

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>Development Matters Statements 22-36 months</p> <ul style="list-style-type: none"> • Has a sense of own immediate family and relations. <p>Development Matters Statements 30-50 months</p> <ul style="list-style-type: none"> • Shows interest in the lives of people who are familiar to them. • Remembers and talks about significant events in their own experience. • Recognises and describes special times or events for family or friends. • Shows interest in different occupations and ways of life. • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or 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>Development matters 40-60 m as starting point for ARE children</p> <ul style="list-style-type: none"> • Enjoys joining in with family customs and routines. <p>Early Learning Goal Children talk about past and present events in their own lives and in the lives of family members.</p> <p>Remembrance Sunday / Poppy day. Famous women: Elizabeth Wilbraham first British Female Architect.</p>		
1	<p>Transport (Trains) 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.</p> <p>Montgolfier Brothers with the first hot air balloon flight.</p>	<p>Chester Zoo Significant historical events, people and places on their own locality.</p> <p>George Mottershead and the History of Chester Zoo.</p>	<p>Grace Darling (the seaside) Significant individuals from the past who have contributed to National or International achievements. <i>Why do we remember Grace Darling?</i></p> <p><i>Changes in the seaside from when grandparents and great parents visited the seaside.</i></p>
2	<p>Heros NC: Significant historical events, people and places in their own local history. NC: Changes within living memory that are used to reveal aspects of change to national life.</p> <p>Heroes – who are our heroes? Link to Wybunbury Heroes, Olympic heroes,</p>	<p>1960s – Space Race NC: Significant individuals from the past who have contributed to National or International achievements. Some should be used to compare aspects of life in different periods.</p> <p>Look at the 'Space Race' journeys of Neil Armstrong and compare to the</p>	<p>Roman Empire NC: Events beyond living memory that are significant nationally or globally.</p> <p>The Roman Empire and its impact on Britain.</p> <p>Boudicca Why do we remember her? What role did she play? How did she</p>

	WWI and WWII.	first woman in space: Valentina Tereshkova	influence others?
3	<p>Ancient Egyptian Study Children will research/investigate the Ancient Egyptian achievements.</p> <ul style="list-style-type: none"> • 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 of one of the following: <i>Ancient Egypt</i> 	<p>Anglo Saxons/Scots to Viking invasions of Britain Children will explore the historic period of Anglo Saxons/The Scots through to the viking invasions</p> <ul style="list-style-type: none"> • Pupils should be taught about Britain’s settlement by Anglo-Saxons and Scots • Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 	<p>A historic study into the growth of technology within Britain. Children we learn all about the rapid growth of technology, including the creation of the internet and mobile phone usage.</p> <ul style="list-style-type: none"> • Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066
4	<p>Invention of Electricity The children will learn about key aspects of the invention of electricity</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>The Shang Dynasty of Ancient China Pupils should be taught about the achievements of the earliest civilizations.</p> <ul style="list-style-type: none"> • The first Chinese Dynasty. • The bronze age- craftsmanship • First Dynasty to invent writing. • Oracle bones used to ask questions. • Timeline of the Dynasty. 	<p>A local history study – Tudor / Stuart Nantwich and Chester</p> <ul style="list-style-type: none"> • explores – Sir Francis Drake and the impact his exploration had on the Tudor Era • rich and poor lifestyles (houses, clothing, food etc) • Monarchs and six wives of Henry VIII
5	<p>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>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 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>Benin Civilisation a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300</p> <p>During the Summer Term, the children will be learning about the Congo Rainforest. The link to history means they will learn about the history of Africa and the specifically about the Ancient Kingdom of Benin. The children will learn about the daily life of the Ancient Benin people and consider how the lives of the rich and poor people differed.</p>
6	<p>World War 2</p> <ul style="list-style-type: none"> • A study of an aspect in British history that extends pupils, knowledge beyond 1066, a significant turning point in British history • Battle of Britain WW11 • Focus of prominent female during this period of history - Anne Frank 	<p>A Non-European Study</p> <ul style="list-style-type: none"> • A non-European society that provides contrasts with British history • One study from an early civilisation. Homo-sapiens - nomadic lifestyle beginning in Africa 	<p>Settlement of Stone, Bronze and Iron Age in Britain</p> <ul style="list-style-type: none"> • Research in order to find similarities and differences between two or more periods of history