

22-24	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 important 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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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