

Downe Primary School Curriculum Overview

History

Cycle A

	Autumn Term		Spring Term		Summer Term	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Willow	Marvellous Me Explain how family members are related. Name and describe people who are familiar to them.	Let's Celebrate Order and sequence familiar events. To understand length of the day and night and begin to link this to seasons.	Space	Once Upon a Time Understand the past through characters, settings and events encountered in books read in class and storytelling	Fantastic Creatures Talk in more detail about the lives of others including past achievements	Super you, Super me, Superheroes Know about the live of a significant historical figure
Sycamore	From A to B Journeys in the past, invention of different types of transport		Buildings Features of buildings in the past compared to today	Time Travellers Personal history, family trees, local history	A Day in the Life The history of television	
Oak	Temples, Tombs and Treasures Life in Ancient Egypt and Ancient Sumer					All Aboard Innovation and the creation of railways
Cedar		WWII	The Great, The Bold and The Brave Ancient Greece, Roman Empire, Middle Ages		Full Power The history of electricity	

Cycle B

	Autumn Term		Spring Term		Summer Term	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Willow	Marvellous Me Explain how family members are related. Name and describe people who are familiar to them.	Let's Celebrate Order and sequence familiar events. To understand length of the day and night and begin to link this to seasons.	Space	Once Upon a Time Understand the past through characters, settings and events encountered in books read in class and storytelling	Fantastic Creatures Talk in more detail about the lives of others including past achievements	Super you, Super me, Superheroes Know about the live of a significant historical figure
Sycamore	Treasure Island What Pirates ate			The Magic Toymaker Toys and games in the past		People of the Past Explorers, scientists and inventors
Oak				Different Places, Similar Lives Significant people, changes over time, historical events		Scavengers and Settlers Fossils, Stone Age, Bronze Age and Iron Age
Cedar	Space Scientists Space exploration and astronomers	WWI	900 CE Mayans, Kingdom of Benin, rise of Islamic culture		The Holiday Show History Tour	

<p>Willow</p>		<p>Knowledge:</p> <ul style="list-style-type: none"> • Know about the features of particular periods and societies. • Know how ideas, beliefs and attitudes in the past influence the present • Know how the history of one country may directly impact another. <p>Skills:</p> <ul style="list-style-type: none"> • Be able to formulate questions related to different perspectives of the past. • Be able to classify and organise events and societies both chronologically and regionally. • Be able to infer reasons for historical events, situations and changes. • Be able to identify the 'trigger' that led to change and development. <p>Understanding:</p> <ul style="list-style-type: none"> • Understand ancient and modern technological developments and their impacts. • Understand how multiple causes contribute to a change. 	<p>Knowledge:</p> <ul style="list-style-type: none"> • Know how historians build inferences about the past based on evidence. • Know how historians build inferences about the past based on evidence. • Know about the features of particular periods and societies. • Know that the same period or event can be labelled in more than one way. • Know how ideas, beliefs and attitudes in the past influence the present • Know how the history of one country may directly impact another. <p>Skills:</p> <ul style="list-style-type: none"> • Be able to formulate questions related to different perspectives of the past. • Be able to analyse the viewpoint and resulting bias in historical sources. • Be able to classify and organise events and societies both chronologically and regionally. • Be able to infer reasons for historical events, situations and changes. • Be able to explain results/consequences of historical events, situations • Be able to identify the 'trigger' that led to change and development. <p>Understanding:</p> <ul style="list-style-type: none"> • Understand why accounts of the same event may differ. • Understand ancient and modern technological developments and their impacts. • Understand how multiple causes contribute to a change. 		<p>Knowledge:</p> <ul style="list-style-type: none"> • Know how ideas, beliefs and attitudes in the past influence the present. <p>Skills:</p> <ul style="list-style-type: none"> • Be able to classify and organise events and societies both chronologically and regionally. <p>Understanding:</p>	
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