



*"We believe, we achieve, we succeed in God's family"*

THANKFULNESS ● COMMUNITY ● COMPASSION ● TRUTHFULNESS ● COURAGE ● FORGIVENESS

## History Overview

*"History cannot give us a program for the future, but it can give us a fuller understanding of ourselves, and of our common humanity, so that we can better face the future."* Robert Penn Warren

### Cycle A

TERM / ENRICHMENT	EYFS Understanding the World	Years 1 & 2	Years 3 & 4	Years 5 & 6
Autumn	<b>'What is Our Local Area Like?'</b>			
	<b>Humanities: Local Area Study Geography &amp; History</b>			
	<p>Begin to make sense of their own life-story and family's history</p> <p>Comment on images of familiar situations in the past.</p> <p>Images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past.</p> <p>Books we may encounter: Starting School, Lulu goes to School, The Colour Monster goes to School. Farmyard Hullabaloo</p>	<p>Pupils will be taught fieldwork and observational skills as they study the geography of the school, the grounds and the key human and physical features of the surrounding environment.</p> <p>Pupils will compare their local area knowledge with Waisi in Ghana.</p> <p>Pupils will research how people in our community lived in the past. They will explore local historical events and how these, in turn, have shaped national and international history.</p>	<p>Pupils will be building on the knowledge and understanding of fieldwork and observational skills as they study the geography of the school, the grounds and the key human and physical features of the surrounding environment.</p> <p>Pupils will explore the heritage of our community and visit St Mary's Church; debating whether the past is worth preserving. Make comparisons to London and Woodham Ferrers.</p> <p><b>Britain in the First World War</b> <i>Pupils will learn about learn about the significant events, leaders, dates, and issues around the First World War.</i></p> <p><i>They will use the text Farm Boy as a driver text to deepen their understanding of significant events in WWI</i></p>	<p>Pupils will be building on the knowledge and understanding of fieldwork and observational skills as they study the geography of the school, the grounds and the key human and physical features of the surrounding environment.</p> <p>Pupils will explore the significance of the countryside surrounding the school and the links to economy in the past and compare and contrast to present day.</p> <p>Make comparisons to London and Woodham Ferrers. Consider how prominent landmarks like castles and historic houses in Essex have developed over time can tell us a lot about how people's daily lives have changed.</p>

			<p>Significant Person: David Lloyd George (WW1)</p>	<p><b>The World Wars</b>  <i>Pupils will learn about learn about the significant events, leaders, dates, and issues around the Second World War building on their knowledge of WWI.</i></p> <p>Significant Person: Winston Churchill &amp; Nancy Wake (WW2)</p> <p><i>They will use the text War Horse as a driver text to deepen their understanding of significant events in WWI and build on last year's learning.</i></p>
<b>ENRICHMENT OPPORTUNITIES</b>	Writtle College / Hyde Hall / Royal British Legion / St Mary's Church			
<b>Spring</b>	<p><b>Toys and hobbies</b>            Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Books we may encounter Dogger, The Toy Maker, Lost in the Toy Museum, The Toy Shop, Brown Paper Bear</p>	<p><b>Toys from the Past</b>            Technology and Innovation  <i>Pupils will compare two toys from different time periods, identifying similarities and differences and begin to suggest reasons for this.</i></p> <p><i>In their visit to the Chelmsford Toy Museum, pupils will compare materials used in old and new toys, investigate mechanisms, experiment with optical toys and have fun playing with their replica 'old' toys.</i></p>	<p><b>Through the Ages – Stone Age through to the Iron Age</b>            Humans and the Environment  <i>Pupils will learn about life in Britain from the Stone Age to the Iron Age, a period covering a million years of history.</i></p> <p>Technology and Innovation / Cultural Development and Interaction  <i>As well as understanding the chronology of this fascinating time, children will learn about the food, religion, homes, technology and art and how each of these areas developed and changed over time and how amazing developments occurred from the Stone Age to the Iron Age.</i></p> <p>Explore significant person: Cheddar Man Mesolithic hunter-gatherer</p>	<p><b>Discrimination &amp; British Civil Rights</b>            Cultural Development and Interaction  <i>Pupils will learn about the Suffragette movement and the political and cultural implications on British Civil Rights. They will build upon their understanding of discrimination.</i></p> <p>Social organisation  <i>Pupils will learn about the political and social background in Britain and some recent civil rights heroes, such as Doreen Lawrence, Darcus Howe, Afua Hirsch, Leslie Thomas QC and Diane Abbott.</i></p> <p>Trade and Economy  <i>Pupils will revisit their learning about The Slave Trade.</i></p> <p>Significant Person: Emmeline Pankhurst</p> <p>Pupils will also build upon their understanding of protected characteristics and British Values.</p>

<b>ENRICHMENT OPPORTUNITIES</b>	Toys and Childhood exhibition – Chelmsford Museum			Links to Art Curriculum
<b>Summer</b>	<p><b>Space</b> Compare and contrast characters from stories, including figures from the past.</p> <p>We will learn about famous astronauts.</p> <p>Books we may encounter: Laika Astronaut Dog, One Giant Leap, Whatever Next.</p>	<p><b>Space / Significant Explorers</b> Technology and Innovation <i>Pupil will learn how technological advances have shaped human history, development and interaction with both intended and unintended consequences.</i></p> <p>Humans and the Environment <i>Pupil will learn about why some people in history are considered to be significant, as well as significant explorers from different times in history such as Neil Armstrong, Mae Jemison and Felicity Ashton.</i></p>	<p><b>Ancient Egypt</b> Social organisation <i>Pupils will study the complex social structure of the Egyptian Hierarchy and compare and contrast to the structure in England. Pupils will explore British Values: mutual respect and tolerance - as pupils discover about the different beliefs, practices, achievements and everyday way of life of the Ancient Egyptians they develop their respect for others with differing lives and beliefs.</i></p> <p>Technology and Innovation <i>Pupils will study the achievements of this ancient civilisation such as the construction of pyramids, development of hieroglyphic writing and advancements in medicine and surgery.</i></p> <p>Cultural Development and Interaction <i>Pupils will study the architecture, art, and religious beliefs. Pupils will explore how job roles have changed since the Ancient Egyptian period.</i></p> <p>Explore significant person: Tutankhamun</p>	<p><b>Ancient Greece</b> Cultural Development and Interaction / Governance <i>Pupil will learn about life for women in Ancient Greece and compare and contrast to modern day. Pupils will explore British Values when learning about Ancient Greek democracy and ostracism. Pupils will learn about the four most common systems of Ancient Greek Government.</i></p> <p>Social organisation <i>Pupils will study the culture and civilisation of the ancient Greeks. Pupils will learn about the main social classes of ancient Greece and compare and contrast to social organisation in England.</i></p> <p>Humans and the Environment <i>Pupil will learn about the physical features of Greece. How landform and climate have determined and influenced many of the political economic and social developments.</i></p>
<b>ENRICHMENT OPPORTUNITIES</b>	Spaceman Mike		Virtual visit to the British Museum - Digital session - Decoding ancient Egyptian tomb painting	STM Host the Olympic Games

## Cycle B

<b>TERM / ENRICHMENT</b>	<b>EYFS</b> Understanding the World	Years 1 & 2	Years 3 & 4	Years 5 & 6
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<p style="text-align: center;"><b>Autumn</b></p>	<p><b>Houses</b> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Present children with pictures, stories, artefacts linking to houses from the past, explaining similarities and differences. Images, photos, secondary sources, construction area to make houses</p> <p>Books we may encounter: Peepo, The House That Once Was, Our House, A Place Called Home, The Can Caravan.</p>	<p><b>Great Fire of London</b> <i>Learn about events beyond living memory that are significant nationally or globally.</i></p> <p>Humans and the Environment <i>Pupils will study the change in London's landscape over time. Explore changes within living memory.</i></p> <p>Technology and Innovation <i>Explore how the houses were built / compare and contrast to modern day. Fire Service, safety and materials used compared to now.</i></p> <p>Cultural developments and interaction <i>Use historical sources to explore the lives and differences between rich and poor communities.</i></p>	<p><b>The Terrible Tudors</b> Social organisation <i>Pupils will learn about the feudal system and the roles that men and women had in the Tudor period.</i></p> <p>Governance <i>Pupils will learn about the six Tudor monarchs with a particular focus on their significant person, Henry VIII. Pupils will learn about crime and punishment and compare and contrast this to modern Britain.</i></p> <p>Cultural developments and interaction <i>Pupils will learn about the significant religious changes in England.</i></p> <p><b>Britain in the First World War</b> <i>Pupils will learn about learn about the significant events, leaders, dates, and issues around the First World War. They will use the text Private Peaceful as a driver text.</i></p>	<p><b>Flight or Fight</b> Technology and Innovation <i>Pupils will explore the history of aviation with key developments in flight, from Da Vinci's first drawings of his flying machine in 1490, to the Wright Brothers' first military airplane in 1908 to experiments with airships, from rocket missile tests to spacecraft.</i></p> <p>Governance <i>Pupils will explore significant individuals and events and build on their understanding of the World Wars.</i></p> <p><i>Significant people: Douglas Bader</i></p> <p><i>The Wright Brothers - Orville and Wilbur Wright</i></p> <p><i>Famous artist, scientist and inventor, Leonardo da Vinci</i></p> <p><b>The World Wars</b> <i>Pupils will learn about learn about the significant events, leaders, dates, and issues around the Second World War building on their knowledge of WWI.</i></p> <p><i>They will use the text Friend or Foe as a driver text to deepen their understanding of significant events in WWI</i></p>
<p style="text-align: center;"><b>ENRICHMENT OPPORTUNITIES</b></p>		<p style="text-align: center;">Links to Design Technology</p>	<p style="text-align: center;">New Hall School</p>	<p style="text-align: center;">IWM Duxford</p>
<p style="text-align: center;"><b>Spring</b></p>	<p><b>England</b> Talk about the lives of people around them and their roles in society e.g. family members,</p>	<p><b>The United Kingdom</b> Social organisation Trade and Economy <i>Pupils will be taught about the structure of the Royal Family and the</i></p>	<p><b>The Roman Empire</b> Trade and Economy <i>Pupils will learn why trade was vital to Ancient Rome. They will explore land and</i></p>	<p><b>Kingdom of Benin</b> A non-European society (contrasts with British History)</p> <p>Governance</p>

	<p>people who help us, current monarch.</p> <p>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling e.g. <i>Katie in London, Paddington at the Palace. My great Grandpa. Coming to England / My Two Grannies (Floella Benjamin)</i></p> <p><b>ENRICHMENT OPPORTUNITIES</b> Visits from Grandparents</p>	<p><i>lives of significant individuals in the past who have contributed to national and international achievements such as Queen Victoria I, The Slave Trade and children’s right to an education.</i></p> <p>Governance <i>Significant Person: Henry VIII (significant historical person in our locality) and Robert the Bruce.</i></p> <p><i>Pupils will be taught about British Values.</i></p>	<p><i>sea routes and learn about the significance of the road.</i></p> <p>Social organisation <i>Pupils will learn about the social structure of ancient Rome and make comparison to other periods they have learnt about in history.</i></p> <p>Governance <i>Pupils will learn about the political system and how the ancient Roman civilization contributed to modern day government.</i></p> <p>Significant Person: Julius Caesar</p>	<p><i>Pupils will learn about Oba of Benin and the structure of government. Pupils will consider what brought the Edo people to the rainforests of Benin and how their empire grew.</i></p> <p>Cultural Development and Interaction <i>Pupils will study the Edo rulers, everyday life, religion and worship, trading currencies and routes and music and art.</i></p> <p>Social organisation <i>Pupils will study Benin culture in the period 900 to 1300, and contrast features of this West African society with contemporary developments in British history.</i></p> <p><i>Pupils will explore the famous creation story of Olorun and Obatala as well as other gods that were worshipped and the shrines that were built to give them offerings.</i></p>
<p><b>Summer</b></p>	<p><b>Dinosaurs</b> Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p><i>Role play as archaeologists, sand tray dig finds.</i></p> <p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p>	<p><b>Heroes &amp; Heroines</b> Technology and Innovation <i>Pupils will learn about Grace Darling and Frank Bailey as their significant people.</i></p> <p><i>Pupils will compare ships and lighthouses from the 19<sup>th</sup> Century through to modern day.</i></p> <p><i>Pupils will make links to their previous topic of <b>Great Fire of London</b> when learning about Frank Bailey.</i></p>	<p><b>Conquering the Kingdom of England – The Vikings and Anglo-Saxons</b> Humans and the Environment <i>Pupils will learn about the concept of invasion, kings &amp; leaders</i></p> <p>Governance <i>Pupils will use historical evidence such as Nennius, Anglo-Saxon Chronicle and images and depictions of Alfred to assess different views about Alfred and how and why they might differ.</i></p> <p><i>Pupils will learn about trade, clothing, political systems, religion, rule of law</i></p> <p>Cultural developments and interaction</p>	<p><b>Early Islamic Civilization - Islamic city of Baghdad</b> Cultural developments and interaction <i>Pupils will explore the ‘Round City’, compare and contrast daily life in Baghdad and Anglo-Saxon England as well as examining and evaluating historical sources. Pupils will explore the Islamic civilisation from CE 900 and compare it to Western Europe using ancient and modern maps.</i></p> <p>Social organisation <i>Pupils will explore the influence on our own history and society of ancient Islamic civilisation.</i></p> <p>Governance</p>

			<p><i>Pupils will build upon their understanding of formation of the United Kingdom and how Saxons and Vikings and Scots contributed to the development of institutions, culture and ways of life in the country.</i></p> <p>Significant Person: Alfred the Great</p>	<p><i>Pupils will learn about the history of important aspects of Islam, such as the Quran and hadiths, Hajj, the observance of Ramadan and the festival of Eid al-Fitr.</i></p>
<b>ENRICHMENT OPPORTUNITIES</b>	Fossil hunting	Water safety presentation from the RNLI		