



# Halstead Community 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
<b>Buds</b>	<b>Marvellous Me</b> Explain how family members are related. Name and describe people who are familiar to them.	<b>Let's Celebrate</b> Order and sequence familiar events. To understand length of the day and night and begin to link this to seasons.	<b>Dinosaurs</b> Understanding creatures of the past that no longer exist.	<b>Once Upon a Time</b> Understand the past through characters, settings and events encountered in books read in class and storytelling	<b>Fantastic Creatures</b> Talk in more detail about the lives of others including past achievements	<b>Super you, Super me, Superheroes</b> Know about the live of a significant historical figure
<b>Saplings</b>	<b>From A to B</b> Journeys in the past, invention of different types of transport		<b>Buildings</b> Features of buildings in the past compared to today	<b>Time Travellers</b> Personal history, family trees, local history	<b>A Day in the Life</b> The history of television	
<b>Oak</b>	<b>Temples, Tombs and Treasures</b> Life in Ancient Egypt and Ancient Sumer					<b>All Aboard</b> Innovation and the creation of railways
<b>Willow</b>		<b>WWII</b>	<b>The Great, The Bold and The Brave</b> Ancient Greece, Roman Empire, Middle Ages		<b>Full Power</b> The history of electricity	

## Cycle B

	Autumn Term		Spring Term		Summer Term	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Buds R</b>	<b>Marvellous Me</b> Explain how family members are related. Name and describe people who are familiar to them.	<b>Let's Celebrate</b> Order and sequence familiar events. To understand length of the day and night and begin to link this to seasons.	<b>Dinosaurs</b> Understanding creatures of the past that no longer exist.	<b>Once Upon a Time</b> Understand the past through characters, settings and events encountered in books read in class and storytelling	<b>Fantastic Creatures</b> Talk in more detail about the lives of others including past achievements	<b>Super you, Super me, Superheroes</b> Know about the live of a significant historical figure
<b>Saplings (1/2)</b>	<b>Treasure Island</b> What Pirates ate			<b>The Magic Toymaker</b> Toys and games in the past		<b>People of the Past</b> Explorers, scientists and inventors
<b>Oak (3/4)</b>				<b>Different Places, Similar Lives</b> Significant people, changes over time, historical events		<b>Scavengers and Settlers</b> Fossils, Stone Age, Bronze Age and Iron Age
<b>Willow (5/6)</b>	<b>Space Scientists</b> Space exploration and astronomers	<b>WWI</b>	<b>900 CE</b> Mayans, Kingdom of Benin, rise of Islamic culture		<b>The Holiday Show</b> History Tour	

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