

Year 1	Me and My Family	Toys and Transport	Samuel Crompton
Exploratory	<p>To explore role play resources.</p> <p>To be able to show an active interest in an activity</p> <p>To recognise familiar adults</p> <p>To be able to express own preferences and interests.</p> <p>To anticipate repeated sounds, sights and actions</p> <p>To begin to communicate intentionally with a familiar adult e.g. eye contact, gesture or action.</p>	<p>To explore role play resources.</p> <p>To interact with objects from the past.</p> <p>To show preference and interest of an object from the past.</p> <p>To recognise familiar objects.</p> <p>To sustain concentration for short periods when engaging with objects from the past.</p> <p>To observe the results of their own actions with interest e.g. pushing a spinning top.</p>	<p>To explore role play resources.</p> <p>To initiate interactions in preferred activity.</p> <p>To recognise familiar places.</p> <p>To show recognition of a significant event or person through preferred method of communication.</p>
Functional	<p>To role play using real life, life sized resources.</p> <p>To engage with stories about people and events in past.</p> <p>To select photos of themselves, identifying old and new.</p> <p>To match old and new things from a picture/objects, using symbols.</p>	<p>To role play using real life, life sized resources.</p> <p>To engage with texts about objects from the past.</p> <p>To identify events/objects from their personal past.</p> <p>To use symbols to identify an event/object from the past.</p> <p>To recall some facts from the past.</p>	<p>To role play using real life, life sized resources.</p> <p>To engage with stories about their local area/person who has made a difference.</p> <p>To select historical artefacts from a range of objects.</p> <p>To select important facts from a specific event/person.</p> <p>To match symbols to simple questions about historical event/person.</p>

	<p>To recognise that some objects/photos belong in the past.</p> <p>To sequence a set of 3 objects/photos in chronological order.</p>	<p>To recount interesting facts from the past, about personal/ important person.</p>	
<p>Core</p>	<p>To role play using real life, small world resources</p> <p>To listen to stories about people and events in past.</p> <p>To use words and phrases like: old, new, and a long time ago.</p> <p>To look at photos and discuss things that happened when they were younger.</p> <p>To identify the main differences between old and new from objects/photos. For example, how I have changed since I was born.</p> <p>To ask or answer questions about old and new objects/photos.</p>	<p>To role play using real life, small world resources</p> <p>To listen to texts about objects from the past.</p> <p>To recognise and recall about events that have happened in the past.</p> <p>To use simple phrases and statements about events in the past.</p> <p>To share stories about events that have happened in their lives.</p> <p>To compare key events from their lives to other peoples.</p>	<p>To role play using real life, small world resources</p> <p>To listen and recall some key facts from stories about their local area/person who has made a difference.</p> <p>To ask and/or answer questions from peers or adults about their own lives or a significant other.</p> <p>To document and recall facts about their local area/person to say how they make a difference.</p> <p>To research the life of a significant area/ person from the past who made a difference. Using a range of informational resources.</p>

	To sequence a set of 5 objects in order and give reasons for their order.		
Year 2	Celebrate Good Times – All About Me	Super Me – Florence Nightingale	Imagination Station – Neil Armstrong/Moon landing
Exploratory	<p>To actively explore objects in role play situations.</p> <p>To sustain concentration for a short story from the past.</p> <p>To recognise themselves in recent pictures.</p> <p>To recognise themselves in pictures from the past.</p> <p>To explore/engage with personal items from their own early childhood.</p> <p>To recognise familiar adults in pictures.</p> <p>To use single words/signs/symbols to confirm the function of everyday items from the past – e.g. cup, bed, house.</p>	<p>To actively explore objects from the past and present in role play situations.</p> <p>To explore historical objects/artefacts linked to a significant individual from the past.</p> <p>To sustain concentration for a short story about a significant individual from the past e.g. Florence Nightingale</p> <p>To begin to apply potential solutions systematically to problems e.g. gesturing that they have finished an activity or towards a new activity.</p> <p>To begin to link the passage of time with a variety indicators e.g. objects used in the past to objects used in the present.</p>	<p>To actively explore objects from the past and present in role play situations.</p> <p>To sustain concentration for a short story about a significant event from the past (moon landing).</p> <p>To show preference towards an object related to a significant even/person through vocalisation, gesturing or use of signs/symbols.</p> <p>To respond to options/choices of an object or activity using actions/gestures, vocalisations or use of signs/symbols.</p> <p>To communicate intentionally about a significant event through vocalisation, gesturing or use of signs/symbols.</p>

<p>Functional</p>	<p>To role play using real life, life sized resources.</p> <p>To listen to stories and recognise that it happened before present day.</p> <p>To make comments about themselves and people they know in pictures.</p> <p>To select photos, identifying old and new.</p> <p>To show awareness that they took part in past events and begin to communicate this through words/signs/symbols.</p> <p>To demonstrate understanding of some simple historical language, with support of items and symbols - old, new, later, now.</p> <p>To sequence a set of 4 objects/photos in chronological order.</p>	<p>To role play using real life, life sized resources.</p> <p>To listen to stories about historical event/person and recognise that it happened before present day.</p> <p>To recognise some obvious distinctions between past and present using words/signs/symbols.</p> <p>To compare objects that belong in the past or present.</p> <p>To recognise that a significant individual (Florence Nightingale) is from the past.</p> <p>To begin to answer simple questions about a significant individual (Florence Nightingale) with some prompting and support.</p> <p>To find similarities or differences between two periods of history.</p> <p>To recall some key facts of the life of someone who is significant in history.</p>	<p>To role play using real life, life sized resources.</p> <p>To explore historical artefacts.</p> <p>To listen to stories about historical event/person and recognise that it happened before present day.</p> <p>To begin to answer simple questions about a significant individual (Moon landing/Neil Armstrong) with some prompting and support.</p> <p>To select important facts from a specific event/person.</p> <p>To recall some key facts of the life of someone who is significant in history.</p> <p>To re-enact a significant event.</p> <p>To retell a part of significant historical events or person using words/signs/symbols.</p>
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<p>Core</p>	<p>To role play using real life, small world resources.</p> <p>To listen to stories and recognise that it happened years ago.</p> <p>To develop the use of historical language. E.g. before, after, past, present, when I was younger. <i>Preferred communication method.</i></p> <p>To recount episodes from their own past, using some simple historical language.</p> <p>To explain what an object from the past was used for.</p> <p>To answer simple questions about old and new events/objects/people.</p> <p>To sequence a set of 6 objects/photos in chronological order.</p>	<p>To role play using real life, small world resources.</p> <p>To compare objects that belong in the past or present and give examples.</p> <p>To communicate simple phrases/statements, through words/signs/symbols about the life of a historical figure (Florence Nightingale).</p> <p>To explain a part of a significant person, using a range of informational resources.</p> <p>To retell a familiar story about a significant person.</p> <p>To give examples of things that are different in their life, from when they were younger to the time of a significant person.</p>	<p>To explore historical artefacts.</p> <p>To listen to stories about historical event/person and answer simple questions.</p> <p>To re-enact a significant event including their own researched key facts.</p> <p>To sequence events from a historical event/person.</p> <p>To research a significant event from the past.</p> <p>To recount the life of someone who is significant in history.</p>
<p>Year 3</p>	<p>Groovy Greeks – Me, Myself and I</p>	<p>Mad as a hatter – British Monarchs</p>	<p>Brilliant Bolton – Bolton’s Background</p>

<p>Exploratory</p>	<p>To actively explore objects and events for more extended periods</p> <p>To be present in a group for a short period of time while sharing a story.</p> <p>To collect objects of interest in relation to the topic.</p> <p>To respond to options and choices with actions or gestures</p> <p>To begin to understand the function of some everyday objects from the past and present.</p>	<p>To actively explore objects and events for more extended periods of time.</p> <p>To beginning to engage in parallel play.</p> <p>To shift attention from one object or activity and back again.</p> <p>To engage in a familiar activity linked to the theme.</p>	<p>To actively explore objects and events for more extended periods of time.</p> <p>To observe the results of their own actions with interest.</p> <p>To engage in parallel play</p> <p>To begin to recognise themselves and what they look like in a mirror.</p> <p>To choose an activity to explore from a choice of 2</p>
<p>Functional Bridge</p>	<p>To initiate role play with a range of real life objects with adult support to extend learning opportunities</p> <p>To show persistence in engaging with activities relating to the past/exploration of artefacts</p> <p>To sort objects into two categories when one</p>	<p>To initiate role play with a range of real life objects with adult support to extend learning opportunities</p> <p>To begin to show engagement with a person, event or objects they are presented with for a short period of time</p> <p>To transition between multiple activities related to the topic and initiate a response within</p>	<p>To begin to recognise themselves and what they look like in a picture and take a photograph of themselves</p> <p>To express a preference from a selection.</p>

	<p>category is a negative quality ie Viking/not Viking</p> <p>Persist in a chosen activity or listening to a story over a prolonged period of time</p> <p>To answer blank level 1 questions relating to an activity linked to the topic</p>	<p>the activities using their form of communication</p> <p>To anticipate an event in a familiar routine e.g banquet themed tuck.</p> <p>To explore images of individuals from the past (British Monarchs – John, Anne and Victoria).</p> <p>To respond to options/choices of an object or activity using actions/gestures, vocalisations or use of signs/symbols from a selection.</p>	
<p>Functional</p>	<p>To role play using real life objects from the past.</p> <p>To pick historical artefacts out from a collection of items related to the topic.</p> <p>To sort objects by a given criteria and items from the present day.</p> <p>To listen to historical stories.</p> <p>To select artefacts suitable for their own expedition and begin to give reasons for their choices.</p>	<p>To role play using real life objects from the past.</p> <p>To begin to use some common words, signs or symbols to indicate the passage of time.</p> <p>To begin to recognise some distinctions between the past and the present in other people's lives as well as their own and communicate about these in simple phrases e.g clothes worn by British Monarchs (Queen Victoria) compared to now (Queen Elizabeth).</p>	<p>To role play using real life, life sized resources</p> <p>To listen to stories about Bolton's past and recognise that it happened before present day.</p> <p>To demonstrate understanding of some simple historical language, with support of items and symbols - old, new, later, now, before, past, present.</p> <p>To indicate if objects/pictures of Bolton belong in the past or</p>

	<p>To begin to answer blank level 2 questions about historical stories and artefacts.</p>	<p>To begin to recognise individuals from the past and why they are important (British Monarchs).</p> <p>To sequence a set of 5 objects/photos from other people's past in chronological order (British Monarchs from the past to now).</p>	<p>present.</p> <p>To recognise some obvious distinctions between the past and present in their own lives e.g past birthday parties.</p> <p>To sequence a set 5 of objects/photos showing Bolton in the past, in chronological order.</p> <p>To answer blank level 2 questions about historical stories and artefacts.</p>
<p>Core</p>	<p>To role play using real life objects and use the information they have found through research in their play.</p> <p>To sort objects by a given criteria and give reasons of their differences.</p> <p>To justify why (blank level 4) individuals from a certain time would use particular objects.</p> <p>To re-enact the transition from given historical times, including their own researched key facts.</p>	<p>To role play in a real life situation for a banquet.</p> <p>To explore objects and personal events from the past and justify reasoning whether they belong in past or present day.</p> <p>To consistently use words, signs or a sequence of symbols to indicate the passage of time in a particular person or events past – the changing of British Monarchs.</p> <p>To identify distinctions between past and present in other</p>	<p>To role play using real life resources, using the correct language and reasoning for their actions.</p> <p>To share stories about a significant event in Bolton.</p> <p>To find information about the past/history of Bolton through research or talking to an older person from the local area.</p> <p>To identify similarities and difference between given periods of time – Bolton in the past and Bolton now.</p>

	<p>To sequence a set of 5 pictures from a significant person's past in chronological order.</p> <p>To find information about a historical time through research.</p>	<p>people's lives and their own and give reasons for these e.g clothes worn by British Monarchs (Queen Victoria) compared to now (Queen Elizabeth).</p> <p>To sequence a set of 6 objects/photos of British Monarchs in chronological order.</p> <p>To understand how individuals from the past have contributed to life in present day – British Monarchs.</p>	<p>To sequence in chronological order, events in Bolton and use historical language. Examples; <i>before, after, past, present, then, now,</i></p>
Year 4	I am feeling- Anglo Saxons	The choice is yours- Roman Empire/Julius Cesar	Read all about it- Sixties
Exploratory	<p>To participate in role play using real life objects.</p> <p>To actively explore objects</p> <p>To sit in a group activity for a short period of time.</p> <p>To collect objects of interest in relation to the topic – Anglo Saxons.</p>	<p>To participate in role play using real life objects.</p> <p>To engage in group activity for a short period of time.</p> <p>To explore objects and materials in a sensory way.</p> <p>To communicate a preference using preferred communication method.</p>	<p>To engage in role play using real life objects.</p> <p>To actively explore objects</p> <p>To engage in group for an extended period of time.</p> <p>To show a preference using preferred communication methods</p>

	To communicate a preference using preferred communication method.	To explore sorting objects.	To explore sorting objects of interest.
Functional Bridge	<p>To role play using real life, life sized resources.</p> <p>To actively explore objects and events linked with the Anglo Saxons for more extended periods of time.</p> <p>To be present in a group while sharing a story about the Anglo Saxons.</p> <p>To begin to sort objects into two categories when one category is a negative quality</p> <p>To respond to options and choices using preferred communication method.</p>	<p>To role play using real life, life sized resources.</p> <p>To be present in a group while sharing a story about the Romans</p> <p>To explore an object from the past for extended period of time.</p> <p>To begin to sort objects of interest in relation to the topic – Roman Empire/Julius Cesar</p>	<p>To role play using real life, life sized resources.</p> <p>To actively explore objects and events linked to the Sixties.</p> <p>To be present in a group and make simple comments using preferred communication</p> <p>To sort objects into two categories when one category is a negative quality in relation to the sixties.</p>
Functional	<p>To initiate role play using real life, life sized resources.</p> <p>To select historical artefacts out from collections of items.</p>	<p>To initiate role play using real life, life sized resources.</p> <p>To explore pictures of people from the past and begin to learn their name.</p>	<p>To initiate role play using real life, life sized resources.</p> <p>To indicate if personal events or objects belong in the past or present</p>

	<p>To explore or create artefacts for a significant event, using a range of materials and tools.</p> <p>To sort objects by a given criteria and begin to give a reason.</p> <p>To recall some simple facts about specific historical artefacts or buildings linked to the Anglo Saxons.</p> <p>To investigate key events from a significant event, using some simple historical language.</p>	<p>To identify activities and events from the past in response to artefacts and stories.</p> <p>To listen to and follow stories about significant people</p> <p>To recount key events from a significant person's past (Julius Cesar) and some details from other historical events with prompts.</p> <p>To sequence a set of 5 objects/photos in chronological order.</p>	<p>To know that they took part in past events and to listen and respond to familiar stories about their own past.</p> <p>To demonstrate understanding of some simple historical language, with support of items and symbols - old, new, later, now.</p> <p>To recognise some obvious distinctions between the past and present in their own lives and communicate about these.</p>
<p>Core</p>	<p>To role play using real life, small world resources</p> <p>To beginning to identify some of the different ways in which the past is represented.</p> <p>To recreate artefacts or a significant event, using a range of materials and tools and explain their reasoning.</p> <p>To investigate events beyond living memory that are</p>	<p>To role play using real life, small world resources.</p> <p>To investigate the lives of significant individuals (Julius Cesar) in the past who have made a national impact.</p> <p>To compare aspects of life in different periods of time e.g houses, food, lifestyle</p> <p>To sequence in chronological order events or objects, and use everyday terms about the passing of time.</p>	<p>To role play using real life, small world resources.</p> <p>To investigate changes from the Sixties, identifying past and present.</p> <p>To recall stories of a significant event/person from the past and give examples.</p> <p>To recall about a significant person/event in their own life,</p>

	<p>significant nationally or globally.</p> <p>To know and recount episodes from stories about the past.</p> <p>To find answers to questions about the past from sources of information.</p>	<p>To share knowledge and understanding of aspects of the past (beyond living memory), about main events/people they have studied.</p> <p>To recognise and discuss that there are reasons why people in the past acted as they did.</p>	<p>identifying what they did earlier and what they do now.</p> <p>To research information about a significant event/person and explain their knowledge.</p> <p>To sequence in chronological order, a significant event and use historical language. Examples; before, after, past, present, when I was younger ,</p> <p>To identify similarities and difference between given periods of time and explain understanding.</p>	
Year 5	From the Factory- Vikings	Stone Age to Iron Age Neolithic Period/Skara Brae	Branching out – The Seventies	The Bedouin Tribe linked with English stories from other cultures
Exploratory	<p>To begin to engage in role play using real life, life sized resources.</p> <p>To explore every day historical artefacts.</p>	<p>To begin to engage in role play using real life, life sized resources.</p> <p>To respond to options and choices with</p>	<p>To engage in role play using real life, life sized resources.</p> <p>To explore an object or events linked</p>	<p>To engage in role play using real life, life sized resources.</p> <p>To engage in exploring artefacts relating to the Bedouin tribe.</p> <p>To participate in events for linked to the theme e.g. feast</p>

	<p>To begin to recognise some obvious distinctions between the past and present</p> <p>To recognise some distinctions between the past and present.</p>	<p>actions or gestures</p> <p>To explore objects and events from the Stone Age/Iron Age/Neolithic period for a short period.</p> <p>To be present in a group for a short period of time.</p> <p>To explore and collect objects of interest in relation to the topic – Stone Age/Iron Age/Neolithic period.</p> <p>To begin to understand the function of some everyday objects.</p>	<p>to the theme.</p> <p>To engage with artefacts relating to the Seventies for a short period of time.</p> <p>To take part in activities relating to the Seventies for a short period of time.</p>	<p>To participate in learning activities relating to the Bedouin Tribe for a short period of time.</p>
Functional Bridge	To engage in role play using real life, life sized resources.	To engage in role play using real life, life sized resources.	To engage with others in a role play situation using	To initiate role play with others using real life, life sized resources.

	<p>To pick historical artefacts out from collections of items.</p> <p>To recognise some obvious distinctions between the past and present in their own lives and communicate about these.</p> <p>To begin to recognise some distinctions between the past and present in other people's lives.</p>	<p>To make a choice and respond to options with symbols.</p> <p>To actively explore objects and events from the Stone Age/Iron Age/Neolithic period for more extended periods</p> <p>To be present in a group for a short period of time while sharing a story about the Stone Age/Iron Age/Neolithic period.</p> <p>To collect objects of interest in relation to the topic – Stone Age/Iron Age/Neolithic period and make</p>	<p>real life, life sized resources.</p> <p>To engage with an object/ artefacts and join in with events for extended periods of time.</p> <p>To take part in activities relating to the Seventies for a extended period of time.</p>	<p>To engage in exploring artefacts relating to the Bedouin tribe and make simple comments.</p> <p>To participate in events linked to the theme for extended periods of time e.g. feast.</p> <p>To participate in learning activities relating to the Bedouin Tribe with persistence.</p>
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		<p>comments about them</p> <p>To select an object by function to carry out a task.</p>		
Functional	<p>To role play using real life, life sized resources.</p> <p>To recall some simple facts about historical artefacts related to the Vikings.</p> <p>To identify historical artefacts out from collections of items associated with the Vikings.</p> <p>To sort objects by a given criteria and give a reason.</p> <p>To begin to research the Vikings using some simple historical language.</p> <p>To explore or create artefacts relating to the Vikings, using a range of materials and tools.</p>	<p>To pick historical artefacts out from a collection of items related to the topic.</p> <p>To listen to historical stories</p> <p>To sort objects by a given criteria and items from the present day e.g. old farming/hunting tools etc.</p> <p>To answer simple questions about historical stories and artefacts.</p>	<p>To listen to and follow stories about events during the Seventies.</p> <p>To begin to pick historical artefacts out from collections of items relating to the Seventies.</p> <p>To sort objects to given criteria in relation to the Seventies lifestyle and culture.</p> <p>To recount a historical event from</p>	<p>To listen to and follow stories about events during the Bedouin Tribe.</p> <p>To answer simple questions about historical artefacts with adult prompting and visual support.</p> <p>To begin to pick historical artefacts out from collections of items relating to the Bedouin Tribe.</p> <p>To answer simple questions about the artefacts relating to the Bedouin Tribe .</p> <p>To sort objects to given criteria in relation to the Bedouin Tribe lifestyle and culture.</p> <p>To recount a historical event from the Bedouin Tribe with adult prompt and visual support.</p>

		<p>To select artefacts suitable for their own expedition and begin to give reasons for their choices.</p> <p>To begin to answer simple questions.</p> <p>To begin to research Skara Brae, using some simple historical language.</p>	<p>the Seventies with adult prompt and visual support.</p> <p>To answer simple questions about the artefacts relating to the Seventies.</p> <p>To answer simple questions about historical artefacts with adult prompting and visual support.</p>	
Core	<p>To role play using real life, small world resources.</p> <p>To listen and share stories about the past, identifying differences to the present day.</p>	<p>To justify why individuals from a certain time would use particular objects.</p> <p>To sort objects by a given criteria and</p>	<p>To beginning to identify some of the different ways in which the past is represented in the Seventies.</p>	<p>To beginning to identify some of the different ways in which the past is represented in the Bedouin Tribe.</p> <p>To investigate events beyond living memory that are significant nationally or globally.</p>

	<p>To talk about the different time periods, using the words AC, AD, and Decade.</p> <p>To use research skills to document historical facts or information about a specific period of past time.</p> <p>To present (individual/group) their research about a given period of time from the past.</p>	<p>give reasons of their differences.</p> <p>To sequence a set of 5 pictures from a significant person's past in chronological order.</p> <p>To find information about a historical time through research.</p> <p>To re-enact the transition from given historical times, including their own researched key facts.</p> <p>To role play using real life objects and use the information they have found through research in their play.</p>	<p>To re-enact a chosen event from the Seventies using own research.</p> <p>To find answers to questions about the past from sources of information.</p> <p>To investigate events beyond living memory that are significant nationally or globally.</p> <p>To know and recount episodes from stories about the past.</p>	<p>To know and recount episodes from stories about the past.</p> <p>To find answers to questions about the past from sources of information.</p> <p>To re-enact a chosen event from the Bedouin Tribe using own research.</p>
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Year 6	Globe Trotters- Terrible Tudors	Food for thought- Ancient Egypt		Teamwork/ Funk & Groove/ All together now – Eighties
Exploratory	<p>To engage in role play using historical artefacts.</p> <p>To begin to pick historical artefacts (relating to the Tudors) out from collections of items.</p> <p>To begin to recognise some distinctions between the past and present</p> <p>To explore pictures from the more distant past.</p>	<p>To engage in role play using historical artefacts.</p> <p>To indicate if objects belong in the past or present.</p> <p>To explore photographs of events</p> <p>To explore and participate in a group relating to an event.</p> <p>To make simple comments relating to historical stories/ artefacts.</p>		<p>To engage in role play using items using items linked to the theme.</p> <p>To recognise some obvious distinctions between the past and present.</p> <p>To make simple comments relating to historical stories/ artefacts.</p>
Functional Bridge	<p>To role play using real life, life sized resources.</p> <p>To indicate if events or objects belong in the past or present.</p> <p>To begin to recognise some distinctions between the past and present in other people's lives.</p>	<p>To role play using real life, life sized resources.</p> <p>To begin to recognise some distinctions between the past and present in other people's lives- linking to topic.</p> <p>To recognise some obvious distinctions between the past (Ancient Egypt) and present and communicate about these</p>		<p>To role play using real life, life sized resources linked to the Eighties.</p> <p>To recognise some obvious distinctions between the past and present and communicate about these, relating to themselves.</p> <p>To answer simple questions relating to the Eighties.</p>

	<p>To recognise some obvious distinctions between the past and present in their own lives and communicate about these.</p> <p>To recognise and make comments about people in pictures from the more distant past.</p>	<p>With prompts, to recount episodes from historical events</p> <p>To use common words, signs or symbols to indicate the passage of time e.g. old/new.</p> <p>To answer simple questions relating to historical stories/artefacts.</p>	<p>To use common words, signs or symbols to indicate the passage of time e.g. old/new.</p>
<p>Functional</p>	<p>To role play using real life, life sized resources with some persistence.</p> <p>To sort events or objects belong in the past or present.</p> <p>To respond to stories the Tudors.</p> <p>To recognise some obvious distinctions between the past and present in their own and others' lives and communicate about these.</p> <p>To demonstrate understanding of some simple historical language (old, new, later, now) and use during their present day.</p>	<p>To role play using real life, life sized resources.</p> <p>To select historical artefacts out from collections of items</p> <p>To explore or create artefacts or a significant event, using a range of materials and tools.</p> <p>To sort objects by a given criteria and give a reason.</p> <p>To investigate key events from a significant event, using some simple historical language.</p> <p>To recall some simple facts about historical artefacts and buildings.</p>	<p>To role play using real life, life sized resources.</p> <p>To indicate if events or objects belong in the past or present.</p> <p>To recall some simple facts about the Eighties and make comments on them using words, signs or symbols.</p> <p>To demonstrate understanding of some simple historical language (old, new, later, now) and use during their present day.</p> <p>With prompts, re-enact events from the Eighties using life sized resources.</p>

<p>Core</p>	<p>To listen and share stories about the past, identifying similarities and differences to the present day.</p> <p>To explore historic artefacts and explain how they can be used to help build a picture of life in the past.</p> <p>To recall accurate facts within role play using life sized resources.</p> <p>To use research skills to</p>	<p>To listen and share stories about the past, identifying similarities and differences to the present day.</p> <p>To describe an event from the past using dates and historical language.</p> <p>To use research to find out similarities and differences of given periods of time and how they differ.</p>	<p>To listen and share stories about the past, identifying similarities and differences to the present day.</p> <p>To role play using real life, small world resources.</p> <p>To document and recall information about the Eighties how it has impacted our life today.</p>

	<p>document historical facts or information about a specific period of past time.</p> <p>To present (individual/group) their research from an event in past time and explain how the event shaped our life today.</p>	<p>To document knowledge and understanding of a significant event, written or verbally, with a range of historical language.</p> <p>To create a timeline (of a given period) in chronological order and explain some special events.</p> <p>To re-enact an event from the past using their own research.</p>	<p>To find answers to questions about the past from different sources of information.</p> <p>To re-enact an event from the past using their own research</p>
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