

# Brompton and Sawdon CP Whole School History Curriculum

## Rationale

- It is our duty at Brompton & Sawdon CP, as a mainstream school, to provide a curriculum that is **ambitious** and **challenging** for **all** learners (where practical).
- This curriculum must fulfil the requirements set out in the **National Curriculum**. However, at Brompton, we go **beyond** these expectations, delivering a **deep**, as well as a **broad and balanced**, curriculum, which also reflect the needs, **rural context** and interests of our pupils.
- Whilst it is important that students have the opportunity to experience this depth of learning and experience their year group's curriculum and expectations, this should not be at the expense of **mastery** and **long-term retention**.
- When a student has not mastered a year group's curriculum, it is important that leaders and teachers **adapt** their curriculum, resources and practice. This may require teachers to 'secure' previous year group's expectations.
- At Brompton & Sawdon CP we firmly believe that **mixed-aged classes** are a benefit and not a necessity or hindrance; they allow students to progress at their own rate, whether that is allowing students to build on their strengths and looking at the next years' curricula or allowing students the time and support to secure understanding of previous year groups' curricula.
- We recognise, at Brompton, that students' **starting points** and previous educational experiences vary significantly. Our curriculum allows all students, especially the **disadvantaged**, to achieve their potential.

The following whole-school History curriculum reflects the above rationale. It also sets out how Brompton & Sawdon CP plan for and deliver **(and go beyond)** the National Curriculum. This is a 'working document'; teachers and leaders adapt the following based on the 'impact' on students.

This plan outlines what is taught (Intent), as well as when, where, why, how it is taught (Implementation). It breaks down the school's History curriculum into each dimension of the subject and then by year group. This allows teachers to clearly see the progression and sequence that skills need to be taught, so they can adapt their practice (if required).

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## KS1 History

Intent - What is taught? (Objectives) <b>Beyond?</b>	Milestones (Skills Progression)	Implementation – When, How, Where and Why?
<p><b><u>In Year 1 &amp; 2, students are taught about:</u></b></p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• 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]</li> <li>• 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, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> </ul>	<p><b><u>Key Stage 1</u></b></p> <ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> </ul>	<p><b><u>Class 1 – Year 1</u></b></p> <p>Children participate in significant events that are commemorated nationally such as</p> <ul style="list-style-type: none"> <li>• Remembrance Day</li> <li>• VE Day</li> </ul> <p>They also celebrate events that are significant for our locality such as:</p> <ul style="list-style-type: none"> <li>• William Wordsworth Wedding</li> <li>• Brompton and Sawdon School 140<sup>th</sup> Year Anniversary</li> </ul> <p>Through topic, children explore the lives of significant individuals such as:</p> <ul style="list-style-type: none"> <li>• ‘Moon Zoom’ - Children explore <b>Neil Armstrong</b> and his contributions to science.</li> <li>• We introduce children to <b>David Attenborough</b> as an inspiration for exploring the animal world and his contributions to natural history.</li> <li>• Children learn about <b>Nelson Mandela</b> and why he is considered a ‘real-life superhero’.</li> </ul>

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- significant historical events, people and places in their own locality.

- Recognise that there are reasons why people in the past acted as they did.
- Place events and artefacts in order on a timeline.
- Label timelines with words or phrases such as: past, present, older and newer.
- Recount changes that have occurred in their own lives.
- Use dates where appropriate.
- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.
- Show an understanding of the concept of nation and a nation's history.
- Show an understanding of concepts such as civilisation, monarchy, parliament,

Children also explore changes in their living memory. This includes changes they experience within school, transitions and 'moving on'. Children enjoy to use google maps and identify changes that they can see to their local area through a Geographical Knowledge link. Exploring the changes in buildings, houses and street views.

### Class 2 - Year 2

Students learn about the changes to life in the United Kingdom by focussing on life at the stages of Great-Grandparents, Grandparents, parents and life in the present. Students compare and contrast, within these time frames, the elements of life that have changed including transport, communication, technology, toys, books, food and entertainment. Students make investigations from own family to gain understanding of changes made in living memory. Students also develop the skill of understanding how a timeline works and how to create their own.

Students learn about the Great Fire of London and the diaries of Samuel Pepys, gaining an

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	<p>democracy, and war and peace.</p>	<p>understanding of life in London in 1666 through diary extracts and learning about the differences of life then and life now. Students write their own account of life then, produce a diary of the time and act out life at the time of the fire.</p> <p>Students study a number of significant individuals and their contribution to society, these include William Caxton and Tim Berners-Lee. Students are also taught about Florence Nightingale and Edith Cavell, as well as Christopher Columbus and Neil Armstrong as part of the 'Around the World' topic.</p> <p>Students learn about the work of George Cayley as part of the 'Robots and Inventors' topic, including his other inventions such as self-righting lifeboats, seat belts, tension spoke wheels and automatic signals for railway crossings.</p>
<p><b><u>IMPACT:</u></b></p> <ul style="list-style-type: none"> <li>•</li> </ul>		<p><b><u>FUTURE FOCI (to inform action plan or SIP):</u></b></p>

### **KS2 History**

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<b>Intent - What is taught? (Objectives)</b> <b>Beyond?</b>	<b>Milestones</b> <b>(Skills Progression)</b>	<b>Implementation –</b> <b>When, How, Where and Why?</b>
<p><b><u>In Year 3, 4, 5 &amp; 6, students are taught about:</u></b></p> <ul style="list-style-type: none"> <li>• changes in Britain from the Stone Age to the Iron Age</li> <li>• the Roman Empire and its impact on Britain</li> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• a local history study</li> <li>• a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> <li>• 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</li> </ul>	<p><u>Lower Key Stage 2</u></p> <ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<p><u>Class 2 - Year 3</u></p> <p>Students study the settlement of Skara Brae in the Orkney Islands and investigate how life was lived at this time. They act as history detectives to identify the way of life and how life has developed since, in ways such as moving from a hunter/gatherer way of life to the development of farming and the introduction of smelting metal, bringing about the Bronze and Iron Ages. Students have experience of constructing Stone Age and Iron Age tools, learn about living conditions and how life changed through the ages.</p> <p>As part of the ‘Anglo-Saxon’ topic, students study various aspects of Anglo-Saxon life, including a visit to Murton Park to experience how life was led at this time. Children complete and work through a timeline of the significant events during Anglo-Saxon times such as the arrival of the Jutes, Angles and Saxons, the creation of the seven Kingdoms, the introduction of Christianity with St Augustine and the movement from Northumbria to Mercia as the Supreme Kingdom up to the time of Edward the Confessor.</p>

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- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- 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.

- Describe changes that have happened in the locality of the school throughout history.
- Give a broad overview of life in Britain from ancient until medieval times.
- Compare some of the times studied with those of other areas of interest around the world.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- Place events, artefacts and historical figures on a timeline using dates.
- Understand the concept of change over time, representing this, along

Ancient Egypt – Students are taught about the various aspects of life in Ancient Egypt, focussing on life at the time and comparison to modern life whilst also including the Pharaohs, pyramids, mummification, the River Nile, hieroglyphics, Cleopatra and the defeat by Alexander the Great. Timelines are used to re-enforce the learning that timelines are used at any period of history and the learning is extended via interactive activities such as drama, model building, reading of historical texts and the interpretation of these events in Literature (Shakespeare).

### Class 3 - Year 4, 5 & 6

Class 3 take part in the following studies:

#### **Roman Empire**

As part of Year C in the 3-year cycle of planning, students study deeply the impact of The Romans, in particular on Europe and the UK.

Students learn this alongside the impact on human geography in Europe and the UK, by looking at what life was like in Britain before the Romans, learning about Celtic tribes and their ways of living in villages.

Students learn about the history of Rome, in particular the legend of Romulus and Remus, as well as the terms 'Empire' and 'Republic', debating the pros and cons of

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with evidence, on a timeline.

- Use dates and terms to describe events.
- Use appropriate historical vocabulary to communicate, including:
  - dates
  - time period
  - era
  - change
  - chronology.
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

### Upper Key Stage 2

- Use sources of evidence to deduce information about the past.

this against democracy and other British Values. Students study key figures, such as Julius Caesar, whilst doing this.

Students study the impact of the Roman Empire on the UK, including on culture – students make Roman mosaics, by creating ‘repeating patterns’, using a tool they make during a DT project.

Students also study the impact of Roman buildings and engineering, including learning about aqueducts.

Finally, students learn about Boudicca’s Rebellion and the demise of the Roman Empire.

### Vikings

Students learn about Vikings and their impact on Europe, in particular the UK.

Misconceptions are addressed, regarding Vikings as *just* invaders. Students, through geography, are taught about Vikings as traders and how, eventually, they became part of the societies they once invaded or traded with (rather than, simply, disappearing).

Students learn about life as Viking by visiting Jorvik Viking Museum, learning about the city of Jorvik (modern day York) and how archaeologists have discovered their current knowledge of the Vikings.

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- Select suitable sources of evidence, giving reasons for choices.
- Use sources of information to form testable hypotheses about the past.
- Seek out and analyse a wide range of evidence in order to justify claims about the past.
- Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.
- Understand that no single source of evidence gives the full answer to questions about the past.
- Refine lines of enquiry as appropriate.
- Identify continuity and change in the history of the locality of the school.

Students also use their visit to learn about the life of Vikings in Britain, in particular the food they ate (students make Viking bread), the beliefs they had (including learning about the Norse realms and god, the way they fought (by making mock weaponry) and the way the transported goods (by making their own Viking long ships).

Students study, briefly, the lives of Vikings alongside Anglo-Saxons, as a refresher of previous learning in Class 2 and to develop knowledge of chronology, with the culmination of the Vikings and Anglo-Saxons demise with the invading Normans.

### **Local History Study**

#### **Scarborough Museums Trust and Arts Award**

Students take part in a local history study through their 'Arts Award' work with Scarborough Museums Trust. They do this with work with Woodend Museum and Scarborough Library, using primary and secondary sources to learn more about their local area, including the notable historic buildings in the area, such as Cayley Hall, Brompton School, All Saints' Church, The Forge and Glaves' Butchers. Students make their own models of these buildings in a DT/Art project, whilst researching their history.

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	<ul style="list-style-type: none"><li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li></ul> <p>Compare some of the times studied with those of the other areas of interest around the world.</p> <ul style="list-style-type: none"><li>• Describe the social, ethnic, cultural or religious diversity of past society.</li><li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li><li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li><li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li></ul>	<p>Students look at ordnance survey maps over the last 150 years, since records began, through work with Scarborough Library.</p> <p><u>Castle Hill Archaeological Dig</u></p> <p>In addition to their work with Scarborough Museums Trust, students also work with Hidden Horizons, a history and archaeological company who work on 'Castle Hill', directly opposite the school. Students have the opportunity to visit a 'live' archaeological dig – if in situ – as well as 'wash' artefacts found out the site. Students also learn about modern archaeology techniques, such as geophysical surveys.</p> <p><u>Sir George Cayley</u></p> <p>Students, as part of their local history study, learn about the impact of Sir George Cayley – the World's first aviator – who lived in the village in the 19<sup>th</sup> century. Students learn about the inventor and engineer's glider – the first to have existed – and its impact on aviation in the modern way, including its influence on The Wright Brothers. This is supplemented with a visit to The Yorkshire Air Museum, to visit a replica of the glider, once controlled by Sir Richard Branson, over Brompton Dale.</p> <p>Students also learn about this notable figure's other inventions and impact on the local area, including the</p>
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- Understand the concepts of continuity and change over time, representing them, along with evidence, on a timeline.
- Use dates and terms accurately in describing events.
- Use appropriate historical vocabulary to communicate, including:
  - dates
  - time period
  - era
  - chronology
  - continuity
  - change
  - century
  - decade
  - legacy.
- Use literacy, numeracy and computing skills to an exceptional standard in order to communicate information about the past.

development of seatbelts for trains, caterpillar tracks and draining of local flood sites. Students also visit Cayley's workshop in the village and learn about his accomplishments alongside the book 'George's Curious Summer', written by Dr Mary Jones, a local author and friend of the school.

### **War (through the ages)**

To develop their knowledge of chronology beyond 1066, students take part in a study of different wars throughout history.

Students study very early wars, such as The Battle of Kadesh and wars involving the Shang Dynasty (this is also the time when students learn about The Shang and Zhou ancient dynasties and their battle for control of modern-day China). Students then develop their knowledge of chronology (as well as revisiting previously-taught eras of history) by studying wars and notable generals/leaders, such as Alexander the Great, Battle of Watling Street, Battle of Hastings, Hundred Years' War, War of the Roses, French Revolution, Napoleonic Wars, World War I and II, Vietnam War, Falklands War and Gulf Wars.

### **Shang Dynasty**

As part of their 'War' topic, students study The Shang Dynasty and their impact on Ancient China. In particular, they study one of the earliest known female leaders,

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- Use original ways to present information and ideas.

Lady Fu Hao. They also learn about the technological advances of the time and the riches and power of those in charge.

### **Ancient Greece**

As part of their topic 'Lights, Camera, Action', students learn about the impact of the Ancient Greeks on the modern world. In particular, they learn about the impact the Greeks had on entertainment and theatre, by making Greek theatre masks. Students also learn about the notable impact the Greeks had on the concept of democracy and how this links to our own British Values. Students also learn about the other impacts the Greeks had, such as in the fields of philosophy, architecture, education, sport and literature.

### **Mayans and Native Americans**

Students develop their knowledge of ancient civilizations during their study of 'The Americas'.

Students learn about the Native Americans, including how they settled on modern day North America before Europeans settled in the country. Students do this by learning about the different tribes, who settled in different geographical locations around the country and, therefore, had to adapt their technology and way of living. Students learn about Native American homesteads and culture, before learning about the impact of the

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		<p>Europeans on their lives. This leads into a study of American history, up to the Declaration of Independence.</p> <p>In Forest Schools, depending on the weather, students also build Powwows, Tepees and Talking Feathers, to supplement their learning of Native American life.</p> <p>Students also learn about the Ancient Mayans. They learn about how this group of people had to adapt to the physical geography of their lands by building over wetlands. Students also study the beliefs of the Mayans, including the sacrificial buildings, such as Tenochtitlan and Templo Mayor, and its advanced architecture (for the time), before learning about the mysterious disappearance of the Mayans.</p> <p><b><u>The Space Race</u></b></p> <p>As part of their Space &amp; Engineering topic, students learn about the developments in technology that led to the 'Space Race', including the rivalry between USA and Russia. They also study the impact of famous scientists and astronomers throughout history, whose work has led to the understanding of space, such as Galileo and Copernicus.</p> <p><b><u>History of Sport</u></b></p> <p>As part of a 'Sport' topic, which often reflects a current sporting event, students learn about the history of sport,</p>
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		<p>in terms of its origin, technological advances and its impact on culture.</p> <p>For example, students develop/secure their knowledge of the impact of the Ancient Greeks by studying the origins of the Olympics.</p> <p>Students develop their knowledge of technological advances in materials by studying those used to make footballs and sportswear.</p>
<p><b><u>Year 6 students at Greater Depth will (key stage 3):</u></b></p> <ul style="list-style-type: none"> <li>• To be determined, once above is very secure.</li> </ul>		<p>Students start to develop their knowledge and chronological understanding of some aspects covered in the Key Stage 3 curriculum, including:</p> <ul style="list-style-type: none"> <li>- The Hundred Years War</li> <li>- The War of the Roses</li> <li>- The French Revolution</li> <li>- World War I and II</li> </ul>
<p><b><u>IMPACT:</u></b></p>		<p><b><u>FUTURE FOCI (to inform action plan or SIP):</u></b></p>

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<b><u>Overview of History skills progression at Brompton and Sawdon Primary school</u></b>			
<ul style="list-style-type: none"> <li>• <b>Ambitious milestones designed to stretch learning and understanding</b></li> <li>• <b>Teachers able differentiate down to previous milestone, or up to the next, as required</b></li> </ul>			
<b>Area</b>	<b>Class 1 Skills Milestone</b>	<b>Class 2 Skills Milestone</b>	<b>Class 3 Skills Milestone</b>
<p><b>Investigate and interpret the past</b> This concept involves understanding that our understanding of the past comes from an interpretation of the available evidence.</p>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<ul style="list-style-type: none"> <li>• Use sources of evidence to deduce information about the past.</li> <li>• Select suitable sources of evidence, giving reasons for choices.</li> <li>• Use sources of information to form testable hypotheses about the past.</li> <li>• Seek out and analyse a wide range of evidence in order to justify claims about the past.</li> <li>• Show an awareness of the concept of propaganda and how historians must understand the social context of evidence studied.</li> <li>• Understand that no single source of evidence gives the full answer to questions about the past.</li> <li>• Refine lines of enquiry as appropriate.</li> </ul>
<p><b>Build an overview of world history</b> This concept involves an appreciation of the characteristic features of the</p>	<ul style="list-style-type: none"> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe changes that have happened in the locality of the school throughout history.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify continuity and change in the history of the locality of the school.</li> </ul>

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<p>past and an understanding that life is different for different sections</p>	<ul style="list-style-type: none"> <li>• Recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain from medieval until the Tudor and Stuarts times.</li> <li>• Compare some of the times studied with those of the other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>
<p><b>Understand chronology</b> This concept involves an understanding of how to chart the passing of time and how some aspects of history studied were happening at similar times in different</p>	<ul style="list-style-type: none"> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use dates where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Place events, artefacts and historical figures on a time line using dates.</li> <li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li> <li>• Use dates and terms to describe events.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the main changes in a period of history (using terms such as: social, religious, political, technological and cultural).</li> <li>• Identify periods of rapid change in history and contrast them with times of relatively little change.</li> <li>• Understand the concepts of continuity and change over time, representing them, along with evidence, on a time line.</li> <li>• Use dates and terms accurately in describing events.</li> </ul>
<p><b>Communicate historically</b> This concept involves using historical vocabulary and</p>	<ul style="list-style-type: none"> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including:</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate historical vocabulary to communicate, including:</li> </ul>

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<p>techniques to convey information about the past.</p>	<p>children, years, decades and centuries to describe the passing of time.</p> <ul style="list-style-type: none"> <li>• Show an understanding of the concept of nation and a nation's history.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• change</li> <li>• chronology.</li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<ul style="list-style-type: none"> <li>• dates</li> <li>• time period</li> <li>• era</li> <li>• chronology</li> <li>• continuity</li> <li>• change</li> <li>• century</li> <li>• decade</li> <li>• legacy.</li> <li>• Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.</li> <li>• Use original ways to present information and ideas.</li> </ul>
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