

EYFS

Subject content from the statutory framework.	Which Past and Present themes are we teaching pupils about?	When will pupils be taught this?	Links with other areas of learning?	Opportunities for pupils to apply basic skills
Children at the expected level of development should be able to talk about the lives of the people around them and their roles in society;.	<p>We are Family.- Creating a family tree Present – Talk about our own family members, look at how families live now, jobs that people do / roles in & out of the house, activities that we like to do together. Past – Look at how families lived, jobs that people in the family did, Dad's role / Mum's role in the house, activities they would do together as a family. Look at photos from today and photos from the past. Comparison between family lives past and present.</p>	Autumn 1 Summer 2		Throughout continuous provision activities both indoor and outdoor.
Children at the expected level of development should know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	<p>Play Time – Create a timeline To be aware of similarities and differences between things in the past and now, drawing on our experiences. A comparison of toys when parents and grandparents were children, to modern day toys. E.g. present = plastic toys, technological toys, crayons, wooden toys coming back around E.g. parents = vehicles, cars, trains E.g. grandparents = teddy bears, rag dolls, prams, wooden toys. E.g. great grandparents = spinning top, dolly peg. Turning back time Create a Holiday diary. Look at how the baby is dressed, the pram, cot & bath – compare to materials used to today, look at what equipment they have in the house - Dad is bringing in the coal, baby bathed in front of the fire, clothes are drying by the fire. Refer back to learning about family life in the past from Autumn - Family structure - Granny lives with the family, activities such as playing in the yard / at the park. Compare to how we wash and dry our clothes today. Use the book Topsy and Tim go on holiday to explore the settings, characters and events – look at the type of holiday they go on, how they get there, what they see / do on the journey. Talk about how in the past families would go to the beach, ride on a donkey, watch Punch and Judy shows. Compare to our holidays today going abroad on an aeroplane.</p>	Spring 1 Summer 2	Expressive Art and Design - Replicate a toy from the past.	
Children at the expected level of development should understand the past through settings, characters and events encountered in books read in class and storytelling.	<p>We are Family- We are Family – Patricia Hegarty, The invisible – Tom Percival Play Time - Lost in the Toy museum - David Lucas Turning back time- Peepo – Allan Ahlberg, Topsy and Tim go on holiday – Jean Adamson.</p>	Autumn 1 Spring 1 Summer 2		
<p>Curriculum enrichments (visits, visitors, themed events etc.) Visitors – Discussing their child hood toys, Grandparents or Great grandparents discussing daily routines how things were washed.</p>				

Key Stage One

Subject content from the programme of study	Which historical themes, people and/or events are we teaching pupils about?	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
Pupils should be taught about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	<p>Standish- Recognising how Standish has changed over the years. To use photographs of Standish To understand what it provided for the community To remember stories about Standish in the past. To identify similarities and differences.</p>	Year 1 (AUT 2)	Geography- Local area study- Standish.	Cross curricular writing links in every unit mainly through enquiry questions that are placed in every unit of work.
Pupils should be taught about events beyond living memory that are significant nationally or globally.	<p>The Great Fire of London- Recognise how we know about the Fire- Samuel Pepys How it started, Understand changes made to London.</p> <p>The first aeroplane flight. Linked to the Wright brothers, Bessie Coleman and Amelia Earhart .</p>	Year 2 (SPR 1/ SPR 2) Year 1 (SUM 1)	<p>English Texts Baker Boy, Vlad</p> <p>Emma Jane's aeroplane</p>	
Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.	<p>Amelia Earhart-To know who she is Bessie Coleman – To know who she was and why she is significant</p> <p>Queen Elizabeth/ Royal Family- Achievements, Importance.</p> <p>Queen Victoria –Achievements, Importance Comparisons between the two Queens.</p> <p>Neil Armstrong, Mae Jemison, Matthew Henson . To know who Neil Armstrong was and why he was significant. To know who Mae Jemison is and why he is a significant individual. To know who Matthew Henson was and why he is a significant individual. To make comparisons between Neil Armstrong and Matthew Henson</p>	Year 1 (SUM 1) Year 2 (AUT 1, AUT 2) Year 2 (SUM 2)	<p>English Texts Emma Jane's aeroplane.</p> <p>Paddington ay the Palace. Katie in London. Daisy Saves the Day Queen Victoria's Bathing Machine.</p> <p>Pugs of the Frozen North.</p>	
Pupils should be taught about significant historical events, people and places in their own locality. Miles Standish	<ul style="list-style-type: none"> • To understand who Miles Standish was and why he is significant to the local area. • To knowhow we are reminded of Miles Standish in our community. 	Year 2	RE- History of Standish (AUT 1)	

Curriculum enrichments (visits, visitors, themed events etc.)

Year 2 – Staircase House Stockport (*SPRING 1/ SPRING 2*), Kate Cunningham – Author virtual visit (*SPRING 1*), Fire engine visit (*SPRING 1*), Explorers workshop- Freshwater company (*SUMMER 2*)

Year 1 –Manchester Airport (*SUMMER 1*)

Key Stage Two ¹

Subject content from the programme of study	Which historical themes, people and/or events are we teaching pupils about?	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
Pupils should be taught about changes in Britain from the Stone Age to the Iron Age.	<ul style="list-style-type: none"> • <i>To know what the 'Prehistoric Period' is and when this happened</i> • <i>To know and compare how people obtained food across the ages and the tools they used to do so. Lifestyle</i> • <i>To know how settlements and lifestyle changed from the Stone to Iron Age. (Cheddar Man) Lifestyle</i> • <i>To understand why prehistoric Britain came to an end.</i> 	Year 3 (AUT 1)	English Texts Stig of the Dump.	Cross curricular writing links in every unit mainly through enquiry questions that are placed in every unit of work.
Pupils should be taught about the Roman Empire and its impact on Britain.	<ul style="list-style-type: none"> • <i>To understand the expansion of the Roman Empire through invasion (Ivory Bangle Lady and Beachy Head Lady, Aurelian Moors) Power.</i> • <i>To understand how and why the Roman Armies were so successful.</i> • <i>To know about British resistance Power</i> • <i>To understand the legacy of the Romans Legacy</i> • <i>To understand the importance of the afterlife Beliefs</i> • <i>To know how Britain changed from the Iron Age to the end of the Roman occupation</i> 	Year 4 (SPR 2/ SUM 1)	English Texts Queen of Darkness Boudica's Army will Rise. My Story: Roman Invasion	
Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots.	<ul style="list-style-type: none"> • <i>To understand the Anglo-Saxons role in the fall of the Roman Empire. Power</i> • <i>To know that England was divided into different Kingdoms. Power</i> • <i>To understand the beliefs of the Anglo Saxons. Power</i> • <i>To know about the lifestyle of the Anglo Saxons. Beliefs</i> • <i>To know who Alfred the Great is and his achievements Lifestyle</i> • <i>To understand the legacy of the Anglo-Saxons. Legacy</i> 	Year 5 (AUT 1)	English Texts Beowulf	
Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	<ul style="list-style-type: none"> • <i>To know about the origins of the Vikings. Legacy</i> • <i>To know about the Viking invasions. Power</i> • <i>To know about the lifestyle of Vikings. Lifestyle</i> • <i>To understand the beliefs of the Vikings. Beliefs</i> 	Year 5 (SPR 1)	English Texts Viking Boy	
Pupils should be taught about a local history study.	Industrial revolution in Wigan. Including a brief overview of Victorian Britain To know what the Industrial Revolution was and why it happened. To know the impact of the industrial revolution on transport To know the impact of the industrial revolution on mining. To know the impact of the industrial revolution on the production in cotton mills (Slavery cotton plantations) To know when the Industrial Revolution ended. .	Year 6 (SUM 2)	English Text The Vanishing Trick	

Key Stage Two ²

Subject content from the programme of study	Which historical themes, people and/or events are we teaching pupils about?	When will pupils be taught this?	Links with other subjects?	Opportunities for pupils to apply basic skills
<p>Pupils should be taught about a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Crime and Punishment Changes to the British justice systems over time. (Anglo Saxon, Victorians & Modern day). To recall and explain what life was like as a citizen in Anglo Saxon Britain. To know the typical crime and punishments of Anglo Saxon Britain. To explain common crimes and punishments in Victorian Times. To know the significant changes in the Victorian crime and punishment system. To know the types of crimes committed today and associated punishments (Norwell Roberts, John Kent)</p>	<p>Year 6 (SPR 1/ 2)</p>	<p>English Text- Holes Highway Man</p>	<p>Cross curricular writing links in every unit . Writes are planned as they would be in English.</p>
<p>Pupils should be taught about the achievements of the earliest civilisations – an overview of where and when the first civilizations appears and a depth of study of one of the following:</p> <ul style="list-style-type: none"> - Ancient Sumer - The Indus Valley - Ancient Egypt - The Shang Dynasty of Ancient China <p>We have chosen the Ancient Egyptians as a unit of study because it provides the children with an understanding of a civilisation that has made a huge impact on beliefs, culture and the modern world.</p>	<p>Ancient Egyptians.</p> <ul style="list-style-type: none"> • To have an understanding of the achievements of the first civilisations. • To know where and when the first civilisations appeared in Ancient Egypt. Power • To understand the influence of the Egyptian Pharaohs. Power • To understand the importance of the River Nile. Lifestyle • To understand the process of mummification. Beliefs • To understand the importance of Egyptian Gods. Beliefs • To understand the role of Howard Carter. Legacy 	<p>Year 3 (SPR 2/ SUM 1)</p>	<p>English Texts- Egyptian Cinderella. Secrets of a Sun King,</p>	
<p>Pupils should be taught about Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<ul style="list-style-type: none"> • To understand the importance of pre Greek civilisations • To understand the importance of the Greek Empire- Power • To understand the importance of Greek Gods Beliefs • To understand the importance of Greek Myths and Legends Beliefs • To understand the role of democracy in Ancient Greece Legacy /Lifestyle • To understand the importance of Olympics Legacy • To understand the legacy of the Ancient Greeks Legacy 	<p>Year 4 (AUT 2 / SPR 1)</p>	<p>English Texts- Greek Myths Who let the Gods out?</p>	
<p>Pupils should be taught about a non-European society that provides contrast with British history – one chosen from:</p> <ul style="list-style-type: none"> - Early Islamic civilization, including a study of Baghdad c. AD 900 - Mayan civilization c. AD 900 - Benin (West Africa) c. AD 900-1300 <p>We have chosen the Islamic Civilisation unit due to the context of our school being predominately White British. This unit of study provides them with a contrasting civilisation that has had a huge impact on life today especially in the healthcare system.</p>	<ul style="list-style-type: none"> • To explain the development of the early Islamic civilisation. Beliefs • To understand the Golden Age of Islam through a study of Bagdad Legacy. • To know the part the Golden age played in improving healthcare. Lifestyle, Legacy • To compare Golden Age of Islam with the Dark Ages of Europe. • To know why the Golden age ended Legacy. 	<p>Year 5 (SPR 2)</p>	<p>English Texts- The Golden Horsemen of Baghdad.</p>	

Curriculum enrichments (visits, visitors, themed events etc.)

- **Year 3**-Liverpool World Museum Ancient Egypt & Prehistoric Workshops (*Spring 2*).
- **Year 4** – Freshwater Theatre Company Ancient Greece Time travel TV (*Spring 1*)
- Dewa Roman Experience Chester (*Summer 1*)
- **Year 5** – Altru Drama Group-Anglo Saxons in a day, Tatton Park (*Autumn 1*)
- **Year 6**-Quarry Bank Mill (Summer 2)

VR Experiences

Year 2- Walking on the moon (VR lesson plan)

Year 3-House construction – Stonehenge Among the standing stones (VR lesson plan, Pyramids of Giza, Temple of the Goddess Hathor.

Year 4 -Acropolis of Athens Minotaur (3D model), Mount Olympus Park, Ancient Rome – colosseum Roma Villa, Roman Victory pillar (3D model), The gladiators arena (VR lesson plan).

Year 5- Bagdad- House of Wisdom.