



## Holbeton Primary School History Curriculum



2023 - 2024

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	<p><b>Autumn Term:</b> <i>Schools today and in the past.</i> Local history</p> <p><b>Spring Term:</b> <i>Why do we remember Isambard Kingdom Brunel?</i> People</p> <p><b>Summer Term:</b> <i>How have flights changed the world</i> Events</p>		<p><b>Ancient Egypt:</b> In what ways did ancient Egypt change?</p> <p><b>Cradles of civilisation:</b> How similar and how different were Ancient Egypt and Ancient Sumer?</p> <p><b>Indus Valley Civilisation:</b> How do we know about the Indus Valley civilisation?</p> <p><b>Persia and Greece:</b> What did Greek city-states have in common?</p> <p><b>Ancient Greece:</b> What can historians learn from the sources from Ancient Greece?</p> <p><b>Alexander the Great:</b> How did Alexander the Great conquer so much land?</p>			

2024 - 2025

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	<p><b>Autumn Term:</b> Events: The Great Fire of London What were the causes and consequences of the Great Fire of London?</p> <p><b>Spring Term:</b> People: Great explorers Which of Plymouth's explorers was the most important?</p> <p><b>Summer Term</b> <i>(Opening Worlds bridging Unit)</i> How do we know about the Stone Age?</p>		<p><b>The Roman Republic:</b> How much power did the senate have in the Roman Republic?</p> <p><b>The Roman Empire:</b> What can sources reveal about Roman ways of life?</p> <p><b>Roman Britain:</b> What kinds of knowledge about Roman Britain have historians been able to build from the sources?</p> <p><b>Christianity in three empires (300-600CE)</b> What made each early Christian state special?</p> <p><b>Arabia and early Islam</b> What kind of change did Muhammad bring about in Arabia?</p> <p><b>Muslim Cordoba</b> How did worlds come together in Muslim Cordoba?</p>			

## KS1 – Year 1

Theme	Enquiry questions	Disciplinary / Second Order Concept	Assessment	Justification	Vocabulary
Place	<p><b>Place:</b> Local History  <b>How has shopping changed over time?</b>                      OR  <b>Is there any difference between schools today (in our local area) and in the time of your parents and grandparents?</b></p>	<p><b>Continuity and Change</b>  <b>Sources and evidence</b>  <b>Similarity and difference</b>  <b>Sources and evidence</b></p>	<p>Discuss different ways the past has been represented.                      Show understanding of similarities and differences between their lives and those of adults around them.                      Be able to explain how shopping has changed over time.                      OR                      If a child from 100 years ago was suddenly transported into their classroom today, what would be the things that surprise them most?                      Are there some things that would not surprise them?</p> <p>Then ask children whether they think there were more similarities/differences or changes between two different times – e.g., between 100 years ago and their grandparents’ time or between their parents’ time and now.</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>	<p>change                      street                      photograph                      photography                      black and white                      photographs                      camera                      disappear, disappeared  <i>* Be sure to teach ‘disappear’ explicitly. See below. They will need it in Year 2, Summer term for Stone Age.</i>                      grandparent                      great grandparent                      grandchildren                      grandson                      granddaughter                      home                      family                      memories</p>
People Innovations	<p><b>People:</b>  <b>Why do we remember Isambard Kingdom Brunel?</b></p>	<p><b>Significance</b>  <b>Sources and evidence</b></p>	<p>Design a memorial to Brunel by choosing one or all his achievements and sum up his contribution.</p>	<p>The lives of significant individuals in Britain's past who have contributed to our nation's achievements – Isambard Kingdom Brunel.</p>	<p>Technology                      Trade                      Victorian                      transport                      separate/separated                      connect/connected/                      connection                      railway                      railway station                      iron</p>

<b>Events Innovations</b>	<b>Events: Flight Firsts</b> <b>How have flights changed the world</b>	<b>Significance</b>	Children explain how flights have changed the world. E.g. show the importance of flights.  Children create a poster of flights showing how they have changed the world.	Events beyond living memory that are significant nationally or globally (for example, the first aeroplane flight).	Flight Aeroplane Hot air balloon Impact Similarities differences significant achievements female black Atlantic Ocean Moon Solo Pilot
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## Key Stage 1 – Year 2

Theme	Enquiry questions	Disciplinary / Second Order Concept	Assessment	Justification	Vocabulary	Substantive Knowledge / Concepts
<b>Settlements</b>	<b>Events: The Great Fire of London</b> <b>What were the causes and consequences of the Great Fire of London?</b>	<b>Cause and Consequence</b>	Explain the cause of the Great Fire of London and how the fire impacted on the way of life in London.	Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London).	London Stuart king Charles II boatman fire, fireplace, hearth crier stalls watchmen building church Cathedral River Thames Terraced Samuel Pepys Drought	Civilisation Trade Settlements Religion

<p><b>Place</b> <b>Local history</b> <b>Settlements</b></p>	<p><b>Place:</b> Local history <b>How did 17<sup>th</sup> Century life in both Plymouths compare?</b></p>	<p><b>Similarity and Difference</b></p>	<p>Compare similarities and differences between the life the Pilgrims had in Plymouth UK with the life they had in Plymouth Massachusetts when they arrived.</p>	<p>Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Mayflower Settlement Pilgrims Sailed New World Explore America Crew Barbican Elizabethan Indigenous</p>	<p>Empire Trade Civilisation Religion Settlements</p>
<p><b>Events</b> <b>Innovations</b></p>	<p><b>Events:</b> Great explorers <b>Which of Plymouth's explorers was the most important?</b></p>	<p><b>Significance</b> <b>Interpretations</b></p>	<p>Compare two explorers linked to Plymouth, who they were and what they achieved. Explain which is more important and why.</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Significant historical events, people and places in their own locality. <i>Significant individuals – compare with another prominent military or voyager or significant events.</i></p>	<p>Ocean Sailor Sailed sailing ship port adrift Pacific Colony Armada Globe Voyage explorer</p> <p><i>Depending on which 2 explorers are chosen, include some places to show how far they travelled, such as:</i> Pacific Southern Ocean Galapagos South Pole North America Antarctica</p>	<p>Empire Trade Civilisation Religion Settlements</p>

<p><b>Summer – Opening World’s bridging unit.</b></p>	<p><b>How do we know about the Stone Age?</b></p>	<p><b>Sources and evidence</b></p>		<p>KS2 NC: Changes in Britain from the Stone Age to the Iron Age.</p>	<p>Stone Age Doggerland landbridge ancestor hunter-gather nomadic Mammoth pre-historic/pre-history Skara Brae hearth mound Stonehenge hammer shape ditch stone circle 'thousands of years ago'</p>	<p>Settlements Religion Trade</p>
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Key Stage 2

[See Opening Worlds Curriculum Overview \(Revised June 2024\)](#)