



History Overview

**Reception**

**EYFS Understanding the World Educational Programme (Statutory)**

*Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.*

**ELG: Understanding the World (Past and Present)**

Talk about the lives of people around them and their roles in society.

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.

Understand the past through settings, characters and events encountered in books read in class and storytelling.

	Autumn			Spring			Summer		
	Theme	Key Objectives (Chris Quigley)	Knowledge and Skills	Theme	Key Objectives (Chris Quigley)	Knowledge and Skills	Theme	Key Objectives (Chris Quigley)	Knowledge and Skills
<b>Year 1</b>	<b>Who is the greatest history maker?</b>	<ul style="list-style-type: none"> <li>➤ To investigate and interpret the past.</li> <li>➤ To build an overview of world history.</li> <li>➤ To understand chronology.</li> <li>➤ To communicate historically.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain what is commemorated on Guy Fawkes Night.</li> <li>• Explain what it means for someone like Guy Fawkes to make history.</li> <li>• Compare the achievements of six significant individuals.</li> <li>• Reflect upon what history makers might achieve during the remainder of this century and explain what they might wish to be remembered for in the future.</li> <li>• Explain why Mary Seacole, Edith Cavell,</li> </ul>	<b>How do our favourite toys and games compare to those of children of the 1960s?</b>	<ul style="list-style-type: none"> <li>➤ To investigate and interpret the past.</li> <li>➤ To build an overview of world history.</li> <li>➤ To understand chronology.</li> <li>➤ To communicate historically.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how historians divide up time.</li> <li>• Sequence events to create a timeline of British history and a personal timeline.</li> <li>• Identify some of the most memorable events of the 1960s and suggest reasons for their significance.</li> <li>• Identify and describe some of the most popular toys and games of the 1960s.</li> <li>• Compare toys and games of the 1960s with those of today.</li> </ul>	<b>Why is the history of my local area important ?</b>	<ul style="list-style-type: none"> <li>➤ To investigate and interpret the past.</li> <li>➤ To build an overview of world history.</li> <li>➤ To understand chronology.</li> <li>➤ To communicate</li> </ul>	<ul style="list-style-type: none"> <li>• To explain the importance of Tilbury Fort’s built location?</li> <li>To understand why William Merrifield was significant</li> <li>Describe in simple terms why Britain went to war with Germany in 1914 and give reasons why living and fighting in the trenches of the Western Front was so horrific for many soldiers;</li> <li>• Explain some of the ways in which the First World War affected people in their own locality.</li> </ul>

			Millicent Fawcett, Emmeline Pankhurst or Rosa Parks are considered history makers.			<ul style="list-style-type: none"> <li>Describe and explain the cause of the major change to toys and games since the 1960s.</li> <li>Describe what Tim Berners-Lee invented in 1989 and suggest reasons to explain how this has affected toys, games and other aspects of life.</li> <li>Explain how they can use Wi-Fi-enabled toys safely and securely.</li> <li>Compare and contrast the memories of adults who lived in the 1960s.</li> </ul>		historically.	
<b>Year 2</b>	<b>What does it take to be a great explorer?</b>	<ul style="list-style-type: none"> <li>To investigate and interpret the past.</li> <li>To build an overview of world history.</li> <li>To understand chronology.</li> <li>To communicate historically.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the achievements of Ranulph Fiennes.</li> <li>Give an account of the accomplishments of Amy Johnson explain why she is remarkable.</li> <li>Identify and recognise the main motives of the explorer Christopher Columbus.</li> <li>Give reasons to explain why the achievement of Neil Armstrong was so significant in the history of mankind.</li> <li>Suggest reasons for the particular challenges explorers venturing to Mars will face and explain the personal qualities they will require.</li> </ul>	<b>How do we know so much about what happened in Pompeii in AD79?</b>	<ul style="list-style-type: none"> <li>To investigate and interpret the past.</li> <li>To build an overview of world history.</li> <li>To understand chronology.</li> <li>To communicate historically.</li> </ul>	<ul style="list-style-type: none"> <li>Suggest reasons for the way in which people lived in the city of Pompeii.</li> <li>Describe a 'typical' day in the life of Sappho.</li> <li>Identify and describe in simple terms the ways in which the lives of the rich and poor were different.</li> <li>Describe the causes and effects of the destruction of Pompeii.</li> <li>Describe the differences between primary and secondary historical evidence about what happened in Pompeii.</li> <li>Compare and contrast the trustworthiness of pieces of primary and secondary evidence.</li> </ul>	<b>How were animals used in the First World War?</b>	<ul style="list-style-type: none"> <li>To investigate and interpret the past.</li> <li>To build an overview of world history.</li> <li>To understand and chronology.</li> <li>To communicate historically.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise some of the ways in which the First World War changed how adults were able to behave in Britain.</li> <li>Describe reasons why communication was such a challenge during the First World War.</li> <li>Compare means of communication in Britain during the time of the First World War with today.</li> <li>Describe some of the ways in which the ways of life of people changed in Britain during the First World War.</li> <li>Offer reasons for the causes of some of the changes.</li> <li>Describe the variety of ways in which horses (and other animals) were used during the First World War.</li> </ul>

			<ul style="list-style-type: none"> <li>Through personal research, describe the achievements of another major explorer.</li> </ul>			<ul style="list-style-type: none"> <li>Suggest reasons for the use of a range of smaller artefacts excavated by archaeologists.</li> <li>Identify and describe the main larger buildings of Pompeii.</li> <li>Describe one piece of personal secondary historical evidence and explain some of the ways in which it tells us about the lives of people at some point in the past.</li> </ul>			<ul style="list-style-type: none"> <li>Know and understand through explanation some of the ways in which animals are used by the military, rescue and support services and organisations in Britain today.</li> </ul>
<b>Year 3</b>	<b>How did the arrival of the Romans affect Britain?</b>	<ul style="list-style-type: none"> <li>To investigate and interpret the past.</li> <li>To build an overview of world history.</li> <li>To understand chronology.</li> <li>To communicate historically.</li> </ul>	<ul style="list-style-type: none"> <li>To identify modern day countries that were once part of the Roman empire</li> <li>To understand why Emperor Claudius invaded Britain in AD 43</li> <li>Interpret primary sources of historical evidence</li> <li>To understand who Boudica was and why she was a threat to Romans</li> <li>To understand the lifestyle of high status Romans living in Britain</li> <li>Identify and describe the main design features of Hadrian's Wall and understand why it was built</li> </ul>	<b>How did the lives of people living in Britain change during the Stone Age?</b>	<ul style="list-style-type: none"> <li>To investigate and interpret the past.</li> <li>To build an overview of world history.</li> <li>To understand chronology.</li> <li>To communicate historically.</li> </ul>	<ul style="list-style-type: none"> <li>To understand why the Stone Age is part of 'prehistory'.</li> <li>To understand how life changed across the three periods of the Stone Age in Britain</li> <li>To understand how archaeologists use artefacts to understand life in Stone Age Britain.</li> <li>To explain why most Ancient Britons were hunter gatherers.</li> <li>To explain the difference between Stone Age winter and summer camps</li> <li>To explain why in the New Stone Age Ancient Britons began to build permanent settlements.</li> </ul>	<b>How did life change from the Stone Age to the Iron Age?</b>	<ul style="list-style-type: none"> <li>To investigate and interpret the past.</li> <li>To build an overview of world history.</li> <li>To understand and chronology.</li> <li>To communicate historically.</li> </ul>	<ul style="list-style-type: none"> <li>To understand why stone age came to an end</li> <li>To identify the ways in which the invention of bronze changed the lives of people.</li> <li>To understand why Bronze Age people may have built so many stone circle monuments.</li> <li>To explain why Iron Age Britain was often a violent time. To identify the purpose and features of Iron Age hill forts. To understand how houses changed from Stone Age to iron age</li> </ul>

			<ul style="list-style-type: none"> <li>Identify and describe the key features of the layout of typical Roman towns in</li> </ul>						
<b>Year 4</b>	<b>Who were the Anglo-Saxons and how do we know what was important to them?</b>	<ul style="list-style-type: none"> <li>To investigate and interpret the past.</li> <li>To build an overview of world history.</li> <li>To understand chronology.</li> <li>To communicate historically.</li> </ul>	<ul style="list-style-type: none"> <li>Interpret sources of evidence to describe and explain what occurred in AD 410 that contributed to the Romans abandoning Britain forever;</li> <li>Empathise with the situation and feelings of Emperor Honorius in AD 410 and make a judgment about why the Romans left Britain.</li> <li>Describe and explain why Anglo-Saxon settlers created village communities in the countryside and evaluate the advantages and disadvantages of living in this way.</li> <li>Identify and describe a number of Anglo-Saxon gods and explain why the beliefs and religious practices of the Anglo-Saxons were called pagan;</li> <li>Describe and explain why Britain converted to Christianity following the visit of Augustine.</li> <li>Describe some of the changes that occurred to</li> </ul>	<b>What did the Vikings want and how did Alfred help to stop them getting it?</b>	<ul style="list-style-type: none"> <li>To investigate and interpret the past.</li> <li>To build an overview of world history.</li> <li>To understand chronology.</li> <li>To communicate historically.</li> </ul>	<ul style="list-style-type: none"> <li>Describe the reasons for the attack on the Holy Island of Lindisfarne in 793 by 'the Vikings'.</li> <li>Describe why 'Vikings' is not, in fact, the correct name for these people and explain who the attackers really were.</li> <li>Empathise with the likely feelings of the people of the Kingdom of Northumbria.</li> <li>Identify and describe the design features of a longship and explain why it was an ideal vessel for Vikings.</li> <li>Interpret a range of source evidence to explain why most Viking Norsemen travelled to Britain in Anglo-Saxon times and justify their judgment.</li> <li>Compare and contrast the homes of Viking Norsemen with those of Anglo-Saxons.</li> <li>Explain the difference between historical</li> </ul>	<b>How did Britain win World War II?</b>	<ul style="list-style-type: none"> <li>To investigate and interpret the past.</li> <li>To build an overview of world history.</li> <li>To understand and chronology.</li> <li>To communicate historically.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate sources to explain why Britain faced the risk of an invasion in June 1940.</li> <li>Explain why Hitler needed to defeat the British Royal Air Force before launching an invasion of Britain in 1940;</li> <li>Identify, describe, explain and evaluate the factors that contributed to Britain winning the Battle of Britain in 1940.</li> <li>Explain the reasons why King John signed the Magna Carta in 1215, and evaluate why it was an important turning point in British history.</li> </ul>

			<p>buildings and ways of life in Anglo-Saxon Britain as a result of the country's conversion to Christianity.</p> <ul style="list-style-type: none"> <li>● Identify and describe the artefacts that were discovered in the Anglo-Saxon ship burial at Sutton Hoo, explain why they are so important.</li> <li>● Identify, interpret and make a judgment about the origin of Anglo-Saxon place names in their own area or region of England.</li> </ul>			<p>evidence and a myth, folklore and a legend.</p> <ul style="list-style-type: none"> <li>● Evaluate evidence relating to the achievements of Anglo-Saxon King Alfred the Great.</li> <li>● Describe and explain why William, Duke of Normandy, fought the Anglo-Saxon King Harold for the English crown at Hastings on 14 October 1066.</li> </ul>			
<b>Year 5</b>	<b>The story of the Trojan Horse: historical fact or classical myth?</b>	<ul style="list-style-type: none"> <li>➤ To investigate and interpret the past.</li> <li>➤ To build an overview of world history.</li> <li>➤ To understand chronology.</li> <li>➤ To communicate historically.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe and explain the main events in the siege of the city of Troy.</li> <li>● Evaluate and critique the archaeological evidence regarding the Trojan Horse.</li> <li>● Reach a conclusion regarding whether the story of the Trojan Horse is (in their opinion) fact, legend or myth.</li> <li>● Review and evaluate the 'historical' evidence regarding the existence of the lost Kingdom of Atlantis.</li> </ul>	<b>Who was the most powerful monarch – Queen Victoria or Henry VIII?</b>	<ul style="list-style-type: none"> <li>➤ To investigate and interpret the past.</li> <li>➤ To build an overview of world history.</li> <li>➤ To understand chronology.</li> <li>➤ To communicate historically.</li> </ul>	<ul style="list-style-type: none"> <li>● Sequence events and time periods in history in chronological order.</li> <li>● Describe the life of Queen Victoria.</li> <li>● Discuss which of Henry VIII's wives had the biggest impact on the future of Britain.</li> <li>● Explain the cause and consequence of Henry VIII's choice of religion and the impact this had on modern day Britain.</li> <li>● Compare and contrast Henry VIII and Queen Victoria</li> </ul>	<b>How did a pile of dragon bones help to solve an Ancient Chinese mystery?</b>	<ul style="list-style-type: none"> <li>➤ To investigate and interpret the past.</li> <li>➤ To build an overview of world history.</li> <li>➤ To understand and chronology.</li> <li>➤ To communicate historically.</li> </ul>	<ul style="list-style-type: none"> <li>● Describe and explain the historical significance of the bones bought by Wang Yirong in a market in Peking (now Beijing) in 1899.</li> <li>● Explain the significance of oracle bones to Shang rulers and decide how they might have been used.</li> <li>● Identify, describe and compare and contrast the lives of people in different sections of Shang society.</li> <li>● Recognise, describe and justify the qualities they feel are required in a great ruler.</li> <li>● Make a reasoned judgment about the identity of the occupant of a Shang burial chamber discovered in 1976.</li> <li>● Describe and explain the achievements of Queen Elizabeth I and evaluate the</li> </ul>

						<ul style="list-style-type: none"> <li>• Identify the impact the change in Monarchy had on modern day Britain.</li> <li>• To discuss and justify who was the most powerful monarch.</li> </ul>			leadership qualities she possessed that made her an effective leader.
<b>Year 6</b>	<b>Why did Britain once rule the largest empire the world has ever seen?</b>	<ul style="list-style-type: none"> <li>➤ To investigate and interpret the past.</li> <li>➤ To build an overview of world history.</li> <li>➤ To understand chronology.</li> <li>➤ To communicate historically.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify and describe the extent of the British Empire in 1921.</li> <li>➤ Describe and explain the main reasons why Britain wanted an empire.</li> <li>➤ Interpret a range of evidence to reach a conclusion and make a judgment as to why the British Empire has all but disappeared;</li> <li>➤ Interpret a wide range of sources to evaluate the causes and effects of the Falkland Islands war with Argentina in 1982.</li> <li>➤ Identify and describe the countries that currently belong to the Commonwealth and explain the</li> </ul>	<b>Why did the Ancient Maya change the way they lived?</b>	<ul style="list-style-type: none"> <li>➤ To investigate and interpret the past.</li> <li>➤ To build an overview of world history.</li> <li>➤ To understand chronology.</li> <li>➤ To communicate historically.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify, locate and describe the region of the world in which Maya people live.</li> <li>● Identify and describe the occupations of modern Maya people.</li> <li>● Identify and describe the lost jungle cities of the Maya.</li> <li>● Understand the purpose of the ancient Maya city of Chichen Itza;</li> <li>● Describe the system of terraced farming used by the Maya in mountainous areas and explain why this method helped to stop the precious soil being eroded or washed away.</li> <li>● Infer the purpose of a range of ancient Maya artefacts – including stone carvings, hieroglyphs, clay and stone pottery and</li> </ul>	<b>Why is the history of my local area important ?</b>	<ul style="list-style-type: none"> <li>➤ To investigate and interpret the past.</li> <li>➤ To build an overview of world history.</li> <li>➤ To understand and chronology.</li> <li>➤ To communicate historically.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify, locate and describe where the history of Brentwood fits into world history that we know.</li> <li>● Interpret a wide range of sources to identify how Brentwood has changed.</li> <li>● To describe the life of Thomas Becket</li> <li>● To explain the history behind Brentwood's coat of arms.</li> <li>● To give a reasoned judgement about the peasants revolt.</li> </ul>

			<p>purposes and benefits.</p> <p>➤</p>			<p>figurines and ornaments.</p> <ul style="list-style-type: none"><li>● Explain the social and religious importance of the Maya ball game pok-a-tok;</li><li>● Evaluate the likely cause of the gradual abandonment of the Maya jungle cities.</li></ul>			
--	--	--	--	--	--	--	--	--	--