History Intent

Within our History Curriculum we have identified 6 substantive themes we will weave in and out of our curriculum and 6 disciplinary concepts.

Substantive themes (content):

- Power
- Migration & exploration
- Belief & culture
- Everyday life
- Innovation

Disciplinary concepts (thinking):

- Change & continuity
- Cause & consequence
- Similarity & difference
- Significance
- Evidence & interpretation

KS1:

Unit	Power	Migration & Exploration	Belief & culture	Everyday life	innovation
Toys (changes in living memory)			✓ Cultural toys, traditions	✓ Childhood, play, materials	✓ Materials, manufacturing, design
Great Fire of London	✓ Authority, rebuilding London		✓ (Interpretations of events)	✓ Life in 1666 London	✓ Rebuilding, fire safety
Explorers who changed our world	✓ Influence, achievement	✓ Global travel, journeys	✓ Cultural encounters	✓ Life on journeys	✓ Navigation, exploration knowledge
Mary Seacole & Florence Nightingale	✓ Challenging inequality, influence		✓ Identity, diversity	✓ Hospitals, care	✓ Medical innovation
Local area study	✓ Local leadership, change	✓ Movement of people (local)	✓ Community identity	✓ Local life past/present	✓ Urban change, development

Year 3

Unit	Power	Migration & Exploration	Belief & culture	Everyday life	innovation
Ancient Egypt	✓ Pharaohs, rule		✓ Religion, afterlife	✓ Life by Nile	✓ Writing, pyramids
Cradles of civilisation (Sumer)	✓ Early states	✓ Settlements	✓ Early belief systems	✓ Urban life	✓ Writing, trade systems
Indus Valley	? (uncertain rulers)	✓ Settlement patterns	✓ Possible beliefs	✓ City life, sanitation	✓ Urban planning
Persia & Greece	✓ Empires, city-states	✓ Expansion	✓ Greek gods	✓ Citizens' lives	✓ Philosophy, language
Ancient Greece (depth)	✓ Democracy		✓ Culture, theatre	✓ Daily life	✓ Philosophy, science
Alexander the Great	✓ Empire, conquest	✓ Expansion	✓ Cultural blending		✓ Spread of knowledge

Year 4

Unit	Power	Migration & Exploration	Belief & culture	Everyday life	innovation
Roman Republic	✓ Senate, government		✓ Roman religion	✓ Roman society	✓ Roads, engineering
Roman Empire	✓ Emperors	✓ Expansion	✓ Beliefs, spectacle	✓ Pompeii life	✓ Engineering
Roman Britain	✓ Empire control	✓ Migration to Britain	✓ Cultural mix	✓ Towns, frontier life	✓ Infrastructure
Christianity in empires	✓ Role of rulers	✓ Spread of religion	✓ Christianity	✓ Lived religion	
Islamic civilisation (Arabia)	✓ Political/religious authority	✓ Trade routes	✓ Islam emerges	✓ Life in desert	✓ Oral culture
Islamic civilisation (Cordoba)	✓ Caliphate	✓ Cultural mixing	✓ Multi-faith society	✓ Urban life	✓ Science, learning

Year 5

Unit	Power	Migration & Exploration	Belief & culture	Everyday life	Innovation
Roman Republic	✓ Senate, government		✓ Roman religion	✓ Roman society	✓ Roads, engineering
Roman Empire	✓ Emperors	✓ Expansion	✓ Beliefs, spectacle	✓ Pompeii life	✓ Engineering
Roman Britain	✓ Empire control	✓ Migration to Britain	✓ Cultural mix	✓ Towns, frontier life	✓ Infrastructure
Christianity in empires	✓ Role of rulers	✓ Spread of religion	✓ Christianity	✓ Lived religion	
Islamic civilisation (Arabia)	✓ Political/religious authority	✓ Trade routes	✓ Islam emerges	✓ Life in desert	✓ Oral culture
Islamic civilisation (Cordoba)	✓ Caliphate	✓ Cultural mixing	✓ Multi-faith society	✓ Urban life	✓ Science, learning

Year 6

Unit	Power	Migration & Exploration	Belief & culture	Everyday life	innovation
Maya	✓ Rulers		✓ Religion	✓ Farming life	✓ Maths, calendar
Medieval African kingdoms	✓ Kingdoms	✓ Trade networks	✓ Culture	✓ Society	✓ Technology
Cities in time	✓ Urban power	✓ Movement to cities	✓ Urban culture	✓ City life	✓ Industrial innovation
WWII Britain	✓ Government	✓ Evacuation, Windrush	✓ Shared experiences	✓ Daily wartime life	✓ Technology
Local history (KS2 end)	✓ Local governance	✓ Migration stories	✓ Identity	✓ Community life	✓ Change

Progression of themes

Power

- KS1:
  - Power explored through events, individuals, and local contexts
  - Power = *who makes decisions and shapes change*
  - Children see power in:
    - The Great Fire of London (rebuilding decisions, authority)
    - Local trade and industry (harbours, clay, economic influence)
  - Begin to recognise that power can affect people's lives and places
- Lower KS2 (Y3–4):
  - Systems of government (pharaohs, democracy, empire)
  - Power linked to belief and geography
- Upper KS2 (Y5–6):
  - Power as complex systems:
    - empire
    - state formation
    - political change
  - Evaluate: how power is gained, used, challenged

Migration & Exploration

- KS1:
  - Movement of people and goods across local and global contexts
  - Exploration as journeys that change understanding of the world
  - Children learn:
    - Explorers travel, discover, and share knowledge
    - Trade connects places (e.g. harbours, clay export)
  - Begin to see that movement leads to connection and change
- Lower KS2:
  - Settlement and invasion (Romans, Anglo-Saxons, Vikings)
  - Migration & exploration shapes places
- Upper KS2:
  - Migration & exploration as:
    - global
    - economic
    - cultural
  - Includes identity, diversity, and consequences

Belief & Culture

- KS1:
  - Lived experiences, traditions, and encounters between people
  - Culture explored through:
    - Toys and childhood (how people live differently)
    - Explorers (meeting different cultures)
    - Local communities (shared ways of life)
  - Begin to recognise that people in the past lived differently and had different experiences
- Lower KS2:
  - Religion shaping societies (Egypt, Greece, Rome)
  - Cultural expression (art, myth, ritual)
- Upper KS2:
  - Belief as:
    - a driver of power
    - a source of conflict/cooperation
    - shaping identity across time

Everyday Life

- KS1:
  - Central focus on how people lived in the past
  - Explored through:
    - Toys, homes, jobs, and communities
    - Local industries (fishing, clay, trade)
  - Strong emphasis on:
    - then vs now
    - how daily life changes over time
  - Children begin to understand that history is about real people's lives
- Lower KS2:
  - Daily life in civilisations
  - Rich vs poor differences
- Upper KS2:
  - Lived experience across:
    - class
    - gender
    - culture
  - Multiple perspectives (e.g. Vikings vs Anglo-Saxons)

Innovation

- KS1:
  - Achievements of individuals and communities that change the world
  - Innovation seen in:
    - Explorers (navigation, discovery)
    - Nursing (Nightingale and Seacole)
    - Engineering and industry (viaducts, harbours, manufacturing)
  - Children learn that new ideas and inventions can improve lives and shape the future
- Lower KS2:
  - Key achievements:
    - writing
    - architecture
    - philosophy
- Upper KS2:
  - Knowledge as cumulative and shared:
    - Baghdad → Renaissance
    - trade → exchange of ideas
  - Innovation linked to:
    - culture
    - power
    - geography

What Opening Worlds adds

Opening Worlds strengthens these themes by:

1. Making them recur deliberately (not one-off)

- Migration appears in Y3, Y4, Y5, Y6
- Power is constantly revisited in new forms
- In KS1, themes already recur across units (e.g. trade, exploration, everyday life)

2. Connecting them

For example:

- Power + belief → pharaohs, caliphates
- Migration + culture → Vikings, Cordoba
- Innovation + exchange → Baghdad

In KS1 this begins as:

- Power + innovation → rebuilding London, engineering
- Migration + culture → explorers encountering different societies
- Innovation + everyday life → toys, jobs, healthcare

3. Driving them through enquiry

Each unit asks:

- Why did this happen? *(cause & consequence)*
- How do we know? *(evidence & interpretation)*
- What changed? *(change & continuity)*
- Why does it matter? *(significance)*

KS1 Theme Coverage

Unit 1: How and why have toys changed over time?
✓ Changes within living memory (NC requirement)
✓ Everyday life (childhood, play, materials)
✓ Innovation (materials, manufacturing, design)
✓ Change & continuity (toys over time)
✓ Cause & consequence (why toys have changed)
✓ Similarity & difference (past vs present)
✓ Evidence (objects as sources)

Unit 2: Why did the Great Fire of London happen and how did it change London?
✓ Event beyond living memory (NC requirement)
✓ Cause & consequence (spread of fire, rebuilding)
✓ Change & continuity (London before and after)
✓ Significance (why the event is remembered)
✓ Evidence & interpretation (diaries, maps)
✓ Power (authority, rebuilding decisions)

Unit 3: How did explorers change our understanding of the world?
✓ Significant individuals (NC requirement)
✓ Migration & exploration (journeys and global movement)
✓ Innovation (new discoveries and understanding)
✓ Innovation (navigation, travel, technology)
✓ Belief & culture (encounters between cultures)
✓ Similarity & difference (comparing explorers)
✓ Significance (impact on the world)

Unit 4: How did Mary Seacole and Florence Nightingale change nursing?
✓ Significant individuals (NC requirement)
✓ Innovation (development of nursing)
✓ Innovation (medical care and reform)
✓ Diversity (representation and overcoming barriers)
✓ Change & continuity (healthcare then and now)
✓ Significance (lasting impact on society)
✓ Evidence (biographies, artefacts)

Unit 5: How and why has our local area changed over time?
✓ Significant places in own locality (NC requirement)
✓ Change & continuity (local area past to present)
✓ Cause & consequence (why places change)
✓ Everyday life (how people lived locally)
✓ Evidence (maps, photos, buildings)
✓ Significance (importance to community)
✓ Similarity & difference (then and now)

Local History Unit
Unit 6: Why was china clay important in shaping our town?
✓ Local history (NC requirement)
✓ Innovation (industry, engineering processes)
✓ Migration & exploration (global trade of clay)
✓ Everyday life (jobs and working conditions)
✓ Cause & consequence (industry → town growth)
✓ Change & continuity (industry over time)
✓ Significance (impact on local identity)

Unit 7: How did Charlestown Harbour help our town connect to the wider world?
✓ Local history (NC requirement)
✓ Migration & exploration (trade routes and movement)
✓ Power (economic importance of trade)
✓ Innovation (harbour engineering, shipbuilding)
✓ Cause & consequence (harbour → global links)
✓ Significance (local to global importance)

Unit 8: How and why has fishing shaped life in Port Isaac?
✓ Local history (NC requirement)
✓ Everyday life (fishing community and roles)

✓ Change & continuity (fishing over time)
✓ Cause & consequence (environment, technology, economy)
✓ Similarity & difference (past vs present fishing)
✓ Significance (importance to village identity)

Unit 9: Why was Treffry Viaduct built and how did people build it?
✓ Local history (NC requirement)
✓ Innovation (engineering and construction)
✓ Innovation (Victorian engineering)
✓ Cause & consequence (transport needs → construction)
✓ Evidence (structures, maps, drawings)
✓ Significance (impact on transport and industry)

Unit 10: Why was Lostwithiel important in the past?
✓ Local history (NC requirement)
✓ Power (governance, Duchy of Cornwall)
✓ Migration & exploration (movement of goods and trade)
✓ Cause & consequence (tin trade → importance)
✓ Evidence & interpretation (maps, artefacts)
✓ Significance (role as a historic centre)

Unit 11: How and why was Newquay Harbour used in the past?
✓ Local history (NC requirement)
✓ Everyday life (jobs linked to fishing and trade)
✓ Migration & exploration (movement of goods)
✓ Cause & consequence (harbour use → economic activity)
✓ Similarity & difference (past vs present use)
✓ Significance (importance to community)

Unit 12: Why did Mevagissey become a fishing village?
✓ Local history (NC requirement)
✓ Everyday life (fishing traditions and roles)
✓ Change & continuity (fishing over time)
✓ Cause & consequence (geography → fishing industry)
✓ Evidence (boats, photos, artefacts)
✓ Significance (village identity)

Unit 13: How and why did ships connect Fowey to the wider world?
✓ Local history (NC requirement)
✓ Migration & exploration (global trade connections)
✓ Power (economic influence through trade)
✓ Cause & consequence (trade → town development)
✓ Change & continuity (trade over time)
✓ Significance (global and local impact)

	History Unit	Substantive Content (Your Themes)	Main Disciplinary Focus	Enquiry Question / Synoptic Outcome
Year A Autumn	How have toys changed?	Everyday life (childhood and play); Innovation (materials, invention, design); Belief & culture (different toys across cultures)	Chronology; Change & continuity; Similarity & difference; Evidence (objects, photos)	**How have toys changed?** Pupils sequence toys over time and explain simple changes using evidence. Outcome: class museum timeline
Year A Spring	How did Mary Seacole and Florence Nightingale change nursing?	Everyday life (London in 1666); Power (rebuilding decisions); Innovation (fire safety, rebuilding); Belief & culture (how the event is remembered)	Chronology; Cause & consequence; Significance; Evidence & interpretation (diaries, maps)	**What was the Great Fire of London and how did it change London?** Pupils explain causes, sequence events, and describe changes. Outcome: newspaper report, diary, letter or drama
Year A **Summer**	How has our local area changed over time?	Everyday life (local area); Power (changes in community); Migration (who lives there); Innovation (how places develop)	Chronology; Change & continuity; Evidence; Cause & consequence; Significance	**How has our local area changed over time?** Pupils use maps and sources to explain change and significance. Outcome: tourist leaflet or video tour.
Year B Autumn	What was the Great Fire of London and how did it change London?	Innovation (nursing developments); Power (individuals improving society); Belief & culture (diversity and identity); Everyday life (hospitals)	Significance; Cause & consequence; Chronology; Evidence (biographical sources)	**How did Mary Seacole and Florence Nightingale change nursing?** Pupils explain their contributions and why they are important. Outcome: biography booklet / medical museum or oral report.
Year B Spring	Who were the explorers who changed our world?	Migration & exploration (journeys and discoveries); Innovation (human achievement); Belief & culture (diversity of explorers)	Chronology; Similarity & difference; Significance; Interpretation	**Who were the explorers who changed our world?** Pupils describe and compare explorers and their journeys. Outcome: explorer diary, non-chronological report or oral report.
Year B Summer	Opening Worlds Stone Age Unit			