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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
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* 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

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**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
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| **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

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| 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

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* place features of historical events and people from past societies and periods in a chronological framework
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* 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
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| 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
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