



Subject Overview

History

Reception	<p style="text-align: center;">EYFS Understanding the World Educational Programme (Statutory)</p> <p style="text-align: center;"><i>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.</i></p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. <p>ELG: Past and Present (Statutory)</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the 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.
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	Autumn			Spring		
	Theme	Key Objectives (Chris Quigley)	Knowledge and Skills	Theme	Key Objectives (Chris Quigley)	Knowledge and Skills
Year 1	Current Monarchy	<ul style="list-style-type: none"> ➤ To investigate and interpret the past. ➤ To build an overview of world history. 	<ul style="list-style-type: none"> • Explain who Queen Elizabeth II, Prince Charles, Prince William and George are and where they live. • Explain the term monarch. • Identify some of the royal traditions. • Explain some of the activities that Queen Elizabeth takes part in. 	Gunpowder Plot	<ul style="list-style-type: none"> ➤ To investigate and interpret the past. ➤ To build an overview of world history. 	<ul style="list-style-type: none"> • Know about Guy Fawkes and King James I. • Understand how a family tree works. • Compare lives then and now. • Know about the Gun Powder Plot and how it is remembered. • Link own experiences to history. • Identify the changes that have occurred in living memory.

		<ul style="list-style-type: none"> ➤ To understand chronology. ➤ To communicate historically. 	<ul style="list-style-type: none"> • Identify some of the changes in Queen Elizabeth's reign. • Explain the changes in their living memory in relation to the royal family. 		<ul style="list-style-type: none"> ➤ To understand chronology. ➤ To communicate historically. 	
Year 2	Great Fire of London	<ul style="list-style-type: none"> ➤ To investigate and interpret the past. ➤ To build an overview of world history. ➤ To understand chronology. ➤ To communicate historically. 	<ul style="list-style-type: none"> • Explain how London has changed over time. • Compare life now with life in 1666. • Retell the story of 'The Great Fire of London'. • Explain who Samuel Pepys was. • Compare houses then and now. • Begin to make links to other periods of history. 	Stone Age	<ul style="list-style-type: none"> ➤ To investigate and interpret the past. ➤ To build an overview of world history. ➤ To understand chronology. ➤ To communicate historically. 	<ul style="list-style-type: none"> • Explain how people found food and the tools they used. • Know about Stone Age settlements. • Identify some of the artefacts found at Skara Brae. • Identify the different periods in the Stone Age. • Explain the process of Stone Age burial. • Identify some of the discovered cave paintings. • Compare life then with life now.
Year 3	Ancient Egyptians	<ul style="list-style-type: none"> ➤ To investigate and interpret the past. ➤ To build an overview of world history. ➤ To understand chronology. ➤ To communicate historically. 	<ul style="list-style-type: none"> • Identify the location of the River Nile and why it was important. • Discuss life in Ancient Egypt, including jobs. • Use artefacts to give clues to life in Ancient Egypt. • Explain the role of Pharaohs and the Egyptian hierarchy. • Explain the idea of the afterlife and Ancient Egyptian beliefs. • Identify the role of tombs, pyramids and burial sites. • Give facts about Cleopatra. • Compare Egyptian life with English life at the same time. 	Romans	<ul style="list-style-type: none"> ➤ To investigate and interpret the past. ➤ To build an overview of world history. ➤ To understand chronology. ➤ To communicate historically. 	<ul style="list-style-type: none"> • Explain who the Romans were and where they came from. • Locate the Roman period on a timeline. • Identify the Roman Empire on a map. • Explain when and how the Romans conquered Britain (invading and settling). • Use different sources of information to draw conclusions. • Describe features of soldiers and the Roman army. • Discuss life in Roman times (including democracy) • Give facts about Boudicca. • Identify where we see links to Roman life in our local area. • Discuss the structure of government and compare to the present day.
Year 4	Anglo Saxons and Vikings	<ul style="list-style-type: none"> ➤ To investigate and interpret the past. ➤ To build an overview of 	<ul style="list-style-type: none"> • Understand the terms invading and settling. • Use artefacts to learn about the past. • Explain the role of archaeologists. • Explain the significance of Sutton Hoo. • Understand the role of the Anglo Saxon gods. 	World War II	<ul style="list-style-type: none"> ➤ To investigate and interpret the past. ➤ To build an overview of 	<ul style="list-style-type: none"> • Identify where and when WW2 took place. • Explain why WW2 occurred began. • Recall the main events in WW2 • Understand what the bombing was like and give facts about air raids and shelters during the Blitz. • Explain what an evacuee was and what life was like. • Explain the term rationing and why it was needed.

		<p>world history.</p> <ul style="list-style-type: none"> ➤ To understand chronology. ➤ To communicate historically. 	<ul style="list-style-type: none"> • Give facts about King Alfred the Great and King Athelstan. • Discuss life in Anglo Saxon and Viking times and compare. • Find out about Viking laws and justice. • Explain how this period of time came to an end. 		<p>world history.</p> <ul style="list-style-type: none"> ➤ To understand chronology. ➤ To communicate historically. 	<ul style="list-style-type: none"> • Discuss how the role of women changed during the war. (Bletchley Park) • Explain the role of propaganda posters in the war. • Give facts about about the holocaust, D-Day, VE-Day and VJ-Day. • Discuss about the events of WW2 led to a time of big change in living memory.
Year 5	Ancient Greece	<ul style="list-style-type: none"> ➤ To investigate and interpret the past. ➤ To build an overview of world history. ➤ To understand chronology. ➤ To communicate historically. 	<ul style="list-style-type: none"> • Explain the geography of Ancient Greece. • Recall the main events in the Ancient Greek period. • Understand the role of the Ancient Greek Gods. • Retell some key Greek myths. • Discuss the success of the Greek Empire. • Compare modern political systems with those of Ancient Greece. • Retell events from the Trojan War. • Discuss the start of the Olympics and how this carries on today. • Discuss how the Greeks influenced the western world. 	Comparing Henry VIII and Victoria	<ul style="list-style-type: none"> ➤ To investigate and interpret the past. ➤ To build an overview of world history. ➤ To understand chronology. ➤ To communicate historically. 	<ul style="list-style-type: none"> • Explain who Henry the VIII was and when he ruled. • Identify Henry VIII's wives and Henry's views of them. • Discuss how Henry VIII chose to rule and make comparisons to other monarchs they have studied. • Explain the changes Henry VIII made to the government. • Explain the changes Henry VIII made to the churches. • Explain who Queen Victoria was and when she ruled. • Discuss how Queen Victoria ruled and make comparisons to Henry VIII and other monarchs. • Explain how changes made during her ruling impacted others.
Year 6	Local History Study	<ul style="list-style-type: none"> ➤ To investigate and interpret the past. ➤ To build an overview of world history. ➤ To understand chronology. ➤ To communicate historically. 	<ul style="list-style-type: none"> • Reflect on what they have learnt about their local area in previous years. • Find out about Anglo Saxons settling in Brentwood. • Know about the ruins of the chapel built in Brentwood high street and the link to Thomas Becket. • Explain the reasons for the Peasant's Revolt. • Identify some of the Tudor links within Brentwood and Ingatestone (Marygreen Manor, Ingatestone Hall). 	The Mayans	<ul style="list-style-type: none"> ➤ To investigate and interpret the past. ➤ To build an overview of world history. ➤ To understand chronology. ➤ To communicate historically. 	<ul style="list-style-type: none"> • Place the Mayan civilization on a timeline in comparison to other periods of time they have covered. • Make comparisons to Ancient Egypt and England at the time. • Use sources of evidence to deduce information about the Mayan culture. • Discuss daily life in the Mayan civilisation. • Explain the importance of farming during the Mayan civilisation. • Explain some of the Mayan beliefs and their interest in astronomy.