CELT KS1 History Overview including local units

Big Question	Core Knowledge	Disciplinary Concepts	Key Vocabulary	Historical Themes	Supporting Texts	Outcomes/Assessment Opportunity
How have toys changed?	Toys from past 100 years; materials, safety, power; compare handmade and factory-made; link to cultural toys.	Chronology; Continuity & Change; Similarity & Difference; Source Analysis: Similarities & Differences;	toy, material, invention, factory, design, handmade, modern	Invention; Society; Childhood	Old Bear (Hissey); Lost in the Toy Museum (Lucas); Toys & Games (Sally Hewitt); Major Glad, Major Dizzy (Jane Oke)	Use time vocabulary to describe sequence and change. Outcome: create a class museum timeline.
Events beyond living memory						
What was the Great Fire of London and how did it change London?	Events of 1666; causes (dry weather, wooden buildings); diary sources; rebuilding of London. Pepys, maps, diary reconstructions) and local fire-safety link.	Chronology; Cause & Consequence; Significance; Source Analysis	bakery, firebreak, timber, diary, rebuild, London	Disaster; Change; Society	Vlad and the Great Fire of London (Cunningham); Toby and the Great Fire of London (Nash): The Baker's Boy and the Great Fire of London (Tony Bradman); The Great Fire of London (Emma Adams); The Great Fire of London (rick Fairlamb); Who was Samuel Pepys (Paul Harrison); the Buildings that made London (David Long)	Sequence and explain causes. Outcome: newspaper report and drama.
Who were the explorers who changed our world?	Ibn Battuta travelled to many countries and recorded what he saw. Bessie Coleman was the first Black female pilot and overcame barriers to fly. Amy Johnson flew solo from England to Australia. Children also learn about other explorers: Charles Darwin (animals and nature), Neil Armstrong (space), Roald Amundsen (South Pole), Sylvia Earle (oceans), Edmund Hillary (Mount Everest). Compare different journeys and challenges.	Chronology; Similarity & Difference; Significance; Interpretation	explorer, journey, travel, pilot, world, map, sea, space, mountain	Exploration; diversity; geography; human achievement	'Ibn Battuta' stories; 'Bessie Coleman' biography; 'Amy Johnson' biography; *Man on the Moon* (Simon Bartram); simple non-fiction texts about explorers	Use time vocabulary to describe sequence and change. Compare explorers' experiences. **Outcome:** create a short fact file for an explorer of your choice **Assessment opportunity:** can children say who the explorer was, what they did, and talk about one way two explorers are the same or different?
Lives of Significant Individuals						
How did Mary Seacole and Florence Nightingale change nursing?	How did Mary Seacole and Florence Nightingale change nursing?	How did Mary Seacole and Florence Nightingale change nursing?	How did Mary Seacole and Florence Nightingale change nursing?	How did Mary Seacole and Florence Nightingale change nursing?	The Extraordinary life of Mary Seacole; Great Women who changed the World' Little Leaders; Bold Women in Black History.	Explain contributions of historical figure. Outcome: biography booklet. Identify contributions. Outcome: 'medical museum' class display.
Significant events, people and places, including in our own locality						
How has our local area changed over time?	Local streets, landmarks, maps, photos; how and why places change.	Chronology; Continuity & Change; Source Analysis	local, landmark, community, old, modern, past	Place; Community; Identity	My Street (Hicks); A Walk in London (Rubbino)	Identify reasons for local significance. Outcome: tourist leaflet.

1. **ST AUSTELL – Local History Units**

Unit 1: China Clay Industry – "How did clay shape our town?"

Big Question	Core Knowledge	Disciplinary Concepts	Key Vocabulary	Themes	Supporting Texts/Resources
How did clay shape our town?	What china clay is; why St Austell became a clay hub; mining processes; global export; changes in work/life.	Chronology (Victorian–modern); Evidence (maps, machinery, photos); Cause/Consequence (industry → jobs/town growth); Similarity/Difference (mining then/now); Significance (shaping the area).	clay, pit, quarry, export, industry, mine, engineer	Industry; migration; local-to-global trade; community	Wheal Martyn Museum resources; photos; BBC bitesize clips

Charlestown Harbour – "Why was our harbour important?"

Big Question	Core Knowledge	Disciplinary Concepts	Key Vocabulary	Themes	Supporting Texts/Resources
Why was our harbour important?	Georgian harbour; clay export; tall ships; trade routes; harbour engineering.	Chronology; Evidence (harbour structures); Cause/Consequence (export → shipbuilding); Interpretation (reconstructions); Significance (world heritage importance).	harbour, dock, export, cargo, tall ship	Trade; empire links; engineering; maritime life	Charlestown information boards; "Cornish Harbours" picture books

2. **PORT ISAAC – Local History Units**

Fishing Through Time – "How has fishing shaped Port Isaac?"

Big Question	Core Knowledge	Disciplinary Concepts	Key Vocabulary	Themes	Supporting Texts/Resources
How has fishing shaped Port Isaac?	Traditional fishing; pilchards; changes in boats; harbours; community roles.	Chronology; Evidence (nets, boats, photos); Similarity/Difference; Cause/Consequence (weather, technology); Significance (lifeblood of village).	fishing, harbour, net, catch, quay	Maritime life; local economy; continuity/change	RNLI materials; "The Big Book of the UK" fishing pages

LUXULYAN – Local History Units

Treffry Viaduct – "How did people build such a huge structure?"

Big Question	Core Knowledge	Disciplinary Concepts	Key Vocabulary	Themes	Supporting Texts
How did people build such a huge structure?	Joseph Treffry; 19th-century engineering; granite; transport routes.	Chronology; Evidence (stonework, maps); Cause/Consequence; Significance; Interpretation (engineering drawings).	viaduct, bridge, granite, engineer	Engineering; technology; Victorian Britain	On-site boards; photos; Brunel children's books

LOSTWITHIEL – Local History Units

Lostwithiel the Ancient Capital – "Why was our town important?"

Big Question	Core Knowledge	Disciplinary Concepts	Key Vocabulary	Themes	Supporting Texts
Why was our town important?	Stannary town; medieval trade; river transport; Duchy of Cornwall.	Evidence (maps, coins); Cause/Consequence (tin trade); Interpretation (artists' impressions).	trade, stannary, market, Duchy, river	Governance; economy; local–national connections	Cornwall Heritage Trust materials

5. NEWQUAY – Local History Units

Newquay Harbour & Fishing – "How was our harbour used?"

Big Question	Core Knowledge	Disciplinary Concepts	Key Vocabulary	Themes	Supporting Texts
How was our harbour used?	Pilchard trade; boat building; storms; local jobs; fish cellars.	Evidence; Cause/Consequence; Similarity/Difference; Significance.	harbour, pilchard, net, catch, quay	Maritime life; trade; community	Old maps; photos; RNLI resources

6. MEVAGISSEY – Local History Units

Fishing Village History – "Why is Mevagissey a fishing village?"

Big Question	Core Knowledge	Disciplinary Concepts	Key Vocabulary	Themes	Supporting Texts
Why is Mevagissey a fishing village?	Fishing traditions; boat types; storms; harbour changes; local economy.	Chronology; Evidence; Cause/Consequence; Significance.	fishing, harbour, fleet, storm, quay	Maritime trade; community; tradition	Mevagissey Museum materials

7. FOWEY – Local History Units

Fowey Harbour & Trade – "How did ships connect Fowey to the world?"

Big Question	Core Knowledge	Disciplinary Concepts	Key Vocabulary	Themes	Supporting Texts
How did ships connect Fowey to the world?	Medieval trade; exports; imports; Royal Navy links; estuary geography.	Evidence; Cause/Consequence; Global connections; Continuity/Change.	harbour, estuary, trade, cargo, ship	Maritime history; global trade; economy	"Cornish Ports & Harbours"; local archive