

Barndale Activate Curriculum History Overview

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22/23	History											
Topic	Historical Terminology WW1 Private Peaceful		Cause & Consequence WW2 Goodnight Mr Tom		Historical Enquiry & Interpretation Walk like an Egyptian Pharaoh Life and Afterlife of a God		Understanding Connections Walk like an Egyptian Secrets of the Sphinx		British History Dunstanburgh Castle		World History Mayans Charlie and the Chocolate Factory	
	Cycle 1						Cycle 2					
Who/When	Foxes	Autumn 1	Foxes	Spring 1	Foxes	Summer 1	Foxes	Autumn 1	Foxes	Spring 1	Foxes	Summer 1
Skills	<ul style="list-style-type: none">• Gives a simple definition of common terms relating to an element of history• Describes elements of a period of history using some appropriate terms• Demonstrates understanding of simple terminology• Includes correct use of some simple relevant historical terms when discussing or writing about a period, time or society in history		<ul style="list-style-type: none">• Recognises simple elements which may have stayed the same after an event in history• Recognises simple elements which may have changed after an event in history• Recognises why an event happened and what occurred as a result• Recognises simple reasons behind the changes in elements of life during a period of history		<ul style="list-style-type: none">• Suggests how we can find out about an element of history• Asks considered questions about what they have seen/read or heard• Sequences events in a story• Recalls details from a story and communicate them to others• Accurately observes and describes artefacts• Lists/chooses sources to help answer questions about a person/event/place in history• Asks and answers questions about historical stories they have heard, using information they have read/heard to show understanding		<ul style="list-style-type: none">• Recognises simple changes which are due to a historical event• Recognises simple distinctions between present and past in their own lives• Explains different ways they can find out about the past• Recognises obvious differences and similarities between elements of different times in history• Gives a reason for a similarity/difference between events or people in history with simple evidence to back up their idea• Compares what life was like in relation to their own or another time in history		<ul style="list-style-type: none">• Asks and answers questions about people, events or places studied• Communicates about a significant individual from history, explaining how they have contributed to national achievements• Identifies important events in history and states some key facts about it• Describes simply the key achievements of a person or society using evidence from two or more sources• Describes some knowledge of key facts about a person and facts about a significant event		<ul style="list-style-type: none">• Lists some key facts about an import place, society or civilization• Places people or events into a simple chronological order• Identifies where people, events and societies fit in a simple chronological framework• Communicates some knowledge of key facts about a person studied using evidence from two or more sources• Describes key characteristics of a time in history	

Assessment	Steps 5 & 6	Steps 5 & 6	Steps 5 & 6	Steps 5 & 6	Steps 5 & 6	Steps 5 & 6
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22/23	History											
Topic	Historical Terminology Suffragette Movement Girls for the Vote		Cause & Consequence Suffragette Movement A Question of Courage		Historical Enquiry & Interpretation Romans/Anglo Saxons Reading-Beowolf		Understanding Connections Romans/Anglo Saxons Reading-Beowolf		British History Lindisfarne/Holy Island		World History Ancient Baghdad The House of Wisdom	
	Cycle 1						Cycle 2					
Who/When	Badgers	Autumn 1	Badgers	Spring 1	Badgers	Summer 1	Badgers	Autumn 1	Badgers	Spring 1	Badgers	Summer 1
Skills	<ul style="list-style-type: none">• Uses dates appropriately when discussing times, events and people in history• Indicates the period of history using the correct terms• Recognises that the past can be divided into different periods• Relates and includes the more abstract terminology and historical terms when studying a new period of history and uses them in own narratives• Uses conventional historical terminology		<ul style="list-style-type: none">• Explains the cause behind an event in history simply and describes the consequences of the event for the people of that time• Pinpoints big changes or turning points within a period of history• Describes continuity and change throughout a period in history• Makes simple links between changes within and between periods of time• Details the consequences of an event in history, how it directly affected the people/society of that time and how it made an impact further on in history		<ul style="list-style-type: none">• Draws simple conclusions based on their findings• Finds evidence to support their prediction/answer• Plans questions to research from sources• Explains what historical evidence can tell us about people, events or places in history• Describes and makes links using artefacts or significant historical places as evidence• Suggests why not all sources of information can be relied on• Shows an awareness of how some aspects of the past have been represented and interpreted in different ways		<ul style="list-style-type: none">• Suggests how a person or society made mistakes• Recognises some similarities and differences within a period of history• Recognises some similarities and differences between periods in history• Identifies historically important artefacts or evidence and suggests why they are significant to our understanding of a period in history• Identifies similarities and differences between ways of life or culture during a period in history• Describes the achievements of significant people and their role during that period		<ul style="list-style-type: none">• Describes key achievements of a period in history, explaining why it is of historical interest• Places significant people, events or places within a given chronological framework		<ul style="list-style-type: none">• Displays knowledge of the sequence and duration of different societies studied in history• Demonstrates an understanding of key features of a historical concept, person or event with some use of evidence to back up their ideas• Identifies the reasons why a place, person or event is historically important	

				<ul style="list-style-type: none">• Demonstrates an understanding of the geographical importance of places studied		
Assessment	Steps 7 & 8	Steps 7 & 8	Steps 7 & 8	Steps 7 & 8	Steps 7 & 8	Steps 7 & 8