



History Curriculum

2025-26

Our Intent for History at Roundhill Primary School

History is all around us. It is our past and shapes our future.

"We are made by history." Martin Luther King Jr

At Roundhill, we use the study of history to ignite our children's curiosity about the past in Britain and the wider world. Through finding out about how and why the world, our country, culture and local community have developed over time, we allow our children to understand how the past influences the present and the future.

Our History curriculum enables children to develop a context for their growing sense of identity and a chronological framework for their knowledge of significant civilisations, events and people. We encourage them to ask perceptive questions of the history they learn about - digging deeper, weighing evidence and thinking critically. Woven throughout our history curriculum is a celebration of a range of different events and significant people, providing a broad and balanced representation of the wide variety of people, from different cultures and locations around the world, who have shaped our past and our future.

"Education is the most powerful weapon that you can use to change the world." Nelson Mandela

Throughout our History Curriculum we have embedded four Golden Threads: Key Figures, Legacy and Impact, Power and Rule, and Technological Advances. These are visited regularly throughout the learning journey of our curriculum and provide a theme of relevant local and cultural experiences, ensuring the cultural capital and general knowledge of our pupils is equal and stands them in good stead for the future. As a school, we are blessed to find ourselves located in an area with a rich local heritage, Roman Bath, and surrounding areas including Bristol. By the end of Year 6, children will have a chronological understanding of British history from the Stone Age to the present day. They will be able to draw comparisons and make connections between different time periods and their own lives. Interlinked with this are studies of world history, such as the ancient civilisations of the Greeks and Egyptians and the influence they had on life today.

Implementation

Our sequenced and progressive History curriculum is taught through a series of units, allowing pupils opportunities to build on prior learning and make connections through the Golden Threads. Children's historical understanding is enhanced through regular experiences, trips and visitors, including within the local area.

Where relevant, cross-curricular links are made to link historical understanding with other relevant subject areas.

Unit Overview – 2025-26

2025-26	T1	T2	T3	T4	T5	T6
EYFS Main theme links	Understanding the World (History)	Understanding the World (RE)	Understanding the World (Science)	Understanding the World (Science)	Understanding the World (Geography)	Understanding the World (Geography)
Nursery 1	<i>Who am I?</i>	<i>What is a celebration?</i>	<i>What keeps me warm?</i>	<i>How do I look after plants?</i>	<i>Where can I walk to?</i>	<i>Who lives on a farm?</i>
Nursery 2	<i>Who are we?</i>	<i>How do you celebrate?</i>	<i>What can I feel?</i>	<i>How do plants grow?</i>	<i>Where in the world can I go?</i>	<i>Who lives in the jungle?</i>
Reception	<i>Where do I belong?</i>	<i>How do people celebrate across the world?</i>	<i>Why is it cold?</i>	<i>What else grows?</i>	<i>Who do we share the world with?</i>	<i>What's under the sea?</i>
Year 1			The Development of Toys <i>How have toys changed over the past 80 years?</i>	Nurturing Nurses <i>How has the work of people who help us changed over time?</i>		Castles and Royalty <i>What did Kings and Queens of the past build castles in Britain for?</i>
Year 2	Great Fire of London <i>How have the events of the great fire of London impacted London today?</i>			Transport Changes and Brunel <i>How did people get around in the past? (SS Great Britain Trip)</i>		Explorers <i>Who was more courageous: Neil Armstrong or Christopher Columbus?</i>
Year 3	Ancient Egyptians <i>What were the greatest achievements of the Ancient Egyptians?</i>		Local History Study – Georgian Bath <i>How did the Georgians influence our city?</i>	Monarchs <i>How has the role of monarchs changed over time?</i>		
Year 4	Roman Empire <i>What was the Roman Empire's impact on Britain?</i>		Anglo-Saxons and Scots <i>Who settled in Britain after the Romans?</i>		Vikings <i>Were the Vikings raiders, traders or something else?</i>	
Year 5/6		Stone Age to Iron Age <i>How did technology change the life of early humans?</i>		Crime and Punishment <i>How has crime and punishment changed over time?</i>		Ancient Greece <i>What is the legacy of Ancient Greece?</i>

Golden Threads

2025-26	Term	Unit Focus	Key figures	Legacy and impact	Power and rule	Technological advances
Year 1	3	How have toys changed over the past 80 years?		✓		✓
	4	How has the work of people who help us changed over time?	✓	✓		✓
	6	What did Kings and Queens of the past build castles in Britain for?	✓	✓	✓	✓
Year 2	1	How have the events of the great fire of London impacted London today?	✓	✓	✓	✓
	4	How did people get around in the past?	✓	✓		✓
	6	Who was more courageous: Neil Armstrong or Christopher Columbus?	✓			✓
Year 3	1	What are the greatest achievements of the Ancient Egyptians?	✓	✓	✓	✓
	5	How did the Georgians influence our city?	✓	✓	✓	
	4	How has the role of monarchs changed over time?	✓	✓	✓	
Year 4	1	What was the Roman Empires impact on Britain?	✓	✓	✓	
	3	Who settled in Britain after the Romans?	✓	✓	✓	
	5	Were the Vikings raiders, traders or something else?	✓		✓	✓
Year 5/6	2	How did technology change the life of early humans?	✓	✓		✓
	4	How has crime and punishment changed over time?		✓	✓	✓
	6	What is the legacy of Ancient Greece?	✓	✓	✓	✓