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| **Skegby Junior Academy** | | | | | | |
| **Curriculum Map** | | | | | | |
| **Subject** | **History** | | | | | |
|  | **Aut 1** | **Aut 2** | **Spr 1** | **Spr 2** | **Sum 1** | **Sum 2** |
| **Y3/4 Cycle A/1** | **Year 3**   * describe events and periods using the words: BC, AD and decade, ancient and century and use dates when things happened * use a timeline within a specific time in history to set out the order things may have happened * use their mathematical knowledge to work out how long ago events would have happened * appreciate that the early Brits would not have communicated * recognise the part that archaeologists have had in helping us understand more about what happened in the past * use various sources of evidence to answer questions and piece together information about a period in history   **Year 4**   * they plot recent history on a timeline using centuries * place periods of history on a timeline showing periods of time * use their mathematical skills to round up time differences into centuries * explain how events from the past have helped shape our lives * know that people in the past cooked and travelled differently and used different weapons from ours * know that items found belonging to the past help us to build up an accurate picture of how people lived in the past * they research what it was like for a child in a period from the past * they give more than one reason to support an historical argument | **Year 3**   * describe events and periods using the words: BC, AD and decade, ancient and century and use dates when things happened * use a timeline within a specific time in history to set out the order things may have happened * use their mathematical knowledge to work out how long ago events would have happened * appreciate that the early Brits would not have communicated * recognise the part that archaeologists have had in helping us understand more about what happened in the past * use various sources of evidence to answer questions and piece together information about a period in history * identify similarities and differences between given periods in history   **Year 4**   * they plot recent history on a timeline using centuries * place periods of history on a timeline showing periods of time * use their mathematical skills to round up time differences into centuries * explain how events from the past have helped shape our lives * know that people in the past cooked and travelled differently and used different weapons from ours * know that items found belonging to the past help us to build up an accurate picture of how people lived in the past * they research what it was like for a child in a period from the past * they give more than one reason to support an historical argument |  | **Year 3**   * use various sources of evidence to answer questions and piece together information about a period in history * identify similarities and differences between given periods in history   **Year 4**   * explain how events from the past have helped shape our lives * research what it was like for a child in a period from the past * give more than one reason to support an historical argument * communicate knowledge and understand orally and in writing and offer points of view based upon what they have found out |  |  |
| **Y3/4 Cycle B/2** | **Year 3**   * describe events and periods using the words: BC, AD and decade, ancient and century and use dates when things happened * use a timeline within a specific time in history to set out the order things may have happened * use their mathematical knowledge to work out how long ago events would have happened * suggest why certain people acted and events happened as they did in history * use various sources of evidence to answer questions and piece together information about a period in history * research a specific event from the past and use their ‘information finding’ skills in writing to help them write about historical information * identify similarities and differences between given periods in history   **Year 4**   * explain how events from the past have helped shape our lives * appreciate that wars have happened form a very long time ago and are often associated with invasion, conquering or religious differences * know that items found belonging to the past help us to build up an accurate picture of how people lived in the past * research two versions of an event and say how they differ * communicate knowledge and understand orally and in writing and offer points of view based upon what they have found out |  | **Year 3**   * describe events and periods using the words: BC, AD and decade, ancient and century and use dates when things happened * use a timeline within a specific time in history to set out the order things may have happened * use their mathematical knowledge to work out how long-ago events would have happened   **Year 4**   * place periods of history on a timeline showing periods of time * explain how events from the past have helped shape our lives * appreciate that wars have happened form a very long time ago and are often associated with invasion, conquering or religious differences * know that people in the past cooked and travelled differently and used different weapons from ours | **Year 3**   * recognise that Britain has been invaded by several different groups over time and realise that they would have fought fiercely using hand to hand combat * suggest why certain people acted and events happened as they did in history * recognise the part that archaeologists have had in helping us understand more about what happened in the past * identify similarities and differences between given periods in history   **Year 4**   * appreciate that wars have happened form a very long time ago and are often associated with invasion, conquering or religious differences * know that people in the past cooked and travelled differently and used different weapons from ours * know that items found belonging to the past help us to build up an accurate picture of how people lived in the past * communicate knowledge and understand orally and in writing and offer points of view based upon what they have found out |  |  |
| Y5/6 Cycle A/1 |  |  | **Year 5**   * use dates and historical language in their work * draw a timeline with different time periods outlined which show different information, e.g periods of history, when famous people lived * use their mathematical skills to work out exact time scales and differences as need be * describe historical events from different periods they are/have studied * explain the role that Britain has had in spreading Christian values across the world * appreciate that significant events in history have helped shape the country we have today * have a good understanding as to how crime and punishment has changed over the years * test out a hypothesis in order to answer a question * appreciate how historical artefacts have helped us understand more about British lives in the present and the past   **Year 6**   * say where a period of history fits on a timeline * place a specific event on a timeline by decade * place features of historical events and people from past societies and periods in a chronological framework * summarise the main events from a specific period in history, explaining the order in which key events happened * recognise and describe differences and similarities/changes and continuity between different periods of history * describe a key event from Britain’s past using a range of evidence from different sources | **Year 5**   * use dates and historical language in their work * describe historical events from different periods they are/have studied * make comparisons between historical periods; explaining things that have changed and things which have stayed the same * appreciate that significant events in history have helped shape the country we have today * appreciate how historical artefacts have helped us understand more about British lives in the present and the past   **Year 6**   * say where a period of history fits on a timeline * place features of historical events and people from past societies and periods in a chronological framework * summarise the main events from a specific period in history, explaining the order in which key events happened * describe features of historical events and people from past societies and periods they have studied * recognise and describe differences and similarities/changes and continuity between different periods of history | **Year 5**   * use dates and historical language in their work * describe historical events from different periods they are/have studied * appreciate that significant events in history have helped shape the country we have today * test out a hypothesis in order to answer a question * appreciate how historical artefacts have helped us understand more about British lives in the present and the past   **Year 6**   * place features of historical events and people from past societies and periods in a chronological framework * summarise the main events from a specific period in history, explaining the order in which key events happened * describe features of historical events and people from past societies and periods they have studied * describe a key event from Britian’s past using a range of evidence from different sources | **Year 5**   * use dates and historical language in their work * draw a timeline with different time periods outlined which show different information, e.g periods of history, when famous people lived * describe historical events from different periods they are/have studied * make comparisons between historical periods; explaining things that have changed and things which have stayed the same * explain the role that Britain has had in spreading Christian values across the world * test out a hypothesis in order to answer a question   **Year 6**   * say where a period of history fits on a timeline * place features of historical events and people from past societies and periods in a chronological framework * summarise the main events from a specific period in history, explaining the order in which key events happened * describe features of historical events and people from past societies and periods they have studied * recognise and describe differences and similarities/changes and continuity between different periods of history * look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint |
| Y5/6 Cycle B/2 |  | **Year 5**   * use dates and historical language in their work * draw a timeline with different time periods outlined which show different information * use their mathematical skills to work out exact time scales and differences as need be * describe historical events from different periods they are/have studied * make comparisons between historical periods; explaining things that have changed and things which have stayed the same * begin to appreciate that how we make decisions has been through a Parliament for some time * appreciate that significant events in history have helped shape the country we have today * have a good understanding as to how crime and punishment has changed over the years * appreciate how historical artefacts have helped us understand more about British lives in the present and the past   **Year 6**   * say where a period of history fits on a timeline * place a specific event on a timeline by decade * summarise the main events from a specific period in history, explaining the order in which key events happened * look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint * describe a key event from Britain’s past using a range of evidence from different sources | **Year 5**   * use dates and historical language in their work * draw a timeline with different time periods outlined which show different information * use their mathematical skills to work out exact time scales and differences as need be * use dates and historical language in their work * appreciate that significant events in history have helped shape the country we have today * appreciate how historical artefacts have helped us understand more about British lives in the present and the past   **Year 6**   * place a specific event on a timeline by decade * place features of historical events and people from past societies and periods in a chronological framework * summarise the main events from a specific period in history, explaining the order in which key events happened * summarise how Britain has had a major influence on world history * describe features of historical events and people from past societies and periods they have studied * recognise and describe differences and similarities/changes and continuity between different periods of history * identify and explain their understanding of propaganda * describe a key event from Britain’s past using a range of evidence from different sources | **Year 5**   * use dates and historical language in their work * draw a timeline with different time periods outlined which show different information * describe historical events from different periods they are/have studied * appreciate that significant events in history have helped shape the country we have today * test out a hypothesis in order to answer a question * appreciate how historical artefacts have helped us understand more about British lives in the present and the past   **Year 6**   * place features of historical events and people from past societies and periods in a chronological framework * summarise the main events from a specific period in history, explaining the order in which key events happened * describe features of historical events and people from past societies and periods they have studied * look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint |  |  |