



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
Theme	Journeys and Discoveries	Time Travellers	My Planet and Me
Early Years Foundation Stage			
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>		

Long Term Plan – Edited Summer 2022

	<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.		
Key Stage 1			
1	<p>Key Overarching Enquiry Question: What transport did people in the past use to go on their journeys?</p> <p>Children will learn about different modes of transport and when they were invented. They will compare which one is the oldest invention and which one is the newest and learn how explain their answers.</p> <p>NC Links: Events beyond Living memory that are significant nationally.</p> <p>NC Links: Crewe</p>	<p>Key Overarching Enquiry Question: Who is George Mottershead and was he an important man?</p> <p>In this unit the children will learn about George Mottershead. They will learn about how Chester Zoo has evolved and why it has changed. They will discuss whether they think starting a zoo was a good idea.</p> <p>NC: Significant historical events, people and places in their own locality.</p> <p>Local Links: George Mottershead founded Chester Zoo. Chester Zoo.</p>	<p>Key Overarching Enquiry Question: How has the seaside changed?</p> <p>The children will learn about Grace Darling. They will then compare how the seaside has changed. They will think about how it may have looked for great grandparents, grandparents and parents.</p> <p>NC Links: Significant individuals from the past who have contributed to National or International achievements.</p>
2	<p>Key Overarching Enquiry Question: How did human’s journey to the moon change our daily lives?</p> <p>Children will learn about the ‘Space Race’. They will learn about the Apollo 11 mission. Children will learn about the new inventions and discoveries which came about because of the space race.</p> <p>NC Links: Significant individuals from the past who have contributed to National or International achievements.</p>	<p>Key Overarching Enquiry Question: What caused the Great Fire of London and why did it spread so quickly?</p> <p>The children will learn about what life was like during the Stuart era. They will learn about the causes and it’s impact on people’s lives and how laws were introduced to help prevent it from happening again.</p> <p>NC Links: Events beyond living memory that are significant nationally or globally.</p> <p>Local Links: The Fire of Nantwich</p>	<p>Key Overarching Enquiry Question: Why has farming changed over time?</p> <p>This unit will investigate how farming has changed thanks to the introduction of new inventions.</p> <p>NC: Changes within living memory that are used to reveal aspects of change to national life.</p> <p>Local Links: Dairy farms within the local area.</p>
Key Stage 2			
3	<p>Key Overarching Enquiry Question: Was the Roman invasion of Britain a good thing?</p> <p>A historical study into how the Roman invasion of Britain changed our nation. Children will consider if these changes were good or bad and if the natives viewed them negatively or positively.</p> <p>NC Link: Pupils should be taught about: the Roman Empire and its impact on Britain</p> <p>Local Link: Chester</p>	<p>Key Overarching Enquiry Question: Were the Ancient Egyptians a civilised society like ours?</p> <p>A historical study into the Ancient Egyptian Civilisation. Children will look at the daily lives, religious beliefs and achievements of the people during this era.</p> <p>NC Link: 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>Key Overarching Enquiry Question: How did Anglo-Saxon invaders change life in Britain?</p> <p>Children will investigate why the Anglo-Saxons have their name. Work will be done on looking at where they settled and how Britain was separated into different kingdom.</p> <p>NC Link: Pupils should be taught about Britain’s settlement by Anglo-Saxons (e.g: Anglo-Saxon invasions, settlements and kingdoms: place names and village life).</p>
4	<p>Key Overarching Enquiry Questions: 1) Were the Vikings successful raiders?</p> <p>NC Links: Pupils should be taught about Britain’s settlement by Anglo-</p>	<p>Key Overarching Enquiry Question: Who are the Tudors and what was life like for a Tudor child?</p> <p>NC Link: Pupils should be taught about a study of an aspect or theme in British</p>	<p>Key Overarching Enquiry Question: What do we learn about Shang Life through artefacts left behind?</p> <p>Children will learn where China is and investigate how artefacts provide</p>

Long Term Plan – Edited Summer 2022

	Saxons and the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	history that extends pupils' chronological knowledge beyond 1066	clues about the kings of the Shang Dynasty. The exploration of artefact will also help children understand the religious beliefs of this civilisation. NC Link: 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: The Shang Dynasty of Ancient China
5	<p>Key Overarching Enquiry Question: Was the British Empire a good or bad thing?</p> <p>Children will learn that during the Victorian the British Empire expanded significantly. They will learn about it's impact and its legacy.</p> <p>NC Links: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>Local Link: Wybunbury Delves was founded in 1822 (just before the Victorian era).</p>	<p>Key Overarching Enquiry Question: Can we thank the Ancient Greeks for anything in our lives today?</p> <p>In this unit, the children will study the achievements and daily life of people from the Ancient Greek era and how they influence our modern lives. This will include investigating their building style, use of the alphabet, the Olympics, schooling and democracy.</p> <p>NC Link: Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>Key Overarching Enquiry Question: If you could represent the ancient Maya by 3 objects what objects would you use that represents their accomplishments and makes them stand out from other cultures?</p> <p>Children will learn how artifacts can be used to help inform our understanding of the past. Children will look at artifacts linked to Mayan writing, their use of numbers and their daily life.</p> <p>NC Links: Pupils should be taught about a non-European society that provides contrasts with British history –Mayan civilization c. AD 900</p>
6	<p>Key Overarching Enquiry Question: What was it like as a child living through the Blitz?</p> <p>Children will learn about why World War 2 started and why it was called a world war. Children will then learn about the Battle of Britain and what life was like for evacuees and for those who stayed in London.</p> <p>NC Links: A study of an aspect in British history that extends pupils, knowledge beyond 1066, a significant turning point in British history</p> <p>Local Links: soldier memorial in Nantwich</p>	<p>Key Overarching Enquiry Question: Which era of prehistory was most influential to the development of human civilisation?</p> <p>Children will learn about the key influential developments of the Palaeolithic, Mesolithic, Neolithic, Bronze and Iron Age eras. Children will compare each development and decide if one was more important to human evolution than the other.</p> <p>NC Links: Pupils should be taught about: changes in Britain from the Stone Age to the Iron Age</p>	