

	Autumn	Spring	Summer
Early Years	<p>What has happened in my lifetime?</p> <p>Joining in with family customs and traditions</p> <p>Talk about past and present events in the lives of other family members</p> <p>Children know the difference between past and present events in their own lives and some reasons why peoples' lives were different in the past.</p>	<p>How has Birchwood changed in the lifetime of my grandparents?</p> <p>Children know the difference between past and present events in their own lives and some reasons why peoples' lives were different in the past.</p> <p>Children can look at aerial maps of GC from 100 years ago and compare to now. Identify familiar places on the map.</p> <p>Learn about people who help us in the local area and further afield.</p>	<p>Who are the people who are important to our school?</p> <p>Invite people who work in the school into the classroom. Children to ask questions to find out what each job entails.</p> <p>Learn about the four people the houses are named after. Discuss the qualities these people have.</p> <p>Look at significant events that happened in the past that make these people significant.</p>
Y1	<p>What was childhood like for our grandparents and how do we know?</p> <p>- learn about changes in living memory; will collect evidence from interviews with their parents and grandparents about their childhood and compare it to their own: learn about our own school and what it was like to come to Gorse Covert Primary School when it was built almost 30 years ago.</p>	<p>Famous people from the past</p> <p>Comparison of significant people – Explorers – Christopher Columbus and Neil Armstrong Compare aspects of life in different periods in the context of comparing the missions</p> <p>Artists – LS Lowry and Vincent van Gogh - identify some difference between Van Gogh's and Lowry's time and our own</p>	<p>Why was the Great Fire of London Great?</p> <p>Know about events beyond living memory. Understand where people/events fit within a chronological framework. Identify similarities and differences between ways of life in the seventeenth century and now.</p>
Y2	<p>Warrington through time – Why Warrington?</p> <p>Develop an awareness of Warrington in the past and the ways in which it is similar to and different from the present.</p>	<p>Who was Lewis Carroll?</p> <p>Lewis Carroll- Learn about a famous local person from the past and carry out some research on him.</p>	<p>How do we know what holidays were like in the past?</p> <p>They will learn about holidays during three periods of time - the 1950s as well as today and 1900.</p>
Y3	<p>Ancient Egyptians:</p> <p>What do all of the ancient civilisations have in common?</p> <p>How did the civilisation of Egypt wax and wane?</p> <p>How did the civilisation of Egypt end?</p>		<p>Ancient Greeks:</p> <p>How can we find out about the civilisation of Ancient Greece?</p> <p>Can we thank the ancient Greeks for anything in our lives today?</p>

Y4	<p>Stone age to Iron age: Children will be introduced to the idea that people have been living in Britain for a very long time, and this abstract idea will be put into different contexts to help children understand. They will learn about the changes that occurred between the middle Stone Age (Mesolithic Times) to the Iron Age – a period of over 10,000 years! They will also recognise continuities too, such as little change in housing, house-building or settlement size, until well into the Iron Age. For most of the period there is no written evidence, so the archaeological record is very important. There is a strong emphasis on children investigating issues and solving valid historical questions, recognising the nature of the evidence on which their judgements and knowledge are based. Julius Caesar, Lindow Man, Cheddar Man.</p>		<p>Romans: When did the Romans invade and why? Did the native Britons resist or welcome them, and why? How did they influence the culture of the people already there and future generations? Claudius, Boudicca, Cassius Dio, Hadrian</p>
Y5	<p>Anglo-Saxons, Scots, Vikings What happened to Britain when the Romans left?</p>	<p>Anglo-Saxons, Scots, Vikings How well did the Anglo-Saxons and Vikings get on with each other?</p>	<p>Anglo-Saxons, Scots, Vikings Was life better in Anglo-Saxon or Viking Britain?</p>
Y6	<p>WW2 & local history</p> <ol style="list-style-type: none"> 1. How significant was the Blitz? 2. World War II: whose war? 3. What was the impact of World War II on people in our locality? 4. How well does a fictional story tell us what it was like to be an evacuee? 5. Evacuee experiences in Britain: is this all we need to know about children in World War II? 6. New opportunities? How significant was the impact of World War II on women? 7. What did men do in World War II? Did all men have to fight? 8. When was the most dangerous time to live? How different was the Blitz? 		<p>The Maya</p> <ol style="list-style-type: none"> 1. Where and when did the Maya live? 2. What was Maya writing like? 3. How did the Maya tell the time? 4. What numbers did the Maya use in Maths? 5. Did the Maya play football like us? 6. How do we know about the Maya?