



Riverside Primary School and Nursery
Key Learning and Vocabulary - Unit-by-unit
HISTORY

YEAR 1		
Unit 1 How am I making history?	Unit 2 How have toys changed?	Unit 3 How have explorers changed the world?
Key Learning	Key Learning	Key Learning
To correctly order a personal timeline	Discuss their favourite toy	To know what an explorer is
To name events they celebrate	To sort toys from the past and present	To name significant explorers
To know similarities and differences between childhood now and in the past	To recognise changes and similarities	To recognise changes and similarities
To use key vocabulary to describe the past, present and future	To record events on a timeline	To record events on a timeline
Vocabulary	Vocabulary	Vocabulary
Celebrate, change, family, grandparents, time, childhood, lifetime, memory, now, past,, future, remember, similar, different,	Modern, now, past, present, remember,source, special, materials,	Explorer, timeline, past, present, discovery, transport,



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YEAR 2		
Unit 1 - How was school different in the past?	Unit 2 - How did mankind learn to fly?	Unit 3 - What is a monarch?
Key Learning	Key Learning	Key Learning
To identify similarities and differences between schools.	Identify important events surrounding the history of flight	To describe what a monarch is
To ask questions about the past.	Ask questions about people and events in the past.	To explain why coronations take place
To understand that there is a wide variety of historical sources	Use primary sources to find out about people and events in the past.	To explain how William the Conqueror became King of England
	Correctly order five events on a timeline.	
Vocabulary	Vocabulary	Vocabulary
Past , date , decade, important , modern, evidence, timeline , different, present, living memory, source, beyond living memory	beyond living memory, decade, evidence, eyewitness, historically significant, living memory, past , present, primary source, source	Monarch, coronation, crowning, conquer, William the Conqueror, Bayeux Tapestry, ceremony,



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YEAR 3		
Unit 1 Would you prefer to live in the Bronze age, Stone age, Iron age?	Unit 2 Why did the Romans invade and settle in Britain?	Unit 3 What was important to the Ancient Egyptians
Key Learning	Key Learning	Key Learning
To recognise the chronology and significance of prehistory.	To investigate life in Ancient Rome by looking at it's buildings.	To develop questioning skills using sources about ancient civilisations.
To use archaeological evidence to learn about Skara Brae.	To investigate the causes of the Roman invasion in Britain.	To explain the significance of the River Nile.
To use archaeological evidence to investigate the Bronze Age.	To investigate the different responses to the Roman invasion using a range of resources.	To evaluate the importance of ancient Egyptian hieroglyphics.
To use deductions to understand how bronze transformed prehistoric life.	To explore how the Roman army was so successful.	To use a range of sources to explore the importance of gods and goddesses.
To understand the importance of trade in the Iron Age.	To investigate the lives of Roman soldiers by examining artefacts Vindolanda.	To investigate beliefs about the afterlife.
To compare settlements in the Neolithic period and the Iron Age by exploring continuity and change.	To explore the impact of invasion and settlement by examining the legacy of the Roman empire in Britain.	To evaluate continuity and change by identifying what happened when the pharaohs died.
Vocabulary	Vocabulary	Vocabulary
Prehistory, period, archaeological evidence, artefacts, evidence, trade, import, export, continuity, change	empire, invasion, legacy, Romans, settlers, empire, emperor, government, civilisation, chronology, conquer, primary source, secondary source	Egypt, civilisation, Pharaoh, belief, creation, source, trade, afterlife, chronological, source, civilisation, continuity



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YEAR 4		
How have children's lives changed?	How hard was it to invade Britain?	Unit 3 How did the Maya civilisation compare to the Anglo-Saxons?
Key Learning	Key Learning	Key Learning
To be able to identify how children's lives have changed using different sources.	To know how religion changed at this time and recall some important people and events (Alfred the great).	To know when and where the ancient Maya lived.
To explore why children worked, what jobs they had and what conditions they worked in during Victorian times.	To identify the key features of the Anglo-Saxons and their invasion of Britain	To evaluate the challenges of settling in the rainforest.
To know how Lord Shaftsbury changed children's lives; including their health and leisure time.	To be able to make inferences about sources and artefacts from the time period (Sutton Hoo)	To compare and contrast Anglo-Saxon and Maya houses.
		To explain the importance of Maya gods and goddesses.
		.To evaluate the reasons for the decline of the Maya cities.
Vocabulary	Vocabulary	Vocabulary
Childhood, continuity, change, chronological order, inference, observation, apprentice, chaffing, oath, primary source, secondary source, domestic, working conditions, historically significant, Acts, Parliament, government, poverty, bill, reform, leisure time, plague,	Sutton Hoo, Pagan, Christian, Angles, Britons, Convert, Invasion, Settlement, Kingdom, Missionary, Pope, Romans, Saxons, Vikings.	city-state, Classic period, creation story, deforestation, drought ,hieroglyphics, pyramid, tropical rainforest



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YEAR 5		
Unit 1: The Vikings	Unit 2 The Tudors	Unit 2 The Greeks
	Key Learning	
To explain when and why the Vikings came to Britain.	To use different types of evidence to interpret the character of Henry VIII.	To understand where and when the ancient Greeks lived.
To evaluate ideas about the Vikings using sources.	To make deductions about Anne Boleyn using primary and secondary sources.	To understand the importance of the Greek gods.
To investigate the importance of Viking trading routes.	To understand why Henry VIII had so many wives.	To identify similarities and differences between Athens and Sparta.
To compare different versions of Viking sagas	To extract information from a primary source about a Royal Progress.	To understand how Athenian democracy worked.
To evaluate the impact of the Viking invasions and settlements using primary sources and case studies.	To make deductions about the people in Tudor times using inventories.	To understand the importance of the ancient Greek philosophers.
To evaluate achievements of the Vikings.	To evaluate the usefulness of historical sources	To identify and explain the achievements of the ancient Greeks.
Vocabulary	Vocabulary	Vocabulary
Traders, Raiders, Settlers, Migration, Saga, Goods, Discover, Navigate, Settlement, Trade route	Monarch, Tyrant, Bias, Heir, Propaganda, Primary source, Progress, Secondary, inventory	Assembly, Government, Monarchy, Democracy, Philosophy, Ethics, Oligarchy, Direct democracy, Representative, democracy



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YEAR 6		
Unit 1- What was the impact of WW2 on the people of Britain?	Unit 2- What does the census tell us	Unit 3- Unheard Histories. Who should go on the banknote?
Key Learning	Key Learning	Key Learning
To identify the causes of World War 2 using a timeline	To explore the purpose and creation of a census.	Explain the significance of a person on a banknote.
To explore the impact of the Battle of Britain on the Royal Air Force using oral histories	To create questions about Victorian children using a range of sources	To explore what makes a monarch historically significant.
To make inferences about the Blitz using photographs.	To explore the jobs available in the past using the census	To evaluate the significance of Ellen Wilkinson and Betty Boothroyd using sources
To investigate evacuation experiences using oral and printed records.	To make inferences about women's lives in the 1900s using the census.	To investigate why William Tuke is historically significant.
To investigate the impact of WW2 on women's lives using visual and written sources.	To investigate how the census changed by following the life of Evelyn Dove	To research historically significant sporting figures
		To evaluate the significance of different historical figures by applying criteria.
Vocabulary	Vocabulary	Vocabulary
Accuracy, air raid, Battle of Britain, bias, The Blitz, evacuation Evacuee, impact, propaganda, purpose, reliability	Decade, suffrage, historical enquiry, occupation, politics, reliable	Alliance, legacy, politics, society