

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><u>Development Matters Statements 22-36 months</u></p> <ul style="list-style-type: none"> • Has a sense of own immediate family and relations. <p><u>Development Matters Statements 30-50 months</u></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>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. <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top;"> <p>Transport (Trains)</p> <ul style="list-style-type: none"> • Events beyond Living memory that are significant nationally. • First trains – Flying Scotsman, links to Crewe Railways. • Significant individuals in the past who have contributed to national and international achievements: Montgolfier Brothers with the first hot air balloon flight. </td> <td style="width: 33%; vertical-align: top;"> <p>Chester Zoo</p> <ul style="list-style-type: none"> • Significant historical events, people and places on their own locality. • George Mottershead and the History of Chester Zoo. </td> <td style="width: 33%; vertical-align: top;"> <p>Grace Darling (the seaside)</p> <p>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> </td> </tr> </table>			<p>Transport (Trains)</p> <ul style="list-style-type: none"> • Events beyond Living memory that are significant nationally. • First trains – Flying Scotsman, links to Crewe Railways. • Significant individuals in the past who have contributed to national and international achievements: Montgolfier Brothers with the first hot air balloon flight. 	<p>Chester Zoo</p> <ul style="list-style-type: none"> • Significant historical events, people and places on their own locality. • George Mottershead and the History of Chester Zoo. 	<p>Grace Darling (the seaside)</p> <p>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>
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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>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 first woman in space: Valentina Tereshkova. Consider roles of others who were involved in the space race.</p>	<p>Stone Age NC: Events beyond living memory that are significant nationally or globally.</p> <p>Stone Age: Understand what life would have been like for people living during the Stone Age (homes, food, work etc). Compare Stone Age life to our life and discuss how things are different. Discuss why living in the Stone Age is different to living now. See if any similarities can be found.</p>	<p>Farming 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>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>	
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>A Study of an aspect or theme in British History that extends pupils’ chronological knowledge beyond 1066.</p> <ul style="list-style-type: none"> Conservation and exploration throughout the past The life and achievements of David Attenborough and how he has contributed to conservation and exploration 	<p>Britain’s settlement by Anglo Saxons and Scots (briefly) – BEFORE introducing The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>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>The Roman Empire and its impact on Britain</p> <ul style="list-style-type: none"> This will be linked to the historical Roman settlement of Chester. Children will also learn about Boudicca. Considering why we remember her? What role did she play? How did she influence others? 	
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>Local History A study or an aspect of history or a site dating beyond 1066 that is significant in the locality.</p> <ul style="list-style-type: none"> - George Mallory and Alex Stainforth Mt Everest expeditions case studies. 	<p>A local history study – Tudor /Nantwich and Chester A study or an aspect of history or a site dating beyond 1066 that is significant in the locality.</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 	<p>A historic study into the growth of technology within Britain. Pupils should be taught a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> Children will learn all about the rapid growth of technology, including the creation of the internet and mobile phone usage 	

5	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>A local history study – Victorians A study or an aspect of history or a site dating beyond 1066 that is significant in the locality.</p> <ul style="list-style-type: none"> Wybunbury Delves was opened in 1822. Learn about the daily life of children during the Victorian era. Compare school from then and now. The changes will consider the impact inventions/discoveries of the era had. 	<p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <ul style="list-style-type: none"> Develop their knowledge of an ancient civilisation. Study Ancient Greek life [Athens v Sparta; Greek Gods; clothing] Learn about how this civilisation has influenced the western world – e.g. alphabet and Olympics. Develop their understanding and form their own opinions, the children will learn about - and use - primary and secondary sources 	<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> <ul style="list-style-type: none"> History of Africa and the specifically about the Ancient Kingdom of Benin Learn about the daily life of the Ancient Benin people and consider how the lives of the rich and poor people differed.
6	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>A study or an aspect of history dating beyond 1066 that is extends pupil’s chronological knowledge significant in the locality</p> <p>Refugees / Migrants in British history Generations - You, Me, and Those who Came Before</p>	<p>A study or an aspect of history dating beyond 1066 that is extends pupil’s chronological knowledge significant in the locality 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 	