

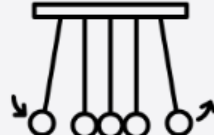




Probus School History Curriculum

(September 2025)

Unit Sequence and National Curriculum Links

National Curriculum Requirements				
EYFS (Understanding the World)				
<ul style="list-style-type: none">- Children can understand that they have a family, older members were born before younger members of the family.- Children can sequence their lives through photos (birth, toddler, child).- Understand people and places can change overtime.				
KS1		KS2		
Pupils should develop knowledge of: <ul style="list-style-type: none">• Develop and awareness of the past• Know where the people and events studied fit within a chronological framework.• Identify similarities and differences between ways of life in different periods.• Understand some of the disciplinary skills taught at Probus School.		Pupils should: <ul style="list-style-type: none">• Develop chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.• Use disciplinary concepts taught to have a wider understanding of how to be a historian.• Make links by noticing contrast and trends over time and develop using historical terms• Construct informed responses from ‘weighing up’ evidence that involves thoughtful selection and organisation of multiple and relevant historical information.		
The pillars of our disciplinary curriculum				
				
Chronology	Continuity and Change	Cause and Consequence	Significance	Weighing Evidence

Year 1					
Building prior knowledge		Building prior knowledge		Building prior knowledge	
Children will have learnt there is a past, present and future in EYFS. In this topic, children will sequence chronology in event order.		In Understanding the World, children have had playful learning tasks with a topic of prehistoric footprints. Children will build on knowing that these were a long time ago to learning other techniques of learning about prehistory.		Children previously learned about routes they take to school during Understanding the World. Now children will learn about the history of air travel.	
Unit 1 Sequencing	Sticky Knowledge	Unit 2 Sequencing	Sticky Knowledge	Unit 3 Sequencing	Sticky Knowledge
The Torrey Canyon Disaster? 1. What is the Torrey Canyon Disaster? 2. How do we know about the disaster? 3. What was the order of events that lead to the disaster? 4. How did the disaster affect local people? 5. What changes were made because of the disaster?	1. Children will know that the Torrey canyon was a local oil spill that happened within living memory. 2. Children will know that the oil spill led to changes in the tanker designs and regulations being made.	Mary Anning 1. Why do we remember Mary Anning? 2. What were the ups and downs of Mary Anning's life? 3. How did Mary succeed in a man's world? 4. Who were the people important to Mary? 5. How do we know about Mary's actions when it was beyond living memory? 6. Why should Mary be remembered?	1) Understand that Mary's discoveries have influence our understanding of prehistory. 2) She didn't go to school but she taught herself about Geology. 3) She created a legacy: her work helped people understand ancient creatures.	Air travel over time 1. How did Da Vinci act as a pioneer for flight? 2. Who would use a hot air balloon? 3. The Wright Brothers: why are they remembered? 4. Amelia Earhart: 1937 what makes the year so special? 5. A shrinking world: what was the impact of commercial air travel? 6. How did the Apollo project act as a giant leap for mankind?	Children will know that aviation took centuries to develop. Children will be able to talk about the benefits of a 'smaller world' on lifestyle and culture e.g. world trade and transportation of goods.
Disciplinary concepts		Disciplinary concepts		Disciplinary concepts	
Cause and effect, Weighing Evidence,		Significance, Continuity and Change		Continuity and Change, Chronology, Cause and Consequence	
Key Vocabulary		Key Vocabulary		Key Vocabulary	
Disaster, change, oil spill, impact		Diversity, equality, fossil, dinosaur, palaeontologist		Journey, space, moon, risk, Apollo	

Year 2					
Building prior knowledge		Building prior knowledge		Building prior knowledge	
Children have learned that significant figures in the past have made an impact on history such as the Wright Brothers. Children will now learn that some events have causes and consequences.		Children learn about significant people in history in Year 1. In this unit, Children will learn how the RNLI (an important local service) was formed through the actions of Grace Darling.		Previous learning across Key Stage 1 has included many causes and consequence themes. Children will have a	
Unit 1 Sequencing	Sticky Knowledge	Unit 2 Sequencing	Sticky Knowledge	Unit 3 Sequencing	Sticky Knowledge
The Gunpowder Plot 1. Where and when was the gunpowder plot? 2. How did religion impact the event? 3. Who was Guy Fawkes? 4. How did Guy Fawkes fail in his plot? 5. Bonfire night: How and why is it remembered?	1. Children will be aware that the gunpowder plot was a political statement. 2. Children will understand that we still celebrate this moment in history to commemorate his failure.	Grace Darling? 1. What do remember Grace Darling? 2. What made Grace darling so special? 3. How did Grace rescue passengers? 4. What does evidence tell us? 5. How did lifeboats change because of Grace?	1) Her heroism lead to the creation RNLI 2) Despite dangerous weather, Grace and her father rescued 9 people. 3) She lived in Victorian times (chronology).	Richard Trevithick 1. What is tin mining? 2. Who is Richard Trevithick? 3. Why was Richard Trevithick so important? 4. How has Richard Trevithick affected our lives? 5. What have we learned about Richard Trevithick?	1. Children will know that RT designed many things but the locomotive transformed travel and accessibility for people.
Disciplinary concepts		Disciplinary concepts		Disciplinary concepts	
Cause and consequence, chronology, significance		Cause and Consequence, Significance, Weighing up Evidence		Significance, Continuity and Change	
Key Vocabulary		Key Vocabulary		Key Vocabulary	
Plot, rebel, political, celebrate, remember		Rescue, heroin, saviour, pioneer, impact		Mining, extract, tin, technology, cause and effect	

Year 3					
Building prior knowledge		Building prior knowledge		Building prior knowledge	
Children have learned that there is a time within and beyond living memory. This is important to begin to understand how long ago the stone age was.		Children have learnt to sift evidence from their previous Year 3 topic. They have learned how people were nomadic and settled to become farmers. This knowledge is important leading into this topic.		Children have learned that Cornwall changed drastically through the industrial revolution through the advancements in technology. Now the children will learn about our village in more detail.	
Unit 1 Sequencing	Sticky Knowledge	Unit 2 Sequencing	Sticky Knowledge	Unit 3 Sequencing	Sticky knowledge
Stone Age Britain 1. Were stone age people simply hunter gatherers? 2. Farming: How much did life change for people? 3. What can we learn from Skara Brea? 4. How should the Bronze Age be remembered? 5. How do we know what life was like during the Iron Age?	1. Children will understand that people had more time when they started farming vs hunting. 2. Children understand that people lived in small tribes; people only migrated for necessities e.g. failed harvests.	Life in Ancient Egypt 1. How do we know anything about Ancient Egypt? 2. Settlers: How have times changed? 3. Why the Nile? 4. Men, women, children: what were their lives like? 5. What was lifelike as a pharaoh? 6. What? There's an after-life.	1. Children will understand the importance of the Nile for trade and farming. 2. Children will learn how to sift evidence to understand that we can learn things about Egypt from the things we have learned today.	Our locality: How has it changed? 1. What evidence can we gather to learn how Probus has changed overtime? 2. What is the significance of Probus and St. Grace's church? 3. What clues can we find to learn about our school's past? 4. How have people's lives in Probus changed over time? 5. Why hasn't Probus developed as much as other towns and villages locally?	1. Children will understand that Probus has been a settlement for a long time. 2. Children will understand that evidence such as census records can show us changes in the village overtime.
Disciplinary concepts		Disciplinary concepts		Disciplinary concepts	
Weighing evidence, cause and consequence		Weighing Evidence, Chronology, Significance		Chronology, continuity and change	
Key Vocabulary		Key Vocabulary		Key Vocabulary	
Farming, hunter-gatherer, settlement, evidence, lifestyle		Nile, Settle, Evidence, lifestyle, after-life		Census, change, lifestyle, development	

Year 4					
Building prior knowledge		Building prior knowledge		Building prior knowledge	
Children learned of hierarchal structures to society in the Year 3 (Egypt). This unit links to diversity and democracy. Children will learn how the city states had different cultural expectations and practices.		<i>Previously, children have learned about the way Ancient Egyptians lived. Children will explore how lifestyle, culture and technology of the Romans entered and established itself in Britain.</i>		Children learned of all the fantastic technology left by the Romans and how the Romans have shaped Britain at the time. In this unit, they will learn how the Anglo Saxons had a different culture and lifestyle. Many of the Romans' technological advancements were made redundant during this time in Britain.	
Unit 1 Sequencing	Sticky Knowledge	Unit 2 Sequencing	Sticky Knowledge	Unit 3 Sequencing	Sticky Knowledge
Ancient Greece 1.What can excavations and ceramics tell us about early Greece? 2.What was life like in early Greece? 3.What was life like in Ancient Athens? How do texts support our understanding? 4.What was life like for Athenian women? 5. How was life different for Spartans and Athens? 6. How has ancient Greece influenced our lives today?	1. Children will understand that Ancient Greece introduced the concept of democracy. 2. Children will understand that Greece was split into states, and they had different cultures.	The Romans in Britian 1.Why did the Romans leave sunny Italy for this cold island? 2.Why did Boudica stand up to the Romans and what image do we have of her today? 3.How were the Romans able to keep control over such a vast empire? 4.How did the Roman way of life contrast with the Celtic lifestyle? 5.How can we solve the mystery of why this great empire came to an end? 6.How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?	1. Children will understand that the expansion of the empire made it difficult to defend and overtime the Romans lost control of areas once conquered. 2. Children will understand that the romans left many things in Britain; baths, roads, aqueducts etc.	Anglo Saxons 1.Why did the Anglo-Saxons invade and how can we possibly know where they settled? 2.What does the mystery of the empty grave tell us about Saxon Britain? 3.How did people's lives change when Christianity came to Britain and how can we be sure? 4.Alfred, just how 'Great' was he? 5. How did the kingdom unite for a new England? 6.So how dark were the dark Ages, really?	1. Children will learn that there are 'push' and 'pull' factors that brought them to Britain. 2. Children will be able to understand how the religious landscape of Britain has changed over time.
Disciplinary concepts		Disciplinary concepts		Disciplinary concepts	
Weighing evidence, continuity and change, Significance		Chronology, Cause and consequence, Continuity and Change		Chronology, Continuity and change, Weighing Evidence	

Key Vocabulary	Key Vocabulary	Key Vocabulary
Democracy, ancient, equality, diversity, life style	Empire, advancement, diversity, contrast, military	Invade, kingdom, settle, evidence, faith

Year 5					
Building prior knowledge		Building prior knowledge		Building prior knowledge	
Children have learned that the Anglo Saxons arrived in Britain shortly after the Romans left. They learned of the push and pull factors which brought the Anglo Saxons to Britain. In this unit, they will learn that Britain was occupied by the Vikings at the same time.		Year 5 have learned of life in Britain during the Dark Ages with a power struggle at times between the Vikings and Anglo Saxons. In this unit, they will learn how at the same time but different part of the world, the Islamic Empire was spreading across Asia, Europe and North Africa. They had contrasting cultures.		Children have learned how Saxons were led by Alfred the Great and other civilizations have been ruled in multiple ways. In this unit, children will explore the reign of multiple rulers of Britain justify how successful their rulership was.	
Unit 1 Sequencing	Sticky Knowledge	Unit 2 Sequencing	Sticky Knowledge	Unit 3 Sequencing	Sticky Knowledge
Vikings 1. Where did the Vikings come from and when did they arrive? 2. Why have the Vikings gained such a bad reputation? 3. How did the Vikings try to take over the country and how close did they get? 4. How have recent excavations changed our view of the Vikings? 5. Raiders or settlers: how should we remember the Vikings?	1. Children will understand that evidence can have bias. 2. Children understand that the Vikings raided but overtime settled in England with times of peace.	Same time, different place: Early Islam. 1. Why should we learn about the Early Islamic civilization? 2. How did the civilization spread so quickly? 3. What can we learn about them from the way they set up their capital city? 4. What was so special about Baghdad? 5. How much greater was life for the rich in society? 6. How did the Baghdad decline?	1. Children will be aware that this part of history is in the same period as the others taught this year, but the Islamic empire was far superior to Britain. 2. Children will be aware of the impact this civilization, books, libraries, number systems etc.	Medieval Monarchs 1. Who was the rightful heir to the thrown in 1066? 2. Who was the worse king, Richard I or John? 3. In what was Edward I a great and terrible king? 4. How did Henry VIII initiate the reformation? 5. Was Elizabeth I weak and feeble? 6. Written outcome about medieval monarchs.	1. Children understand that Henry VIII had huge power to point he could start his own church (religion). 2. The Kingdom's defence and future depended on the strength of the Monarch in reign.
Disciplinary concepts		Disciplinary concepts		Disciplinary concepts	
Weighing Evidence, Cause and Consequence		Weighing evidence, Chronology, Cause and Consequence		Continuity and Change, Significance, Chronology	
Key Vocabulary		Key Vocabulary		Key Vocabulary	

Raid, Settle, Trade, Power, Excavate	Empire, Islam, faith, spread, technology, knowledge, culture	Reign, monarch, power, responsibility
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Year 6					
Building prior knowledge		Building prior knowledge		Building prior knowledge	
Children have learned of Romans and Islamic Empires Children have learned in KS1 how transport changed lifestyles for people as well as the roles of woman and children in society in Year 3 and 4. In this unit, children will learn how lifestyle changed during the industrial revolution and Victorian era.		In Year 4, children learned of democracy and justice through fair trials and councils within government during the time of Ancient Greece and Roman Empire. Here children will learn how punishments and justice changed through the ages.		In Year 2, children learned of tin mining in Cornwall and studied Grace Darling. In Year 3 and 5, children learned of excavation. Now children will learn how Cornwall benefited from the extraction of China Clay through the mining of it.	
Unit 1 Sequencing	Sticky Knowledge	Unit 2 Sequencing	Sticky Knowledge	Unit 3 Sequencing	Sticky Knowledge
Victorians and the industrial revolution <ol style="list-style-type: none"> 1. What was the industrial revolution and how was it fuelled by the empire? 2. What was life like for the people of Britain? 3. How has the railway affected the lives of people in Victorian era? 4. Has the What research methods can we use to research the life of black Victorians? 5. What movement fought for equality? 6. How did this era impact our lives today? 	<ol style="list-style-type: none"> 1. Children will know that people moved from rural locations to cities for work. 2. Children will understand that this was a time of fighting for change: suffragettes and Suffragists fought for equality and women's rights. 	Crime and Punishment. <ol style="list-style-type: none"> 1.How were criminals punished 800 years ago and how do we know? 2.What does Robin Hood tell us about medieval justice? 3.How did crime and punishment change between 1500 and 1750? 4.Why did punishment become so bloody in the 18th century? 5.Why did so much change happen in the 19th century? 6. Has the way we catch and punish criminals improved that much in the last 100 years? 	<ol style="list-style-type: none"> 1. Children will be able to explain that the class system and public opinion became a driver for more bloody punishments in 18th century. 2.Children will be able to say that punishments and the process of punishing someone had become more accurate and fair in modern times compared to the past. 	Local Study: Cornwall's Clay mining industry. <ol style="list-style-type: none"> 1. When and how did mining begin in Cornwall? 2. Was Cornwall once the world centre of technology and engineering advancement? 3. What was it like to be a miner? 4. How did mining change the landscape of Cornwall? 5. Why did it start to decline and what does the future hold? 	<ol style="list-style-type: none"> 1. Children will understand that mining brought people to Cornwall. 2. Children understand that Cornish industry thrived during this era.
Disciplinary concepts		Disciplinary concepts		Disciplinary concepts	
Weighing evidence, Change and continuity		Cause and consequence, Chronology		Chronology, significance, continuity and change	

Key Vocabulary	Key Vocabulary	Key Vocabulary
Evidence, equality, suffragettes, impact	Punishment, social class, severity, crime	Evidence, lifestyle, change, landscape, mining