

Evaluation should ensure that our curriculum is:

- is broad and balanced, complies with legislation and provides a wide range of subjects, preparing pupils for the opportunities, responsibilities and experiences of later life in modern Britain; inspectors should not expect to see a particular range of subjects but should be alert to any unexplained narrowness in the breadth of curriculum being offered by the school
- actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- focuses on the necessary priorities for ensuring that all pupils make excellent progress in reading, writing and mathematics
- promotes high levels of achievement and good behaviour
- links to the school's system of assessment and that together they set out what pupils are expected to know, understand and do, and when
- information about what is taught in the curriculum each year is shared with parents and carers, including by meeting the statutory requirement to make curriculum information available on the school's website
- promotes tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics⁴⁴) through the effective spiritual, moral, social and cultural development of pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community

SUBJECT LEADER: Lorna Pennance			
SUBJECT: History			
Year Group	Autumn	Spring	Summer
Preschool	<p>Birth to three: make connections between the features of their family and other families</p> <ul style="list-style-type: none"> • Be open to children talking about differences and what they notice. For example, when children ask questions like: "Why do you wear a scarf around your head?" or "How come your hair feels different to mine?" • Point out the similarities between different families, as well as discussing differences. <p>Three to Four: Begin to make sense of their own life story and family's history</p> <ul style="list-style-type: none"> • Spend time with children talking about photos and memories. • Encourage children to retell what their parents told them about their life-story and family. <ul style="list-style-type: none"> • Remembrance Sunday / Poppy day. • St. George's Day • St. David's Day • St. Patrick's Day 		
Reception	<p>Comment on images of familiar situations in the past.</p> <ul style="list-style-type: none"> • Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. • Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. • Show 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. • Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. <p>Compare and contrast characters from stories, including figures from the past.</p> <ul style="list-style-type: none"> • Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. • Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them. • Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children's experiences with these themes. • In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods. <p>ELG: Past and Present: 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 		

	<ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. 		
1	<p>In all three terms:</p> <ul style="list-style-type: none"> I use words and phrases like: before, after, past, present, then and now. I use words and phrases like: old, new and a long time ago. 		
	<p>Events beyond Living memory that are significant nationally. First trains – Flying Scotsman, links to Crewe Railways.</p> <p>Significant individuals in the past who have contributed to national and international achievements. Montgolfier Brothers with the first hot air balloon flight.</p>	<p>Significant historical events, people and places in their own locality. George Mottershead and the History of Chester Zoo. Chester Zoo started in Shavington so explore local links.</p>	<p>Significant individuals from the past who have contributed to National or International achievements. Why do we remember Grace Darling? Changes in the seaside from when grandparents and great grandparents visited the seaside.</p>
2	<p>ALL TOPICS SHOULD BEGIN WITH A TIMELINE LESSON OS CHILDREN UNDERSTAND WHERE THIS PERIOD FITS IN WITH RELATION TO THE OTHER PERIODS THEY HAVE LEARNT ABOUT.</p> <p>In all three terms</p> <ul style="list-style-type: none"> I can use phrases and words like: ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’ in my historical learning. 		
	<p>Changes within living memory that are used to reveal aspects of change to national life.</p> <p>Farming: Understanding the history of farming – focusing on milk in particular as the local area has many dairy farms. Understand how machinery has evolved to help us be more productive.</p> <p>Significant historical events, people and places in our own locality Wybunbury Tower and village history including school</p>	<p>Significant individuals from the past who have contributed to National or International achievements.</p> <p>Look at the ‘Space Race’ journeys of Neil Armstrong and compare to the first woman in space - Valentina Tereshkova. Consider roles of others who were involved in the space race.</p>	<p>Events beyond living memory that are significant nationally or globally.</p> <p>Extreme weather events national or globally and the impact on communities</p>
3	<p>ALL TOPICS SHOULD BEGIN WITH A TIMELINE LESSON OS CHILDREN UNDERSTAND WHERE THIS PERIOD FITS IN WITH RELATION TO THE OTHER PERIODS THEY HAVE LEARNT ABOUT.</p>		
	<p>Pupils should be taught about: the Roman Empire and its impact on Britain</p> <p>-timelines and where the Romans fit on that timeline -Julius Caesar’s attempted invasion in 55-54 BC -the Roman Empire by AD 42 and the power of its army -British resistance - Boudicca - Roman Chester -What the Romans did for us, how they have impacted on life as we know it in Britain.</p>	<p>Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study: Ancient Egypt</p>	<p>Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond</p> <p>A historic study into the growth of technology within Britain. Children will learn all about the rapid growth of technology, including the creation of the internet and mobile phone usage.</p>
4	<p>ALL TOPICS SHOULD BEGIN WITH A TIMELINE LESSON OS CHILDREN UNDERSTAND WHERE THIS PERIOD FITS IN WITH RELATION TO THE OTHER PERIODS THEY HAVE LEARNT ABOUT.</p>		
	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> ➤ Britain’s settlement by Anglo-Saxons ➤ the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor <ul style="list-style-type: none"> ➤ Anglo-Saxon invasions, settlements and kingdoms: place names and village life ➤ Anglo-Saxon art and culture ➤ Christian conversion – Canterbury, Iona and Lindisfarne ➤ Viking raids and invasion ➤ resistance by Alfred the Great and Athelstan, first king of 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 <ul style="list-style-type: none"> ➤ Edward the Confessor and his death in 1066 ➤ The Norman Conquest and William the Conqueror ➤ Castles ➤ Monasteries and Cathedral building ➤ Domesday book ➤ Life in Normal and Medieval 	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study: The Shang Dynasty of Ancient China

	<p>England</p> <ul style="list-style-type: none"> ➤ further Viking invasions and Danegeld ➤ Anglo-Saxon laws and justice 	Britain	
5	<p>ALL TOPICS SHOULD BEGIN WITH A TIMELINE LESSON OS CHILDREN UNDERSTAND WHERE THIS PERIOD FITS IN WITH RELATION TO THE OTHER PERIODS THEY HAVE LEARNT ABOUT.</p>		
	<p>Pupils should be taught about: a local history study The Victorians – Crewe as a new Victorian Railway Town</p> <p>Wybunbury Delves was opened in 1822. Using this as inspiration, children will learn about the daily life of children during the Victorian era. They will consider what it would have been like to attend Wybunbury Delves when it opened, learning about how it would have changed during the Victorian era and comparing it to now. The changes will consider the impact inventions/discoveries of the era had.</p> <p>Victorians</p> <ul style="list-style-type: none"> • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 <p>Focus on industrialisation</p>	<p>Pupils should be taught about: Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>The children will learn about the Ancient Greeks in order to develop their knowledge of an ancient civilisation. They will study Ancient Greek life [Athens v Sparta; Greek Gods; clothing] and learn about how this civilisation has influenced the western world – e.g. alphabet and Olympics. To develop their understanding and form their own opinions, the children will learn about - and use - primary and secondary sources.</p>	<p>Pupils should be taught about: a non-European society that provides contrasts with British history –Mayan civilization c. AD 900;</p>
6	<p>ALL TOPICS SHOULD BEGIN WITH A TIMELINE LESSON OS CHILDREN UNDERSTAND WHERE THIS PERIOD FITS IN WITH RELATION TO THE OTHER PERIODS THEY HAVE LEARNT ABOUT.</p>		
	<p><i>A study of an aspect in British history that extends pupils, knowledge beyond 1066, a significant turning point in British history</i></p> <p>- WW11</p>	<p><i>Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age</i></p> <p>Research in order to find similarities and differences between two or more periods of history</p> <p>This could include: late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture.</p>	