



### Level Expected at the End of EYFS

We have selected the Early Learning Goals that link most closely to the History National Curriculum.

#### EYFS Areas of study:

**EYFS DFE Understanding the world Definition:** Understanding the world involves guiding children to make sense of their physical world and their community.

The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.

In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world.

As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

#### **Understanding the World ELG:**

Past and Present Children at the expected level of development will: -

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.

**Topics:****All about me (including pets)**

**Compare** and **Contrast** similarities and differences between themselves and when they were babies.

*I can place people and events in a chronological framework:*

**Sequence** pictures from a baby to how they are now.

**Categorise** and match objects to people of different ages.

**Celebrations inc. harvest. The little Red Hen**

*Significant historical events*

**Describe** characteristic ideas, beliefs and attitudes of different cultures over time:

**Compare** and **Contrast** - Know about similarities and differences between themselves and others, and among families, communities and traditions. (Bonfire night, Diwali, Christmas etc.)

*I can talk about the **significance** of historical events.*

**Describe** an event from their past that is important to them e.g. birthday, wedding, Diwali, Christmas (in January).

*The lives of significant individuals in the past (Guy Fawkes, soldiers -Remembrance )*

**Compare** and **contrast** characters from stories including figures from the past.

*(Guy Fawkes, Father Christmas, soldiers)*

**Under The Sea and Pirates**

*Significant historical events, people and places.*

**Historical enquiry-non fiction**

**Compare** pirate ships from the past and ships now. Such as sails/engines, size.

**Identify and describe** some similarities and differences between things in the past and now

**Reasoning-** Understands questions such as who, why, when, where and how.

**Fairy Tales and Superheroes (links to people who help us)**

**Identify and describe** Talk about the lives of the people around them and their roles in society; -

**Describe** why the person is a significant individual

Use stories to encourage children to distinguish between fact and fiction. (superheroes)

**Growing and Mini Beasts-Where does our food come from?**

**Identify** and **describe** reasons for and results of events, situations and changes:

**Describe** and **reason** their recent visit. Recount saying why it happened. (to find out more about mini beasts - butterflies)

Ask questions to find out more and understand.

Learn about food from the past- **Reasoning** no fast food, no fridge to keep things fresh, more home grown, less choice

Understanding of growth, decay and changes over time.-life cycle of a butterfly.

Growing some food **Wild animals - visit to the zoo**

**Events beyond living memory**

**Compare** and **Contrast** Animals now and then (maybe look at dinosaurs)

**Describe** their visit to the zoo.

**Speculate** and **Reason** about zoos -answer 'how' and 'why' questions about their experiences and in response to events.

## Key Stage 1 National Curriculum Expectations

### KS1 Areas of study:

- Changes within living memory, where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)
- 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 (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, Mary Seacole and Florence Nightingale etc)
- Significant historical events, people and places in their own locality.

### Topics: Year 1

Festivals - The Gun Powder Plot - Guy Fawkes, Remembrance day

Walsall - Sister Dora

The Great Fire of London - Samuel Pepys

Toys

### Topics: Year 2

Castles - Castle life

Kings and Queens - Queen Elizabeth I, Queen Elizabeth II, King Charles III

Titanic

Space - First moon landing - Neil Armstrong, Tim Peake, Katherine Johnson

Pirates - Blackbeard, Anne Bonny

Holidays - Victorian seaside holidays

*Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.*

**Topics: Year 1**

**Festivals - The Gun Powder Plot - Guy Fawkes, Remembrance day**

**Recall** a festival they have celebrated

**Compare** and **Contrast** how they celebrate bonfire night with their friends

**Speculate** and **Reason** what it would be like on bonfire night for our parents/ grandparents, etc

**The Great Fire of London - Samuel Pepys**

**Sequence** an event within living memory, wedding, festival, a holiday

**Toys**

**Observe** different toys

**Categorise** a selection of toys by how they are used/what they are made from

**Identify** a new royal family member

**Describe** toys and how they are played with, a royal family member e.g Queen Elizabeth, Prince George, etc

**Compare** and **Contrast** their toys with parent's/ grandparent's toys, toys of the past and today, seaside activities today and in the past

**Speculate** and **Reason** about a toy mum might have played with

*Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)*

**Topics:**

**Festivals - The Gun Powder Plot - Guy Fawkes, Remembrance Day**

**Recognise** people in an event - Guy Fawkes,

**Compare** the roles of different people in an event

**Sequence** an event - the Gunpowder Plot,

**Identify** what happened in an event using new papers, pictures, videos etc

**Walsall - Sister Dora**

**The Great Fire of London - Samuel Pepys**

**Recognise** people in an event Samuel Pepys.

**Compare** the roles of different people in an event

**Sequence** an event -, the Great fire of London,

**Speculate** and **Reason** what happened during an event, why the fire in London spread so quickly etc

**Select** significant moments in an event, how London changed after the fire

**Describe** the houses in London in 1666

**Identify** what happened in an event using new papers, pictures, videos etc

**Toys**

*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.*

**Topics:**

**Festivals - The Gun Powder Plot - Guy Fawkes, Remembrance day**

**Identify and describe** the lives of significant people using pictures, books, videos, artefacts etc

**Describe** why the person is a significant individual

**Recognise** people in an event - e.g., Guy Fawkes

**Reasoning** about whether their actions were a good idea

**Walsall - Sister Dora**

**Identify and describe** the lives of significant people using pictures, books, videos, artefacts etc

**Describe** why the person is a significant individual

**Reasoning** about whether their actions were a good idea

**The Great Fire of London - Samuel Pepys**

**Identify and describe** the lives of significant people using pictures, books, videos, artefacts etc

**Describe** why the person is a significant individual

**Recognise** people in an event - e.g. Samuel Pepys

**Reasoning** about whether their actions were a good idea

**Toys**

*Significant historical events, people and places in their own locality.*

**Walsall - Sister Dora**

**Observe** Sister Dora statues in Walsall and/or Manor Hospital

**Describe** how Sister Dora became a significant person in history

**Identify** what Sister Dora did to become so famous

**Sequence** the event

**Compare** and **Contrast** hospitals in the past to today

**Speculate** and **Reason** about the impact that Sister Dora had on the town of Walsall

## YEAR 2

*Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. -change of monarch Queen Elizabeth II to King Charles III*

Topics:

**Castles - Castle life**

**Kings and Queens - Queen Elizabeth I, Queen Elizabeth II, King Charles III**

**Identify** a new royal family member

**Titanic**

**Space - First moon landing - Neil Armstrong, Tim Peake inc Katherine Johnson and the impact of her involvement**

**Pirates - Blackbeard, Anne Bonny**

**Holidays - Victorian seaside holidays**

**Compare** and **Contrast** seaside activities today and in the past

**Speculate** and **Reason**, why people use bathing machines at the seaside in Victorian times

*Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)*

Topics:

**Castles - Castle life**

**Kings and Queens - Queen Elizabeth I, Queen Elizabeth II-Will change due to the passing of the Queen- will also look at King Charles III**

**Select** significant moments in an event

**Titanic**

**Speculate** and **Reason** what happened during an event, how people on board the Titanic felt etc

**Identify** what happened in an event using new papers, pictures, videos etc

**Select** significant moments in an event, the impact this event had on how sea travel changed after the sinking of the Titanic

**Speculate** and **Reason** what happened during an event, why so many people died

**Space - First moon landing - Neil Armstrong, Tim Peake Katherine Johnson**

**Recognise** people in an event - Neil Armstrong

**Sequence** an event - the sinking of the Titanic, the first moon landing

**Identify** what happened in an event using new papers, pictures, videos etc

**Select** significant moments in an event, the impact this event had on future space travel,

**Pirates - Blackbeard, Anne Bonny**

**Holidays - Victorian seaside holidays**

*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.*

**Topics:**

**Castles - Castle life**

**Kings and Queens - Queen Elizabeth I, Queen Elizabeth II, King Charles III**

**Identify and describe** the lives of significant people using pictures, books, videos, artefacts etc

**Describe** why the person is a significant individual

**Recognise** the features of a king/queen

**Compare** and **Contrast** queens/kings/famous people

**Speculate** and **Reason** Who is the best queen, Queen Elizabeth I or Queen Elizabeth II?

**Reasoning** about whether their actions were a good idea

**Titanic**

**Reasoning** about whether their actions were a good idea

**Space - First moon landing - Neil Armstrong, Tim Peake, Katherine Johnson**

**Identify and describe** the lives of significant people using pictures, books, videos, artefacts etc

**Describe** why the person is a significant individual

**Recognise** people in an event - e.g. Neil Armstrong,

**Speculate** and **Reason** about why they chose to do what they did, Why didn't **Katherine Johnson** get to walk on the moon and how did she feel about that?

**Reasoning** about whether their actions were a good idea

**Pirates - Blackbeard, Anne Bonny**

**Identify and describe** the lives of significant people using pictures, books, videos, artefacts etc

**Describe** why the person is a significant individual

**Reasoning** about whether their actions were a good idea

**Holidays - Victorian seaside holidays**

## Key Stage 2 National Curriculum Expectations

Pupils should be taught about:

- **changes in Britain from the Stone Age to the Iron Age; (Y3)**
- **the Roman Empire and its impact on Britain; (Y3)**
- Britain's settlement by Anglo-Saxons and Scots;
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- a local history study;
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- **Ancient Greece - a study of Greek life and achievements and their influence on the western world; (Y3)**
- a non-European society that provides contrasts with British history - one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization

c. AD 900; Benin (West Africa) c. AD 900-1300.



**Intent** At Alumwell Infant School, we have designed our History curriculum to ignite our children's curiosity about exploring the past. There is a focus on the development of the children's specific historical skills and knowledge. This is taught discreetly through a topic-based approach and by giving the children hands on experience wherever possible. Our teaching of History equips our children with knowledge about the history of Britain, significant aspects of the history of the wider world, the lives of significant people from the past, and changes in living memory. These key historical skills and concepts, which are revisited throughout different units, are: Historical Interpretations; Historical Investigations; Chronological Understanding; Knowledge and Understanding of Events, People and Changes in the Past; Presenting, Organising and Communicating. We want to teach children how to ask and answer questions about the past, developing their inquisitive minds and giving them the opportunities, through many different topics, to help them to love learning about History.

**Implementation** The core of our History curriculum is the statutory National Curriculum. We build our school curriculum upon this and reference our local area wherever possible. Our curriculum is designed on a base of skills and knowledge that we want our children to learn in History. We then deliver these skills and knowledge through our topics, which we select to excite and motivate our young children. The curriculum map ensures that History is taught in a logical sequence and makes links with the children's previous learning across the school. This allows them to build on their skills across the year groups. Through revisiting and consolidating skills, our lesson plans and resources help children build on prior knowledge alongside introducing new skills and challenge. We want our children to develop a good awareness of the past, learn where people and the events that we explore fit in within a chronological timeline and start to recognise some similarities and differences between ways of life in different periods of history. We want them to learn to ask and answer questions about the past, developing their analytical thinking as they progress through their time at Alumwell, and to gain a wide variety of experiences, both in and out of the classroom.

**Impact** The outcomes of the broad teaching of History across the school is seen in the children's topic books, floor books and also through various displays that are put up showcasing their work throughout the year. This shows evidence of a broad and balanced History curriculum and allows us to show the children's development of their historical skills and knowledge. History assessment is ongoing, to inform teachers with their planning, lesson activities and scaffolding. At the end of each topic- teachers will assess the children towards reaching the expected standards. This assessment data will be collected by subject leader to analyze. Reception children are assessed against the ELG. History teaching is also monitored regularly using a variety of strategies, such as book trawls (where exemplar evidence is also collected), lesson observations, feedback and by conducting pupil interviews. We aim for all Children to achieve age related expectations in History at the end of the Key Stage and that they will have a good understanding of local history and key world historical events.

**Black History Month-** This has been introduced during assembly with Mrs Harper. Using P P. As a school we are looking at the impact that Marcus Rashford has had on the local community, our country and the rest of the world. We have linked this with our Harvest assembly and the children have been asked to donate some food that will be sent to the local food bank.

At Alumwell Infant school we believe that we offer an inclusive curriculum and that it's important to celebrate and learn about influential people all through the year and through our topics when relevant and not just in October. This will fit alongside core teaching and through stories. For example: Year 2 will learn about Katherine Johnson when they study their space topic. During creative arts week we always include as many cultures as possible for example in July 2022 we studied Kings and Queens of different countries. We make links to Marjorie Lee Browne in maths. In PSHE/science - When exploring the environment we will talk about Wangari Maathai who influenced the Green Belt Movement and since that began, over 40 million trees have been planted all over Kenya. Wangari has also inspired many people from across the world to fight for green spaces in their communities.

	EYFS	KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance
	EYFS	Year 1	Year 2	Year3/KS2
Vocabulary	today yesterday tomorrow the present the past the future day week month long ago old new/recent parent grand parent great grand parent clue memory lifetime calendar Who? What? materials plastic remember	chronological order era/period The Gunpowder Plot plotters Parliament secret King James Guy Fawkes The Great Fire of London Samuel Pepys diary year decade century ancient modern long ago timeline date order similar different because important living memory remembers 1960s toys materials wood plastic simple mechanical inventions homes houses grandparents' time the older generation memories drawing photograph camera detective opinion artefact What...? When...? Where...?	chronological order era/period The Gunpowder Plot plotters Parliament secret King James Guy Fawkes The Great Fire of London Samuel Pepys diary danger explorers Colombus Armstrong travel encounter impact significant brave pioneer Atlantic Ocean America space rocket moon landing , titanic, danger survive memorial investigate research evidence Why...? historians experts letters newspapers websites detective opinion artefact What...? When...? Where...?	anachronism chronological order era/period B.C.E (Before the Common Era) C.E (The Common Era) B.C (Before Christ) A.D (Anno Domini) millennium thousands of years Stone Age Iron Age Celts Neolithic Bronze Age Skara Brae hunter-gatherer religion spirits Stonehenge hill forts sacrifice Britons nomad/nomadic Boudicca Romans invasion civilisation Emperor Caesar republic empire army/soldiers resistance conquest revolt outpost colony gods/goddesses invention archaeologist archaeology sources importance significance legacy impact effects reason change continuity this suggests... may be perhaps could be first hand evidence second hand evidence myths and legends oral history museum

<ul style="list-style-type: none"> <li>• Sequence events in their life</li> <li>• Explain how they have changed since they were born</li> <li>• Talk about past events in own life and experience and in lives of the family members</li> <li>• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</li> <li>• Talk about the experiences they have had at different points in the school year.</li> </ul>	<ul style="list-style-type: none"> <li>• Sequence some familiar events and objects in order of time. Recognise that some objects belonged to the past and identify main differences of old and new objects.</li> <li>• Describe memories of key events in their lives-sequence events in their life.</li> <li>• Match objects to people of different times. Sequence 3 artefacts from distinctly different periods of time</li> <li>• Identify some similarities and differences between ways of life at different times.</li> <li>• Use words and phrases relating to the passage of time such as, old, new, now, then, after, before, yesterday, a long time ago.</li> <li>• Begin to retell a familiar story/event set in the past</li> <li>• Use a chronological timeline to place a small number of people and events in order</li> </ul>	<ul style="list-style-type: none"> <li>• Recount changes in their own life over time</li> <li>• Recognise that their own lives are similar and/different from the lives of people in the past</li> <li>• Sequence photographs/artefacts from different periods of their life using a chronological timeline</li> <li>• Sequence artefacts and events beyond living memory using a chronological timeline, e.g. how things have changed over time</li> <li>• Use words and phrases: related to topic vocabulary to do with time, e.g. between, past, present, now, then, before I was born.</li> <li>• Retell a familiar story/event set in the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Place the time studied on a timeline.</li> <li>• Sequence events, artefacts or historical figures on a timeline using dates and terms related to the unit being studied and the passing of time.</li> <li>• Sequence key years/events or dates on a timeline.</li> <li>• Know that a timeline can be divided into BC ( Before Christ) and AD (Anno Domini)</li> </ul>
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	EYFS	Year 1	Year 2	Year3/KS2
Knowledge and understanding of events, people and changes in the past	<ul style="list-style-type: none"> <li>Begin to identify similarities and differences in relation to places, objects, materials and living things</li> <li>Talk about the features of their own immediate environment and how environments might vary from another</li> <li>Talk about past and present events in their own lives</li> </ul> <p>Make simple observations and explain why some things happened</p>	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own and others' lives, e.g. what kind of toys did your parents and grandparents play with?</li> <li>Recall some facts about people/events from the past</li> <li>Say why people may have acted like they did.</li> <li>Begin to identify the main similarities and differences between old and new objects.</li> <li>Recognise that we celebrate certain events, because of what happened many years ago</li> </ul>	<ul style="list-style-type: none"> <li>Recount the main events/interesting facts from a significant time/event in history</li> <li>Recognise why people did things, why events happened in the past and what happened as a result</li> <li>Identify differences between ways of life at different times</li> </ul> <p>Identify events beyond living memory that are commemorated through festivals or anniversaries</p>	<ul style="list-style-type: none"> <li>Find out about the everyday lives of people in the time studied and make comparisons with our lives today.</li> <li>Identify reasons for and results of people's actions.</li> <li>Understand why people may have had to do something.</li> </ul> <p><b>Topics</b>  <b>Roman Britain</b>  Who were the Romans and why were they so powerful?  <b>The Stone Age to the Iron Age</b>  Who first lived in Britain?  <b>The Ancient Greeks</b>  What did The Ancient Greeks give to the world?</p>

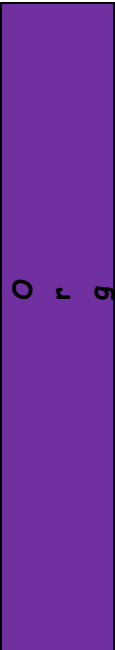
Interpretations  
of history

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| <ul style="list-style-type: none"> <li>• Know about similarities and differences between themselves and others and among families, communities and traditions.</li> <li>• Compare and contrast characters from stories, including figures from the past (Robin Hood/Guy Fawkes).</li> <li>• Comment on images of familiar situations in the past.</li> </ul> | <ul style="list-style-type: none"> <li>• Use stories to encourage children to distinguish between fact and fiction.</li> <li>• Tell the difference between past and present in their own lives and other people lives and begin to suggest why something might be different</li> <li>• Compare adults talking about the past - how reliable are their memories?</li> <li>• Use a range of sources to find out about the past, e.g. books, videos, photographs, pictures, artefacts, museums, internet</li> </ul> | <ul style="list-style-type: none"> <li>• Compare pictures or photographs of people/events in the past</li> <li>• Discuss reliability of photos/accounts/stories</li> <li>• Use a range of sources to find out about the past and describe differences between then and now, e.g. books, videos, photographs, pictures, artefacts, museums, galleries, internet</li> <li>• Consider why things may change over time.</li> <li>• Use evidence to explain reasons why people in the past acted as they did.</li> </ul> | <ul style="list-style-type: none"> <li>• Distinguish between different sources and evaluate their usefulness e.g. museum artefacts, books, cartoons etc.</li> <li>• Start to compare two versions of a past event:</li> <li>• Observe and use pictures, photographs and artefacts to find out about the past.</li> <li>• Start to use stories or accounts to distinguish between fact and fiction</li> <li>• Explain that there are different types of evidence and sources that can be used to help represent the past.</li> </ul> |
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	EYFS	Year 1	Year 2	Year3/KS2
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	<ul style="list-style-type: none"> <li>show interest in different occupations (Eg: fire fighters/nurse/police officers)</li> </ul> <p>Find answers to simple questions and the past from sources of information e.g. artefacts/photos/pictures</p>	<ul style="list-style-type: none"> <li>Identify some of the ways in which the past is represented e.g. artefacts/photos/pictures/letters</li> <li>Ask questions about the past - Be able to find something out about the past by talking to an older person</li> <li>Find information and answers to simple questions about the past on the basis of simple observations through a range of sources,</li> <li>e.g. books, videos, artefacts (sorting 'then' and 'now'), photographs</li> <li>Find out about a famous person from the past</li> <li>Develop awareness of the past, using common words and phrases relating to the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>Identify different ways in which the past is represented</li> <li>Ask and answer questions about the past through observing and</li> <li>using a range of information and sources ('why, what, who, how, where')</li> </ul> <p>Discuss the effectiveness of resources</p>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period.</li> <li>Select and record information relevant to the area of enquiry.</li> </ul> <p>Year 3 at Alumwell Junior school use 'small enquiry questions' based on the topic they are teaching</p> <p><b>Roman Britain</b></p> <ul style="list-style-type: none"> <li>Why did the Romans invade Britain?</li> <li>Why were the Romans so powerful and were the Britons happy to see them?</li> <li>What did the Romans do for us?</li> </ul> <p><b>The Stone Age to the Iron Age</b></p> <ul style="list-style-type: none"> <li>Who first lived in Britain?</li> <li>How did improvements happen throughout the Stone Age?</li> <li>What did we learn from Skara Brae</li> </ul> <p><b>The Ancient Greeks</b></p> <ul style="list-style-type: none"> <li>Who were the Ancient Greeks and what did we learn from them?</li> <li>What was everyday life like in Ancient Greece?</li> <li>What happened between the Athenians and the Spartans?</li> </ul>
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	<ul style="list-style-type: none"> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling</li> <li>• Communicate their knowledge through: Discussion, drawing, drama, role play, making models, writing, ICT ...</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate their knowledge and understanding about the past through:             <ul style="list-style-type: none"> <li>• discussion</li> <li>• Drawing pictures</li> <li>• Drama/role play (hot seating)</li> <li>• Making models</li> <li>• Writing (reports, recounts about the past, descriptions)</li> <li>• Annotated photographs</li> <li>• Use timelines to order events or objects (objects, sequential pictures)</li> </ul> </li> <li>•ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate their knowledge and understanding about the past through:             <ul style="list-style-type: none"> <li>• discussion</li> <li>• Drawing pictures</li> <li>• Drama/role play (hot seating)</li> <li>• Making models</li> <li>• Writing (reports, recounts about the past, descriptions)</li> <li>• Annotated photographs</li> <li>• Use timelines to order events or objects (objects, sequential pictures)</li> </ul> </li> <li>•ICT</li> </ul>	<ul style="list-style-type: none"> <li>• Use and understand appropriate historical vocabulary e.g. Stone Age, Iron Age, Hunter Gatherer, Spartan, Athenian, temples, Empire.</li> <li>• Present, communicate and organize ideas about the past using a variety of art forms e.g. models, drama, role play and also different genres of writing (Y3 focus) e.g. letters, recounts, poems, adverts, diaries, posters and guides.</li> </ul>
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