



CREWE
TOWN COUNCIL

CREWE

Teacher Curriculum Links



1842

Sarah Maddocks



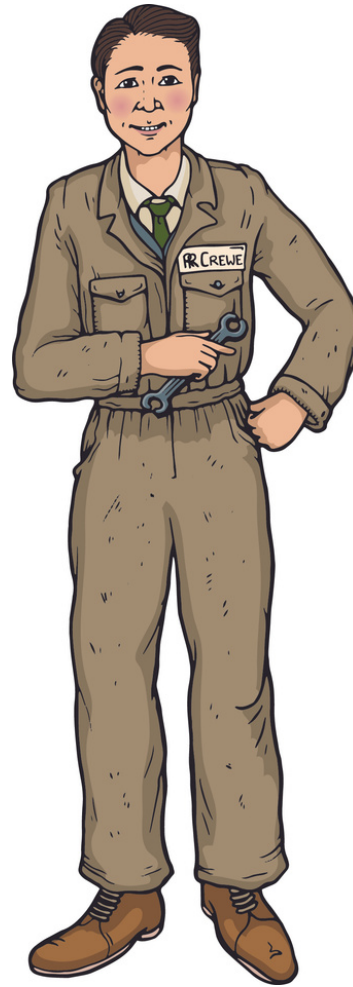
1894

Ada Chew



1914

Daisy Haywood



1941

John. A. Bunting



1964

Raz Ahmed

Welcome to Crewe Town Council's heritage resources.

These resources have been developed through consultation with local teachers and community group leaders.

You will find:

- Differentiated information about 5 key people throughout Crewe's 185 year history
- Archived images taken in Crewe
- Maps and census material
- Crewe Chronicle material
- Provoking questions and art activities
- Short informative videos

National Curriculum Links

Key Stage 1:

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time
- Identify similarities and differences between ways of life in different periods.
- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

Subject Content:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

Key Stage 2:

- They should understand how knowledge of the past is constructed from a range of sources.
- They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.

Subject Content:

- A local history study- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.
- a significant turning point in British history, for example, the first railways or the Battle of Britain.

Key Stage 3:

- They should understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Pupils should identify significant events, make connections, draw contrasts, and analyse trends within periods and over long arcs of time. They should use historical terms and concepts in increasingly sophisticated ways.

Subject Content:

- ideas, political power, industry and empire: Britain, 1745-1901- Britain as the first industrial nation – the impact on society
- challenges for Britain, Europe and the wider world 1901 to the present day- women's suffrage, the First World War, the Second World War, social, cultural and technological change in post- war British society.
- a local history study- a depth study linked to one of the British areas of study listed above, a study over time, testing how far sites in their locality reflect aspects of national history (some sites may predate 1066), a study of an aspect or site in local history dating from a period before 1066.