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|  | **Autumn** | **Spring** | **Summer** |
| 2 Year Olds | **I like ….**  **I don’t like….**  **I love ……**   * Names of types of: food, drinks, animals * People – other relations (grandma, grandad, nanna, uncle, auntie). | **I can…..**  **Before….**  **Now……**  Verbs – **run, walk, jump, crawl, eat, drink, dress**   * Compare 2 pictures of self to look at changes. | **First**  **Next**  **Over**  **Under**  **Through**   * Describe time connective through story. |
| 3-4 Year Olds | **Family, home, belong, live, address, Crewe, school.**   * Compare families and homes with others- similarities/differences.   **Special Celebrations/events throughout the year: To name special events and seasons.** | **Same, different, old, new, places, shops, Crewe**  **before, now, where? When? materials, change**   * Compare real toys from parents and now. Talk about materials and type. * Look at images of Crewe town centre and name shop types. | **Earth, globe, map, Google Earth, planet, top, bottom, Artic, Antarctic, polar, cold, hot, middle, equator, compare, countries – England , Africa**   * Use globe to locate north, top, south, bottom, North and South Pole, Equator, middle, England, Africa. * Know that Google Earth, maps and globes help us to find places. |
| Reception | **Remembrance - A long time ago, past, history, find out, research, war, remember Old, new, modern, past, now, sort, order, discuss, compare**   * To learn time connectives **- First, next, after that, finally,** * Compare real toys from parents and now using real sources and photos. * Discuss materials and type of toy. * Sort into old and new/past and now.   **Special Celebrations/events throughout the year: To name special events and seasons.** | **Compare, sort, changes,**   * To know what need to wear in different seasons and why? * To know physical features of Seasons * Learn about the life cycle of a chick   **Influential People: Bryony Page – A Biography**   * To know that we live in Crewe. | **Compare, story, famous, person, Britain, United Kingdom, England, Scotland, Wales, London, capital, city, town,**   * To know facts about Queen Elizabeth II * To order her life as a simple photographic timeline. * To know what being British means – including traditions and customs.   **Influential People: Mary Anning –**  **What did she do? Why was this important?** |
|  | **Autumn** | **Spring** | **Summer** |
| **Year 1** | * To be able to describe what has happened to people from the past.   **A long time ago, before I was born**   * To reflect on the **significance** of **Walter Tull** (**leader, brave, soldier, war, professional footballer**, **impact, achievements, national**)and the War (**remembrance, commemorate**) * To be able to order important events. * Draw and write about the significance of poppies. * To look at **artefacts**, pictures, photographs, books and real life stories to find out about the past.   **Additional Key Vocabulary:** | * To look at **artefacts**, pictures, photographs, books and real life stories to find out about the past. * To look at objects from the past and work out what they were used for (asking questions). (Shop items). * To be able to understand the differences between things that have happened in the past and the present.   **Influential People: Beth Tweddle - A Biography**  **Now, then, when my parents/grandparents were young, yesterday, last week.** | * To identify **similarities** and **differences** between different times (Christopher Columbus and Roald Amundsen). * To sort events and objects into groups – **now and then.** * To be able to identify the ways the past can be represented. * To recall facts about people and events before living memory. * To explain why explorers did what they did. * To look at **artefacts**, pictures, photographs, books and real life stories to find out about the past.   Where did the go? Did not go?  **Influential People - Mary Kingsley**  **Why were her explorations different to that of Colombus and Admundsen?** |
|  | **Autumn** | **Spring** | **Summer** |
| **Year 2** | * To reflect on the significance of **George Arthur Roberts**   Link to WWI/WWII and GFL.     * To **compare** and **contrast** between historical **sources** (posters) and make connections between **fact and opinion**, **cause and effect. Question Why?** * To **research** using **artefacts**, pictures, photographs, books, eye witness accounts, historical buildings, **museums**, sites and the internet to find out about the past. **Discuss, ask questions and make conclusions/connections.** * **Great Fire of London – monarch, reign, Parliament – reasons, consequences.**   Compare to a local historical event **– Great Fire of Nantwich.** | * To use a timeline (**sequence**) to order the significant events of Crewe Railway Station and **compare** the types of trains used from **past/old, present/modern, and similarities/differences.** * To **research** using **artefacts**, pictures, photographs, books, eye witness accounts, historical buildings, **museums**, sites and the internet to find out about the past. **Discuss, ask questions (Why? Who? What? Where?) and make conclusions/connections.** * To understand the historical **significance** and **impact** of Crewe Railway Station on the **local** town.   **Influential People: Sarah Maddocks - A Biography** | * To **research** the three queens using **artefacts**, pictures, photographs, books, eye witness accounts, historical buildings, **museums**, sites and the internet to find out about the past. **Discuss, ask questions and make conclusions/connections.** * Influential People: **Queen Victoria** * What were her greatest achievements during her reign and how has this shaped life today? * To describe the queens and significant events in history and represent through speaking, writing, drawing, role-play, ICT and storytelling. * Use a timeline to place and order significant events and recount main events and times. * To identify similarities and differences between different times using **historical sources.**   e.g. **Living standards, society, clothing, housing, crime, punishment, livelihoods, monarchy, reign, power, changes over time, democracy.**  **Additional Key Vocabulary:**  **Memory, information, changes, Century, Decade periods of time.** |
|  | **Autumn** | **Spring** | **Summer** |
| **Year 3** | * Influential People: **British Royal Family** * Why did they stay in London during the war? What did they do? What was the impact? (2 lessons – orange book). * To **research the significance of Remembrance and create an acrostic poem based on this. (2 lessons – humanities book).** * To show knowledge of UK through a ‘Great British Quiz’ (Hot task)   Influential People: **Ada Nield Chew** -A Biography  Additional Key Vocabulary:  **Decade, Century, Landscape, Culture, Prehistoric**  **Millennium, Era, Evidence, Archaeology, Archaeologist, Ancient, irrigation, mummification, chronological,** | * Use books (Stone Age Boy/A Street Through Time/Non-Fiction) to compare and contrast life in the Stone Age to now – clothes, homes, activities, lifestyles, jobs, environments etc. * To **research (in pairs)** using **artefacts**, pictures, photographs, books, eye witness accounts, historical buildings, **workshops/role play**, and the internet to find out about the past (Homes in the Palaeolithic, Mesolithic, Early and Late Neolithic times, including Skara Brae. **Discuss, ask questions (Why? Who? What? Where? How?) and make conclusions/connections.** * Study artefacts in depth and generate discussion – predict and research uses. * Create a **timeline** and understand terms **BC/AD.** * Use A Street Through Time and research methods to understand key aspects of human and physical geography –   The use and changes of land and rivers – **settlements, natural resources** and **land use patterns (farming, cultivation, leisure, cultures)** throughout **time periods** studied.  (Include Stonehenge and Iron Age hill forts )  Create a **historically accurate** Stone Age menu.   * Write a historically accurate piece of creative writing linked to Stone Age beasts.   **Stone Age Workshop – Spring Term** | * Name and locate the 4 ancient civilisations on a world map and compare (through independent research - books, internet, maps, atlases, digital maps):   **Locations/regions, climate, physical and geographical features, climate zones, biomes, vegetation belts, trade links, natural resources, food, homes, lifestyles and religions**.   * To study in detail, the Ancient Egyptian **civilisation** and create a timeline, including the findings of Howard Carter- use diary entries, books, photographs, internet, artefacts. * To study a map of **Egypt** and locate **pyramids** and location of River **Nile**. Interpret findings and discuss significance of river location – **land use, trade, settlements, construction, religion.** * **Compare and contrast** - Nile v Weaver. * Compare an old and new map of Nantwich to understand the significance of the River Weaver to the town.   Influential People: **Nubian Kings/Black Pharoahs**  Who was the real first great civilisation? Where did they come from and what did they do for Egypt?  To compare, debate and analyse |

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| **Year 4** | * To reflect on the significance of Mary Seacole (**heroism, determined, racism, intrepid, pioneer, prejudice,** **impact, achievements, national**) and the war (**remembrance, commemorate, memorial, anniversary).** * To understand the effects of war – Food Shortages/**Rationing**. * **Design/record** a **historically accurate** recipe using rationed foods.     Additional Key Vocabulary: | * To **choose** the **relevant research methods** needed to complete a detailed study on Ancient Greece and explain **why** these methods were chosen? * Look in-depth at artefacts, generate discussion – **predict** and research uses. * Compare a ‘**modern and ancient world**’   Greece V Ancient Greece – understand similarities and differences of **landmarks, wealth, lifestyles, homes, occupations, trade.**   * Extend research to include **architecture, democracy, myths and legends** and **trade**.   Complete influence pillars to explain the impact and significance.   * Understand the concept of **democracy** through a class vote on which aspect of Ancient Greece had the most **influence.** * Complete a **timeline** to order events, include **BC/AD** and be able to describe the main changes. * Independent/Paired Research – Olympic Games.   Record findings by creating a 5- Day historically accurate games programme.  Influential People: **Daisy Haywood** -A Biography  **Civilisation, myth, Western World, primary/secondary sources, contrasts, trends over time, significance, impact, philosophy, Athens, Parthenon, Acropolis, Julius Caesar, Invasion, Conquest, resistance, Romanisation, Viaduct,** | * To use OS Map/Google Earth to locate **North-West** region of UK and pinpoint **Chester.** Highlight Chester on European map. * To research the **Roman Empire** and its **impact** on Britain through stories, museum visit, pictures, artefacts, books and the internet.   **Focus - Education, inventions, health, wealth, trade, architecture, leisure, army, homes, shops, roads, travel, law, towns.**   * Create a **working timeline**. * **Plot conquered roads** (UK) and land (Europe) on a map by 117AD – discuss **how** and **why** the Roman Empire grew bigger? * Draw and label a Roman Soldier. * To learn how **aqueducts** work and how their addition had a major impact on living standards. * Identify the **Campania** region of Italy and location of **Pompeii** and **Mount Vesuvius.** * Compare life before and after Pompeii * Influential People: Ivory Bangle Lady * **What do her remains tell us about Afro-Roman people and Roman society in Britain?** |

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| **Year 5** | * To reflect on the significance of   Influential People: Guy Bailey   * **Why was the Bristol bus boycott important in the UK civil rights struggle?**   Research, debate and analyse   * **How did the Battle of Britain become a turning point in the war?** * Remembrance Day Activity   Influential People: **John Bunting** -A Biography | * To recall key **influences** of the **Roman Empire** in Britain. * Reflect on the main reasons for the Roman Empire to be defeated in Britain – **significant figure Boudicca**. * To deduct what the impact of The Romans leaving Britain would have been. * Research the aftermath, including the struggle for power between the Vikings, Anglo-Saxons and the Scots. Create a Who? What? Why? Where? Questions and answers quiz. * **Anglo-Saxons v Vikings** characteristics comparison. * Learn key facts about **The Battle of Hastings.** * Locate the **Ancient Kingdoms** (including ancient key battle grounds) on a UK map and compare to modern UK map. To be able to explain the reason for the locations of the **territories** of the Ancient Kingdoms. * Understand the relevance of counties ending in –ex Sussex, Essex, Middlesex, Wessex and their locations. Link to Nantwich ‘wich’ part of name meaning salt trade from Anglo-Saxon times. Link to **origins** of name ‘England’.   Additional Key Vocabulary**: raids, resistance, Danegeld, Alfred the Great. Althelstan, Edward the Confessor** | * Enquire how the **Ancient Mayans** were able to **sustain** their **civilisation** in the **biomes** of Central America. Conclude how remarkable the achievements of the Mayan people were. * **Use books, internet, pictures, videos and artefacts** to compare the **socio-economic** features of **Ancient Mayans v Modern Day** society**.** |
|  | **Autumn** | **Spring** | **Summer** |
| **Year 6** | * To reflect on the significance of Baroness Lawrence (**campaign, reform, racism, human rights, violence, justice**) and compare to Ignatius Sancho. Discuss how far opinions have changed. * **A comparison of World War I and World War II**. Use primary/secondary sources.   Independent research, discussion, analysis.  Compare and contrast.   * To complete a Remembrance Day Activity   Additional Key Vocabulary: **War of the Roses, Catholic, Protestant, globalisation, production, import, conflict, innovations, inventions, poverty, law and order, jury, trial, magistrate, merchants, execution, industrialisation, time period, century, chronology,** | * Independent Research Project – create a fact file on important royal figures – Henry VIII, Queen Elizabeth I and Queen Victoria/Prince Albert. Include **roles and power, influences, key historical events, wars, British values, crime and punishment, biggest achievements, length of reign.** * Consider how different accounts can be **bias** or **historically inaccurate** and understand **why** there might be different accounts: **facts v interpretations**/**opinion**. * Discuss what was the **impact** of Queen Elizabeth I having no **direct heir**?   Create a working timeline from Tudors to Victorians, including significant events and battles – (**Battle of Bosworth v Spanish Armada).**  Influential People: John Blanke  **Why was it significant that he was the first black Briton to be portrayed?** | * Study the 3 main conflicts for each Monarch. Compare and contrast **– reasons, places, duration, Who? Why? Outcomes, times.** * Recall knowledge on **The Great Fire of Nantwich** (Year 2) and relate to the impact Queen Elizabeth I had on rebuilding the town. * Queen’s Park Crewe – study local history of the park –who opened it? When? What was its purpose? * Link the achievements of Queen Victoria and Prince Albert to the local area. To research and explain what the impact was on Nantwich/Crewe from the Victoria Era? Industrial Revolution, Crewe Railway Station, trade (salt) and travel, significant buildings (schools/factories) and living standards. * Actively participate in whole class debate **–**   **‘Which Monarch was the most successful and influential of their time?’**   * Visit Queen’s park and locate significant **historical, physical and human features**.   Influential People: Raz Ahmed  - A Biography |