

# History: Progression at Wren's Nest



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	<ul style="list-style-type: none"> <li>To begin to use words that indicate the past</li> </ul>	<ul style="list-style-type: none"> <li>To sequence events in their own lives</li> <li>Sequence 3,4 artefacts from distinctly different periods, according to age</li> <li>Match objects to people of different ages</li> </ul>	<ul style="list-style-type: none"> <li>To sequence artefacts that are closer together in time - checking with other sources of information</li> <li>To sequence photographs and other artefacts from different periods of their lives</li> <li>Describe key events in their lives</li> </ul>	<ul style="list-style-type: none"> <li>Place the time studied on a timeline</li> <li>Use dates and terms associated to the time period studied</li> <li>Sequence several events</li> </ul>	<ul style="list-style-type: none"> <li>Place events from the time studied on a timeline with increasing accuracy</li> <li>Use terms related to the period and begin to date events</li> <li>Understand more complex terms such as BC/AD</li> <li>To begin to understand that historical periods of time merge as one finishes and a new one starts</li> </ul>	<ul style="list-style-type: none"> <li>To know and sequence key events of the time being studied</li> <li>Use relevant terms and period labels</li> <li>Make comparisons between different times in the past</li> <li>Understand that there are transitional periods of time as eras come to an end</li> </ul>	<ul style="list-style-type: none"> <li>Place the current time studied on a timeline in relation to other periods</li> <li>Use relevant dates and terms</li> <li>Create more detailed timelines of the period studied</li> <li>Recognise that events within a period may be over a sustained period of time</li> </ul>
<b>Range and Depth of Historical Knowledge</b>	<ul style="list-style-type: none"> <li>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in the class</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the difference between past and present in their own lives</li> <li>Begin to know and recount episodes from stories about the past</li> <li>To question why something happened</li> </ul>	<ul style="list-style-type: none"> <li>To recognise why people did things, why events happened and what happened as a result.</li> <li>To identify key differences between ways of life at different times</li> </ul>	<ul style="list-style-type: none"> <li>To find out about the lives of everyday people in the period being studied</li> <li>To make comparisons with our life today</li> <li>To identify reasons for and results of people's actions</li> <li>To begin to understand why people may have wanted to do or change something</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to reconstruct life of the time being studied</li> <li>Identify key features and events of the time being studied</li> <li>Identify links and effects</li> <li>To make reasonable assumptions for some events within the time study</li> </ul>	<ul style="list-style-type: none"> <li>To study aspects of life from different viewpoints</li> <li>To study the causes and results of great events and the impact on the people</li> <li>Compare life across the time period</li> <li>Compare aspects of life (a carpenter or soldier) from one period to another</li> </ul>	<ul style="list-style-type: none"> <li>To explore the beliefs, behaviours and characteristics of people and recognise that not everyone shares the same views</li> <li>Compare beliefs and behaviours with another time studied</li> <li>To begin to support opinion with evidence that supports it</li> </ul>
<b>Interpretations of History</b>	<ul style="list-style-type: none"> <li>Understand the past through setting, characters and events encountered in books read in class and storytelling</li> </ul>	<ul style="list-style-type: none"> <li>Use stories to encourage children to distinguish between fact and fiction</li> <li>Compare adult stories talking about the past and begin to consider how reliable their memories are</li> </ul>	<ul style="list-style-type: none"> <li>To compare two versions of a story or a past event</li> <li>To compare pictures/photographs of people or events from the past</li> <li>Begin to consider the reliability of sources such as photographs, stories or recounts</li> </ul>	<ul style="list-style-type: none"> <li>To identify and begin to give reasons for different ways in which the past is represented</li> <li>To distinguish between different sources - making simple observations</li> <li>Look at representations of the period through a variety of means such as cartoons, museums and make simple observations</li> </ul>	<ul style="list-style-type: none"> <li>Begin to investigate the different sources available for the period studied and start to evaluate how useful it is</li> <li>Use a wide range of sources</li> </ul>	<ul style="list-style-type: none"> <li>Compare accounts of events from different sources</li> <li>Begin to consider why different versions of events or stories exist</li> </ul>	<ul style="list-style-type: none"> <li>Start to link sources and use evidence to make conclusions</li> <li>Consider ways of checking sources for reliability (fact, fiction - opinion)</li> <li>To consider why different evidence will lead to different conclusions</li> </ul>

## History: Progression at Wren's Nest

<b>Historical Enquiry</b>	<ul style="list-style-type: none"> <li>To talk about the lives of the people around them and their roles in society</li> </ul>	<ul style="list-style-type: none"> <li>Find answers to simple questions about the past from given sources of information</li> </ul>	<ul style="list-style-type: none"> <li>Answer simple questions based on observations of an artefact or other source</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of sources to find out about a period</li> <li>Make more detailed observations about an artefact or picture/painting</li> <li>Select and record relevant information</li> </ul>	<ul style="list-style-type: none"> <li>Use evidence to build up a picture of a past event</li> <li>Choose relevant material to present a picture of one aspect of life</li> <li>Begin to develop a repertoire of questions to investigate the past</li> </ul>	<ul style="list-style-type: none"> <li>To begin to develop an understanding of primary and secondary sources of information</li> <li>Use relevant evidence to build up a picture of the past</li> <li>Select relevant information to find out about past events</li> </ul>	<ul style="list-style-type: none"> <li>Recognise primary and secondary sources of information</li> <li>Use a range of sources to find out about an aspect of time</li> <li>Select evidence from a range of sources and gather them together to formulate and support an opinion about an event</li> </ul>
<b>Organisation and Communication</b>	<p>Communicate their knowledge through:</p> <ul style="list-style-type: none"> <li>Discussion</li> <li>Drawings</li> <li>Drama and role play</li> <li>Models</li> <li>Using Digital Media</li> <li>Writing</li> </ul>						

## History: Progression at Wren's Nest

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Chronological Understanding</b>	<p>Listening to stories about the past such as 'The Gun Powder Plot', WW1 and other significant historical events. children begin to hear and use words that indicate the past.</p> <p>Within the Enhanced Provision, (with a focus on the development of vocabulary), children have access to fiction and non-fiction books, props, artefacts and photos to support and consolidate their understanding of important historical events from the past.</p>	<p>Children use stories, pictures, and artefacts to begin to think about old or new. From the sources, what observations can they make?</p> <p>Children use pictures of toys to put them in order of age based on simple observations using phrases such as old or new.</p> <p>Children use toys from their lifetime and their families including grandparents to consider and use the language of age such as old, oldest etc.</p> <p>Children order pictures of Wren's Nest Estate labelling them older, oldest, newer etc.</p> <p>Children compare pictures, postcards and paintings of Dudley Castle noting changes over time.</p> <p>Children look at the changes to Dudley Zoo over time.</p>	<p>Children order the pictures of the events of the Great Fire of London.</p> <p>Children gain an understanding of chronology by sequencing pictures of the journey of a cocoa bean considering the passing of time between each step.</p> <p>Children develop the vocabulary of chronology (before and after) to sequence the main events of the development of chocolate from the Tudor Period to now.</p> <p>Children explore different timelines, vertical, horizontal etc.</p>	<p>Children begin to understand how Kings and Queens of the UK have changed over time using timelines to look at different monarchs and the period of time they reigned for.</p> <p>Children examine the time-period of the Viking raiders and compare this to the Anglo Saxons.</p> <p>Children begin to have a concept of how different civilisation have a period of time when they overlap and merge. The Anglo Saxons did not just leave when the Vikings arrived some 350yrs later.</p> <p>Children order events of the Roman occupation onto a timeline, noting not just specific dates but longer periods of time e.g. the reign of an emperor.</p>	<p>Children explore the events of WW2 placing them on a timeline, beginning to consider the scale of time in relation to the timeline used.</p> <p>Children develop and understanding of an 'era' and know that the Stone Age - Iron Age periods fall under the prehistoric period.</p> <p>Children gain an understanding of the term B.C. and how this information can be recorded on a timeline.</p> <p>Children order key events from the time studied on a timeline.</p> <p>Children consider early human achievements and place them in chronological order.</p> <p>Children begin to understand 'transitional' periods of time from one age to another.</p>	<p>Children use transport over time as a means of chronologically ordering events from Victorian times to today.</p> <p>Children compare how trends have changed overtime using local industry, such as glass making in Stourbridge and chain making in Netherton, as a driver. How have jobs opportunities changed?</p> <p>Children create timelines of Ancient Egypt considering how 'blocks' of time can be accurately represented</p> <p>Children explore cartouches used on Egyptian tombs over the time period of study, noting changes and differences.</p>	<p>Children create timelines that accurately represent periods of time that depict the evolution of the railways in the UK</p> <p>Children investigate how local railway stations have changed over time,</p> <p>Children consider the development of the locomotive over time and think about the future considering how technology is rapidly changing.</p> <p>Children use a range of resources to find out about some of the key events of the Ancient Greek Period and represent them on a timeline.</p>
<b>Range and Depth of Historical Knowledge</b>	<p>Children use books, pictures, photographs and other artefacts to make simple observations about the past such as comparing black and white images to colour.</p>	<p>Children use non-fiction and story books to find out about toys from the past.</p> <p>Children compare how toys have changed over the time studied.</p>	<p>Children read books based on the Fire of London (Emma Adams) so that they can gain an understanding of what happened and why.</p>	<p>Children find out about why the Anglo Saxons selected to come to the U.K and begin to investigate the impact they had.</p>	<p>Children discuss some of the main events of WW2 offering a reasonable explanation of why they may occur.</p> <p>Children begin to consider the impact of</p>	<p>Children compare life before and after the introduction of electric trams and the impact on life - what happened to all the people who worked with horse drawn carriages.</p>	<p>Children use evidence to explore the impact of the railways on the canal system - thinking about jobs and lifestyle. Were job skills transferable?</p>

## History: Progression at Wren's Nest

		<p>Children use a selection of resources to think about how Teddy Bears have changed over a time period.</p> <p>Children use pictures of Wren's Nest from their grandparent's time to now and make simple observations of the changes.</p> <p>Children use a walk of the locality to make observations about past and present.</p> <p>Children use books, pictures and postcards to make observations on how Dudley Zoo has developed over time</p>	<p>Children use secondary sources of information such as books and pictures to compare people's lives in 1666 to their own.</p> <p>Children investigate how houses were constructed before and after the Great Fire and the impact on the materials used.</p> <p>Children compare foods (breads), and how it is made, from 1666 today.</p> <p>Children compare the technology and clothing used by the fire service in 1666 to today.</p> <p>Children recognise the technology advances of ship design from the 17<sup>th</sup> Century to today.</p> <p>Children use secondary sources of evidence to compare how chocolate has been used over the years focusing on the Mayan and Aztec civilisations and more recently, the Cadbury brothers.</p> <p>Use different chocolate bars (Cocoa content) to explore how tastes have changed over time.</p>	<p>Children use books to find out about different aspects of life in three Anglo Saxon Tribes, making comparisons with each and that of today.</p> <p>Children consider the early Viking settlers, considering why the U.K. was a favourable location.</p> <p>Children create a profile of King Alfred the Great and his impact on life in those times.</p> <p>Children use 'The Kings Peace' to explore aspects of life in Anglo Saxon times.</p> <p>Children compare the laws and punishments of Anglo-Saxon time with those of today.</p> <p>Children begin to compare the social structure of Anglo-Saxon times with that today - comparing hierarchy from a King/Queen with today's parliamentary system.</p> <p>Children compare the invasions of Caesar and Claudius. Explore the failures and successes of each, developing an understanding of why the invasions occurred.</p>	<p>the war on the countries who participated and the rest of the world.</p> <p>Children use books and internet searches (guided) to compare and contrast the key leaders of WW2.</p> <p>Children use maps and photographs to compare the devastation of bombing raids on the different areas of the U.K.</p> <p>Children compare the different experiences of men, women children and the classes during WW2</p> <p>Children consider the impact of rationing, the causes, and consequences.</p> <p>Children use primary sources of information to gain an understanding of the significance of Remembrance Day.</p> <p>Children use evidence to begin to formulate their own opinions on why the Second World War ended.</p> <p>Children consider how homes changed over the Stone Age period.</p>	<p>Children investigate how travel changed the tourist industry and how this impacted on the working class.</p> <p>Children compare life before and after the introduction of electricity into domestic housing. They explore the impact on everyday life.</p> <p>Children find out about the life and work of Thomas Telford.</p> <p>Children consider how the 'Great Exhibition' changed the fortunes of the local area.</p> <p>Children consider how the Victorians were great inventors and think about the invention of morse code and the impact this had.</p> <p>Children use a range of sources to compare industry in Victorian times to that of today.</p> <p>Children compare the class system in Ancient Egypt by comparing the lives of men and women.</p> <p>Children compare what life was like living along the River Nile in Ancient Egyptian times</p>	<p>Children find out about the life and inventions of Brunel. They compare his contributions to the development of the railways to that of Richard Branson.</p> <p>Children consider how the railways changed an aspect of life, the correlation between more leisure time and the rise of the British sea-side towns.</p> <p>Children compare the life of a train driver and company owner. They consider how these roles have changed over time and compare them to today.</p> <p>Children look at how job opportunities on the railways have changed over time making comparisons.</p> <p>Children use secondary sources of information to compare the life of men and woman in Ancient Greek times and the impact on class.</p> <p>Children consider the impact on life in Ancient Greece after the battle of Marathon. What changed and what remained the same.</p>
--	--	---	--	---	---	--	--

## History: Progression at Wren's Nest

				<p>Children compare two key characters of the Roman Occupation - Boudicca and Claudius.</p> <p>Children explore the daily life of a Roman Soldier.</p> <p>Children to consider the effects of building Hadrian's Wall - reasons and consequences.</p> <p>Children begin to think how 'status' correlates with clothing and food and compare Roman times to those of today.</p>	<p>Children build up a picture of a child miner in the Bronze Age by exploring a range of sources.</p> <p>Children compare life as a child from the Stone to the Bronze Ages.</p> <p>Children consider how the construction of hillforts changed life during the Iron Age and the impact this had.</p>	<p>and compare it with that of today.</p> <p>Children explore the pyramids and the construction techniques used. They consider why they were built and the impact on Ancient Egyptian society.</p> <p>Children look at the mummification techniques and consider how these changed over time.</p> <p>Children study the period of the reign of Tutankhamen and consider his impact.</p> <p>Children compare Egyptian life now to ancient times, making observations about life and changes over time, and what remains today</p>	
<p><b>Interpretation of History</b></p>	<p>Children listen to story books to gain an understanding of time and to begin to understand that some events happened in the past such as yesterday was Monday, today is Tuesday and tomorrow will be Wednesday.</p>	<p>Children listen to stories about toys to develop questioning skills based on simple observations. Children listen to the story 'Old Bear' thinking about how they know if the story is true or not.</p> <p>Children compare different sources of information from different times showing Wren's Nest Nature Reserve and make simple</p>	<p>Children use primary and secondary sources of information to find out about Samuel Pepys. Pose simple questions about his diary. How do historians know the facts in it are real?</p> <p>Children compare pictures and drawings of London before and after the Great Fire. Children make simple observations.</p>	<p>Children share different sources of information such as pictures and videos from the BBC to compare Viking invasion techniques.</p> <p>Children compare two versions of the Romulus and Remus story - founders of Rome. Discuss why they may differ.</p>	<p>Children use a primary source of information (Chamberlain's speech on the declaration of war) to make informed decisions about the war and the political leaders of the time.</p> <p>Children compare accounts of bombing raids and begin to consider why they may be different to each other.</p> <p>Children compare photographs, videos</p>	<p>Children use 'education' as a means of comparing the lives of children who went to school with those that didn't and the opportunities that would have created. They consider if the accounts of school life are accurate and why they may vary.</p> <p>Children look at Egyptian artefacts and from books, pictures and models and draw conclusions from them.</p>	<p>Children research Richard Beeching and consider why he closed lots of smaller railway stations and the effect this had on the local communities. They look at the sources used and the different viewpoints.</p> <p>Children consider the different viewpoints relating to the building of HS2</p> <p>Children consider the story of the Trojan</p>

## History: Progression at Wren's Nest

		<p>observations of changes, differences, and similarities.</p> <p>Children listen to adults talking about the past 'The Granville Boys' (miners) and start to consider how accurate their stories are.</p>	<p>Children compare houses and homes in Bournville Village to those of their own.</p> <p>Children use chocolate adverts to explore change over time (design of the advert and how lives have changed compared to now).</p>		<p>diaries letters and story extracts to build up a picture of the life of an evacuee.</p> <p>Use a variety of sources, including primary sources, to explore propaganda. Begin to consider if sources are fact and why they were created.</p> <p>Children use primary sources of information 'The Orkney Examiner' newspaper to find out about the importance of relics and how useful they can be to archaeologists.</p> <p>Children compare sources of information based on why stone circles were erected and consider the different opinions.</p> <p>While studying the Druids children start to consider how reliable the sources are.</p>	<p>They consider how reliable the sources are and what information they provide.</p>	<p>Horse and evaluate how true it was.</p> <p>Children evaluate the evidence surrounding the 'Elgin Marbles'</p> <p>Children consider different interpretations to the battle of Marathon.</p>
<p><b>Historical Enquiry</b></p>	<p>Through play children are encouraged to act out their own experiences from the past such as having a birthday party or a topical historical event such as 'The Gun Powder Plot'.</p> <p>Through the Enhanced Provision and direct teaching, children are encouraged to make</p>	<p>Children use toys from the past to find answers to simple questions such as what it is made from or how old does it look?</p> <p>Children use the 'Dudley Coat of Arms' to find out about their locality.</p> <p>Children use pictures, postcards, drawings and</p>	<p>Using Samuel Pepys's diary, children pose and ask simple questions based on it to find out what life was like during the Great Fire of London.</p> <p>Children pose simple question about a Tudor property prior to a visit.</p>	<p>Children use given secondary sources of information to research facts about the Anglo-Saxon Tribes.</p> <p>Children use secondary sources of information to make observations on the weapons used by the Viking. Draw conclusions from these observations.</p>	<p>Children consider the impact of bombing raids to build up a picture of what life was like during wartime.</p> <p>Children use artefacts from WW2 as a stimulus for discussion.</p> <p>Children visit The Severn Valley Railway as evacuees to gain experience of what life</p>	<p>Children consider primary and secondary sources of information when investigating Dudley's first electric tram</p> <p>Children use pictures and postcards to build up a picture of life in a Victorian seaside town.</p> <p>The children look at the designer William</p>	<p>Children use a range of resources, including primary sources, to evaluate the public opinion on the running of the first railways.</p> <p>Children use a variety of resources to investigate the first railway companies.</p> <p>Children design posters encouraging the</p>

## History: Progression at Wren's Nest

	<p>simple observations and ask questions about the past.</p>	<p>paintings to make observations on how clothing and fashions have changed in their lifetime and their parents.</p> <p>Children explore famous people who lived locally such as Duncan Edwards and Lenny Henry.</p>	<p>Children visit a Tudor house, Selly Manor, as a stimulus to find out about the past by handling artefacts and making simple observations.</p> <p>Children use a visit to Cadbury World to discover about the history of chocolate production and make comparisons to Ghana.</p>	<p>Children use facts about Julius Caesar as a stimulus to generate questions about his invasion.</p> <p>Children use selected sites of the internet to research the tribes of Britain at the time of the Roman occupation.</p> <p>Children research Roman weaponry - shields and the elements of a shield. Children consider how these were effective for the Roman Army.</p> <p>Children make observations about Roman Clothing including some of the finer details.</p>	<p>was like for children during the war years. (Bewdley Evacuee Experience)</p> <p>Children use Anne Frank's diary to gain an insight into life as a Jew during the war.</p> <p>Children consider the achievements of early humans to build up a picture of the time studied.</p> <p>Children use pictures of cave paintings as a source of information to consider how humans lived at this time in history.</p> <p>Children study the Druids to investigate religion and important festivals.</p>	<p>Morris and use this as a stimulus to compare housing/class during the Victorian Period.</p> <p>Children use primary and secondary sources of information to build up a picture of what it was like to be a miner in a Victorian pit.</p> <p>Children use a variety of sources to build a picture of life in Egyptian times</p> <p>Children collate relevant piece of information from varies sources to find out about one of the Gods that were worshipped in Egyptian times.</p>	<p>community to use their local railway station and use trains as a viable means of transport.</p> <p>Children draw on a range of resources to build a picture of how the development of the steam engine in the UK helped to shape our future and the futures of other countries globally.</p> <p>Children use primary sources of information to gain an insight into what life was like at a point in time (the artists Terence Cuneo and Philip D. Hawkins).</p> <p>Children use a selection of resources to investigate the Ancient Greek gods.</p>
<p><b>Organisation and Communication</b></p>	<p>Children perform their version of historical events during Enhanced Provision and play.</p>	<p>Children watch a live 'Punch and Judy' show.</p> <p>Children make simple finger puppets in the style of the past.</p> <p>Children design and make simple 'Jack in the Boxes'.</p> <p>Children make 'split pin' bears.</p> <p>Children design and paint their own toys.</p>	<p>Children roleplay the Great Fire of London acting out the dramatic scenes.</p> <p>Children write a simple diary entry in the role of Samuel Pepys.</p> <p>Children sketch Tudor Houses before and after the Great Fire noting the differences in building, their design and materials used for construction.</p>	<p>Children create informative posters detailing elements of life in Anglo Saxon times.</p> <p>Children roleplay a Viking invasion of Lindisfarne.</p> <p>Children devise rules that need to be passed by the class, like the Kings/Queens role in Anglo Saxon times.</p>	<p>Children create portraits of the key leaders at the time of WW2.</p> <p>Children create silhouette pictures of night-time skies to demonstrate their understanding of the nightly bombing raids.</p> <p>Children construct a model of an Anderson shelter and create diary entries based on nights spent in it.</p>	<p>Children use report writing to record their findings on how industry compares today from Victorian times.</p> <p>Children write news articles detailing Dudley's first electric tram.</p> <p>Children design a tourist poster, advertising a local attraction - A trip to Kinver.</p>	<p>Children produce news reports on the running of the first steam trains.</p> <p>Children conduct debates on the pros/cons of keeping a canal system</p> <p>Children design a new railway company logo.</p> <p>Children use the bridge designs of Brunel as a template for designing their own 'paper' bridges which are</p>

## History: Progression at Wren's Nest

	<p>Children use role play to investigate school life in their parents/grandparent's times.</p> <p>Children create a school 'Coat of Arms'</p> <p>Children make simple sketches and paintings of important local monuments.</p> <p>Children create a 'Blue Plaque' based on a famous person from Dudley and the surrounding area.</p>	<p>Children construct a Tudor house.</p> <p>Children design a chocolate bar wrapper and advert based on their historical understanding.</p> <p>Use modern chocolate bars that are similar in taste to early chocolate such as Frys, Bournville and Green and Blacks to compare tastes from early chocolate production to those of today.</p>	<p>Children roleplay the story of Romulus and Remus.</p> <p>Children write a non-chronological report about the tribes of pre-Roman Britain.</p> <p>Children role play life as a Roman Soldier - how long can they march at pace for.</p> <p>Children write letters and diaries in the role of a Roman Soldier explaining their typical day.</p> <p>Children design, make and evaluate their own Roman Shield.</p> <p>Children design and make their own 'Roman Cuff'</p>	<p>Children write postcards home in the role of an evacuee.</p> <p>Children create a wartime menu.</p> <p>Children replicate a ration book.</p> <p>Children create a topical propaganda poster for WW2.</p> <p>Children compose 'war time' poems.</p> <p>Children construct models of Stone Age dwellings.</p> <p>Children replicate cave paintings.</p> <p>Children write news reports based on historical facts.</p> <p>Children construct 'Biscuit Henge' considering the techniques used at Stone Henge.</p>	<p>Children design and create wallpaper in the style of William Morris.</p> <p>Children design, create and evaluate an aqueduct.</p> <p>Children use their knowledge of life down a pit to design a miner's lunch</p> <p>Children design a holiday brochure for Egypt.</p> <p>Children write persuasive letters to support the conservation of Ancient Egyptian artefacts.</p> <p>Children use nets to construct pyramids.</p> <p>Children use mud and straw to replicate early brick construction.</p> <p>Children create their own step by step guide to mummification</p> <p>Children create an historically accurate death mask using papier-mache</p>	<p>tested for strength using weights.</p> <p>Children replicate seaside postcards.</p> <p>Children design trains of the future.</p> <p>Children replicate vintage railway posters in the style of the painter.</p> <p>Children write contrasting diary entries from the perspective of a man and woman in Ancient Greek times.</p> <p>Children debate the controversy surrounding the Elgin Marbles.</p> <p>Children design and make a shield that was used during the battle of Marathon and consider how effective it was.</p>
--	--	--	---	--	--	--