	56.5%
Films and TV dramas	49.2%
Websites	47.8%
Social events (e.g. local history society)	20.1%
Re-enactments	8.7%
Games	8.4%
Volunteering	5.9%
Other	1.7%

There were some differences between how men and women preferred to learn. Males preferred to learn through documentaries (81% men, 76% women), books (58% men,

54% women) and websites (57% men, 44% women). Women were more likely to prefer re-enactments than men at 11% as opposed to 6% for men.

Analysing the results by region, we found that visits to historic sites were far less popular among people from Glasgow (58%) compared to those from South Scotland (80%). Books were a much more popular way to learn about history in the Highlands and Islands (67%) compared to South Scotland (45%).

There didn't appear to be many significant differences between how people preferred to learn when we analysed the data along voting patterns in the 2019 General Election, 2016 Holyrood Election, 2014 Scottish Independence Referendum or the 2016 Brexit Referendum. Preferred ways of learning about history were quite evenly rated among those who voted 'Yes' or 'No' in the 2014 Scottish Independence Referendum, with social events being slightly higher rated among those who voted 'Remain' in the 2016 Brexit Referendum, at 23% as opposed to 16% of 'Leave' voters.

People earning over £40K were 10% more likely to visit historic sites (at 76%) compared to those earning under £20,000 (at 65%). Films and TV were also more highly rated among higher earners with 54% of people earning over £40,000 wanting to learn this way compared to 48% of people earning less than £20,000. Visits to historic places were preferred among homeowners (72%) as opposed to social renters (63%) whilst social renters preferred documentaries (84%) compared with 79% of homeowners and film and TV dramas at 52% for social renters and 45% for homeowners). Books were preferred among the self-employed at 76% compared to 49% of those in full time work.

Those who were engaged, married or in a civil partnership preferred visits to historical sites (72%) more than single people (65%). Books were a more popular way to learn among those divorced at 68% compared to 48% for those in a relationship.

Historic sites and re-enactments were also much more popular among those with larger families of 6 or more people over the age of 14. Seventy eight percent of those with 6 or more people in their family over the age of 14 preferred historical sites compared to 67% of households with only one person in the household over the age of 14.

Thirty two percent of these larger families preferred re-enactments compared to 8% of households with two or three people. This suggests visits to such sites and events are more commonly a family activity.

How people relate to history is also linked to where they come from and what they view their national identity to be. In particular, stratifying the results by country of birth suggested visits to historic sites were highly favoured among those from other EU countries (94%) compared to 67% of people from Scotland. Preferences to learn through games, books, social events and film and TV were also significantly higher amongst people from the EU than people from anywhere else.

Barriers to engagement

For the minority of respondents who did not want to learn more about Scottish history, we explored why this might be. We prompted these respondents for a range of possible barriers, including: lack of relevance; lack of time; cost; already knowing enough about Scottish history; not finding Scottish history interesting; or not knowing the best way to learn more about Scottish history.

Table 2: Barriers to engagement

Reason given for not learning more	Percentage (all respondents not wishing to learn more)
I don't feel it is relevant to me	31%
Lack of time	30%
I don't find Scottish history interesting	29%
I know enough about Scottish history	25%
I don't know the best way to learn more about Scottish history	13%
Cost	10%
Other	5%
Don't know	5%

For all respondents who did not want to learn more, the three leading reasons were: lack of relevance to them (31%), lack of time (30%), and not finding Scottish history interesting (29%).

24% of respondents considered that they already knew enough about Scottish history, so weren't motivated to learn

more. 13% of respondents felt that they did not know the best way to learn more about Scottish history, and a further 90% identified cost as a barrier to learning.

Women were less likely than men to find Scottish history relevant to them at 26% compared to 35% of men. Cost was also a larger factor for women, with 17% citing this as a barrier compared with only 3% of men.

Those in the 16-24 and 45-54 age brackets are much more likely to feel Scottish history is not relevant to them at 41% and 55% respectively. Only 20% of those 25-34 felt similar. When region was considered, those from Mid Scotland and Fife were more likely to say the same at 50%, compared with just 15% from Glasgow whilst those from West Scotland were the least likely to find Scottish history interesting at 41%.

Conservative voters were the least likely to find Scottish history interesting at 38% or feel that it was relevant to them at 40%. SNP voters were the least likely to follow suit with 25% feeling it wasn't relevant and 19% feeling it was not interesting.

A similar story unfolded when we looked at the results by voting patterns in the 2014 Scottish Independence Referendum. 43% of 'no' voters did not find Scottish history relevant compared to 13% of 'Yes' voters. 'Yes' voters were more likely to be discouraged by cost at 12% compared to 4% of 'No' voters.

Thirty eight percent of 'No' voters stated they did not find Scottish history interesting compared with just 11% of 'Yes' voters.

Considering educational attainment levels, 31% of those educated to NQ Level 4 or above felt they already knew enough about Scottish history compared with 14% at NQ Level 1. Cost was a bigger barrier to learning for social renters at 18% compared to 5% for home-owners and 8% for private renters.

Twenty-four percent of those born in Scotland felt Scottish history was not relevant to them. However, those born in other parts of the UK (England, Wales and Northern Ireland) were the least likely to find it relevant to them at 57%. National identity returned a similar narrative. 20% of those identifying as Scottish did not feel Scottish history was relevant to them compared with 49% of those who

identified as British only and English, Welsh, Northern Irish and British. By comparison, 34% of those identifying at both Scottish and British did not feel it was relevant to them.

Those with a disability cited time as a significant barrier to learning at 40% compared to 27% of non-disabled people. Those in a relationship struggled with time factors with 53% citing time as a barrier compared to 25% of single people.

The Trust is dedicated to conserving and promoting Scotland's built and natural heritage and the history and stories surrounding Scotland's places. This research has given us greater insight into why people do not want to learn more about Scottish history, and what barriers to learning exist. We will use these findings to engage those groups who may not yet have an interest, feel its relevance or possess other barriers to learning in our history.

Famous dates in Scottish history

Finally, to better understand how the 1320 anniversary compared with other significant dates in Scottish history, we asked people what they thought to be the most important event in Scotland's history. They were given a list of eight key events to choose from - recognising there are many other significant dates. 'Other' was a possible response in addition to 'don't know':

- Battle of Stirling Bridge, 1297
- Battle of Bannockburn, 1314
- Declaration of Arbroath, 1320
- Crowning of Mary, Queen of Scots, 1542
- Union of the Crowns, 1603
- Act of Union, 1707
- Convening of the Scottish Parliament, 1999
- Scottish independence referendum, 2014

Overall, the Battle of Bannockburn in 1314 was considered the most important event in Scotland's history, chosen by 26% of those who responded. Indeed, when broken down by sex, age, voting pattern, income, educational attainment or socio-economic group, the Battle of Bannockburn was consistently placed either first or second in terms of number of votes.

The second placed event was the Act of Union in 1707, chosen by 16% of people. However, a large proportion of people, 18% were unsure about which event they thought most important - a don't know response - and this was particularly true of women (24%).

Table 3: Famous dates ranked by significance

Event	Percentage
Battle of Bannockburn in 1314	25%
Don't know	18%
Act of Union 1707	16%
Convening of the Scottish Parliament in 1999	10%
Declaration of Arbroath in 1320	8%
Crowning of Mary, Queen of Scots in 1542	7%
Scottish independence referendum in 2014	6%
Union of the Crowns 1603	5%
Battle of Stirling Bridge in 1297	4%
Other	2%

Those aged between 16 - 34 felt the least sure about which event was most important; those aged 35 - 54 identified the Battle of Bannockburn as the most important event; and those aged 55+ most often identified the Act of Union 1707. People that considered themselves in any way Scottish, whether by birth or national identity tended to identify the Battle of Bannockburn as the most important event (born in Scotland – 28%; Scottish – 30%; Scottish and British – 22%; and, Scottish and other GB – 20%. 33% of people that were born in England, Wales or Northern Ireland and 35% of people who considered themselves British only were more likely to consider the Act of Union of 1707 as the most important date in Scotland’s history.

When it came to voting patterns, SNP or Labour voters in both the 2016 General Election and 2019 Holyrood Election consistently identified the Battle of Bannockburn as the most important event. In the 2016 Holyrood Election, 28% of SNP voters and 32% of Labour voters said the Battle of Bannockburn was the most important event.

The Act of Union, 1707 came second amongst Labour voters in both elections whilst the convening of the Scottish Parliament in 1999 came second for SNP voters. Those who had voted Conservative in either election tended to identify the Act of Union 1707 as the most important event (31% in the 2019 General Election and 36% and in the 2016 Holyrood Election).

When it came to the 2014 Scottish Independence Referendum, the Battle of Bannockburn was most often cited as the most important event by ‘Yes’ voters (27%) and the Act of Union 1707 by ‘No’ voters (25%). The Battle of Bannockburn came a close second for the latter group (24%), whereas ‘don’t know’ came second amongst ‘Yes’ voters (14%). Whether a ‘Leave’ or ‘Remain’ voter in the 2016 Brexit Referendum, the Battle of Bannockburn was most often cited as the most important date with the Act of Union 1707 second.

When considered in terms of educational attainment, again the Battle of Bannockburn was viewed as the most important date for those educated up to NQ Level 1 (29%), those educated to NQ Level 2 (29%); and those educated up to NQ Level 3 (21%). For those educated to NQ Level 4 or above, the Act of Union in 1707 was most often cited, with 21%, choosing it as their most important date. For this group, the Battle of Bannockburn a close second at 20%.

The one group of people who did not mention the Battle of Bannockburn at all, were those born outside of the EU. For this group (which was only a small sample size) and those born in EU countries other than the UK (again a small sample size), the Crowning of Mary, Queen of Scots, 1542 was considered most important (24% and 31% respectively).

It is striking that the Battle of Bannockburn and the Act of Union, were the two events considered most important, the first an historic battle, between the Scots and the English and the second, a peaceful, if for many an unpopular, union of the two nations.

It is evident from this research that Scotland’s history does not just serve as stories from the past or even as lessons to learn, but it still shapes how we see ourselves. History is a living process, often linked to our social identity and national identity – how we view ourselves in the world and the choices we make.

Past SNP and Conservative voters were more likely to want to learn more about Scottish history than voters of other parties. Traditionally, these groups are the most likely to support the concepts of independence and unionism respectively.

However, in recent years, most recently with the 2014 Scottish Independence Referendum, it is arguable that the

concept of 'Scottish history' has become linked with Scottish independence. This could be due to the terminology of 'Scottish' itself as opposed to 'British' or due to the parts of history most commonly associated with Scottish history which are linked to Scottish independence.

As a possible consequence of this, Conservative voters were the least likely to find Scottish history interesting or feel that it was relevant to them, whilst SNP voters much less likely to feel the same way. This theory is in part reinforced when we looked at respondents who did not wish to learn more about Scottish history. For 'Yes' voters, the main reasons given were lack of time, or already knowing enough about Scottish history, whereas for 'No' voters the leading reasons were not feeling it was relevant to them, or not finding Scottish history interesting.

Considering events in Scottish history, SNP or Labour voters in recent elections, consistently identified the Battle of Bannockburn as the most important event. Those who had voted Conservative on the other hand identified the Act of Union 1707 as the most important event.

Similarly, the Battle of Bannockburn was most often cited as the most important event by 'Yes' voters (27%) and the Act of Union 1707 by 'No' voters (25%).

It is therefore important to note the impact that current political and ideological views can have on our engagement with Scottish history, and is a useful lesson to organisations such as the National Trust for Scotland in ensuring that Scottish history is portrayed in a way that is relevant and inclusive to all regardless of background or personal predispositions.

As well as finding that political affiliations impacted what dates were meaningful to people and how they engage with Scottish history, our research also found that a large segment of the population did not engage with history on the basis of dates, famous or otherwise.

Instead, many people connect with history through learning about the stories of Scotland and understanding people's lived experiences. Through learning about history through people's stories, we can better understand what they cared about and what motivated them, in turn letting us understand the 'why' of history as well as the 'what'.

This is why the National Trust for Scotland focuses on telling the stories of the people of Scotland, from royalty to servants and from crofters to soldiers, as well the stories of our great places and periods of history. Through Newhailes, we tell the story of the Scottish Enlightenment, the most significant period of scientific and intellectual thinking in Europe and through the Glenfiddich Monument, Killiecrankie and Culloden we tell the story of the Jacobites. We hold a huge range of historical documents which we use to tell the story of Scottish history, as well as many artefacts which bring these stories to life.

Conclusions

One of the National Trust for Scotland's main objectives is to provide opportunities for everyone to experience and appreciate Scotland's heritage. We do this by using our knowledge, historic properties, objectives and natural landscapes to tell stories to help people learn about Scotland's history. We run events at Trust properties for adults and children, create interpretive displays to make learning engaging and memorable, and deliver curriculum-based programmes for schools.

We believe Scotland's history is for everyone, and we're pleased to see that so many people are interested in learning more about it. This research has also highlighted to us what groups are not so interested in learning more about Scottish history and what barriers to learning people face.

Using the findings from this research, the Trust will continue to work to ensure everyone in Scotland, regardless of what their income, educational level, geography, gender, housing situation or employment status is, has opportunity to experience and learn about our history.