



Wessex Primary School

Key Learning and vocabulary

HISTORY



YEAR 1		
Autumn	Spring	Summer
Unit name: How am I making history?	Unit name: How have toys changed?	Unit name: How have explorers changed the world?
Key Learning	Key Learning	Key Learning
To develop an understanding of personal chronology.	To discuss a favourite toy.	To know what an explorer is.
To learn more about my history.	To find out what toys our parents and grandparents played with.	To recognise the achievements of different explorers using photographs.
To explore how we remember events.	To investigate what toys were like up to 100 years ago.	To record events on a timeline.
To find out what childhood was like for our parents and grandparents.	To compare toys from the past with modern toys.	To use photographs to find out about the past.
To compare childhood now with childhood in the past	To investigate how teddy bears have changed over time.	To recognise changes and similarities (continuities) over time.
To identify that some things change and some things stay the same.	To know how toys have changed over time.	To describe the significance of some people and events within history.
Vocabulary	Vocabulary	Vocabulary
celebration childhood living memory present past	living memory past present remember similar	achievement beyond living memory discovery explorer past





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similar timeline	timeline	present timeline pharaoh
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Year 2		
Autumn	Spring	Summer
How was school different in the past?	How did we learn to fly?	What is a monarch?
Key Learning	Key Learning	Key Learning
Were schools different in the past? To find out how schools have changed over time.	Who were the Wright Brothers? To find out about the Wright Brothers.	What is a monarch? To describe what a monarch is.
How have schools changed within living memory? To investigate what school was like in the past.	When was the first flight? To develop and understanding of historical significance.	Who is our monarch today? To explain why coronations take place.
How were schools different in the 1900s? To investigate what schools were like in the 1900s.	Why was Bessie Coleman significant? To investigate why Bessie Coleman is significant.	How did William the Conqueror become King of England? To explain how William the Conqueror became King of England.
How have schools changed? To compare a modern classroom with a classroom 100 years ago.	Why was Amelia Earheart significant? To develop understanding of primary sources.	How did William the Conqueror rule? To identify how William the Conqueror built castles while ruling England.
What is similar and different about schools now and in the past? To compare three periods of time.	Why was the moon landing special? To investigate why we remember the moon landing.	How did castles change? To identify features of a castle that would be effective when defending against attacks.
Would you have preferred to go to school in the past? To express personal response to history.	How did we learnt to fly? To place events on a timeline.	What was a monarch in the past? To suggest what a monarch in the past was like.
Vocabulary	Vocabulary	Vocabulary





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<p>past, modern, timeline, date, different, decade, present, important, similar, living memory, evidence, source, decade, beyond living memory,</p>	<p>decade, evidence, eyewitness, flight, historic, inventor, living memory, past, present, primary source, source</p>	<p>absolute monarchy, Anglo-Saxon, anointing, Archbishop of Canterbury, armed forces, bailey, battle, battlements, Bayeux Tapestry, ceremony, concentric castle, constitutional monarchy, conquer, coronation, Edward the Confessor, fortified manor house, gatehouse, Head of State, invade, keep, moat, monarch, motte, motte-and-bailey, Normandy, Normans, oath, orb, parliament, portcullis, procession, rule, sceptre, stone keep tower, walls, government,</p>
<p>Key vocabulary for each term has been highlighted</p>		





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Year 3		
Autumn	Spring	Summer
Would you prefer to live in the Stone Age, Bronze Age or Iron Age?	Unit name: What did the ancient Egyptians believe?	Unit name: Why did the Romans settle in Britain?
Key Learning	Key Learning	Key Learning
To recognise that prehistory was a long time ago and was the beginning of the history of mankind.	To know when and where the ancient Egyptians lived.	To understand why the Romans invaded Britain.
To use archaeological evidence to learn about prehistoric houses.	To evaluate the challenges of building an Egyptian pyramid.	To create a visual interpretation of Boudicca.
To use archaeological evidence to investigate the Bronze Age and explain the limitations of this evidence.	To explain how and why the Egyptians mummified people.	To understand how Roman soldiers were equipped for war.
To explain how bronze transformed prehistoric life.	To make inferences about Egyptian beliefs using primary sources.	To understand Roman army battle formations.
To understand the importance of trade during the Iron Age.	To evaluate significant ancient Egyptian beliefs.	To identify the Roman legacy in Britain.
To compare settlements in the Neolithic and Iron Age. (Timelines)		
Vocabulary	Vocabulary	Vocabulary
BC, AD, prehistory, Palaeolithic, Mesolithic, Neolithic	Afterlife, civilisation, immortal, mummification, River Nile, sarcophagus	Empire, invasion, legacy, Romans, settlers, torture formation





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Year 4		
Autumn	Spring	Summer
How have children's lives changed?	How hard was it to invade and settle in Britain?	How did the achievements of the Ancient Maya impact their society and beyond?
Key Learning	Key Learning	Key Learning
To identify how children's lives have changed using a range of sources.	To evaluate the causes and consequences of the Anglo-Saxon and Scot invasions of Britain.	To evaluate the challenges of early settlement by exploring how the Ancient Maya settled in the rainforest.
To understand why children worked in Tudor times and what working conditions were like.	To identify change and continuity in Iron Age and Anglo-Saxon settlements.	To infer how the Ancient Maya valued and used cacao by exploring historical artefacts.
To understand how Lord Shaftesbury changed children's lives.	To explore Anglo-Saxon beliefs by making inferences about Sutton Hoo.	To describe the role of the Ancient Maya gods and goddesses by studying images and scenarios.
To understand how and why children's leisure time has changed.	To identify how Christianity spread in Britain in the Anglo-Saxon period.	To develop recording skills through exploration of Ancient Maya inventions.
To understand which diseases children caught and how they were treated.	To explore bias by evaluating sources about Alfred the Great.	To make deductions about an Ancient Maya city by exploring archaeological evidence.
	To evaluate how and why Anglo-Saxon rule ended.	To analyse historians' viewpoints on the decline of the Ancient Maya cities.
Vocabulary	Vocabulary	Vocabulary





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Poverty, law, working conditions, childhood, class, parliament, apprentice	Angles, Britons, Convert, empire, inference, invasion, Kingdom, Missionary, paganism, Pope, Romans, Saxons, Settlement, settlers, Vikings	Achievement, afterlife, ancient, civilisation, creation story, currency, decline, ritual
Key vocabulary for each term has been highlighted		





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Year 5		
Autumn	Spring	Summer
Unit name: How was life in Tudor England?	What did the Greeks ever do for us?	How did the achievements of the Ancient Maya impact their society and beyond?
Key Learning	Key Learning	Key Learning
To use different types of evidence to interpret the character of Henry VIII.	To understand where and when the ancient Greeks lived.	To evaluate the challenges of early settlement by exploring how the Ancient Maya settled in the rainforest.
To understand why Henry VIII had many wives.	To understand the importance of the Greek gods.	To infer how the Ancient Maya valued and used cacao by exploring historical artefacts.
To make deductions about Anne Boleyn using a range of sources.	To identify similarities and differences between Athens and Sparta.	To describe the role of the Ancient Maya gods and goddesses by studying images and scenarios.
To extract evidence from primary sources about the Royal Progresses of Elizabeth I.	To understand how Athenian democracy worked.	To develop recording skills through exploration of Ancient Maya inventions.
To reconstruct a Royal Progress using a range of primary sources.	To understand the importance of the ancient Greek philosophers.	To make deductions about an Ancient Maya city by exploring archaeological evidence.
To make deductions about the people in Tudor England using inventories.	To identify and explain the achievements of the ancient Greeks.	To analyse historians' viewpoints on the decline of the Ancient Maya cities.





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To create a realistic inventory for a person living in Tudor times.		
Vocabulary	Vocabulary	Vocabulary
<p>Tudor, Battle of Bosworth, Henry VII, Elizabeth of York, Henry VIII, tyrant, fair ruler, monarch, portrait, interpretation, primary source, secondary source, bias, historical investigation, Anne Boleyn, Catherine of Aragon, Jane Seymour, Anne of Cleves, Katherine Howard, Katherine Parr, heir, evidence, Royal Progress, propaganda, image, litter, historical deductions, reliability, audience, purpose, accuracy, creator, reconstruction, inventory, valuation, merchant, pewter, John Blanke, Cattelena of Almondsbury, free, enslaved, tournament</p>	<p>Assembly, constitutional, monarchy, democracy, direct democracy, ethics, government, period, philosophy, oligarchy, representative democracy</p>	<p>Achievement, afterlife, ancient, civilisation, creation story, currency, decline, ritual</p>
Key vocabulary for each term has been highlighted		





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Year 6		
Autumn	Spring	Summer
Unit name : What was the impact of WW2 on the people of Britain?	Unit name : Sikh Empire	Unit name : What does the census tell us about the local area?
Key Learning	Key Learning	Key Learning
To understand the causes of World War 2.	To identify how unification around the Sikh Misl Confederacy happened.	To explore the purpose and creation of a census.
To understand how the Battle of Britain was won.	To describe the impact of Sikh beliefs on society.	To create questions about Victorian children using a range of sources.
To make inferences about the Blitz using images.	To recognise the significance of Lahore as a trade centre in the Sikh Empire.	To explore the jobs available in the past using the census.
To understand the emotions and experiences of children during the evacuation.	To explain the significance of Maharaja Ranjit Singh and his impact on the Sikh Empire.	To make inferences about women's lives in the 1900s using the census.
To evaluate the accuracy and reliability of sources	To evaluate different historical interpretations of the Sikh Empire.	To investigate how the census changed by following the life of Evelyn Dove.
To identify the impact of WW2 on women's lives.	To identify the significant achievements of the Sikh Empire.	To conduct an enquiry about my local area using the census.
To explain why migrants come to Britain.		
Vocabulary	Vocabulary	Vocabulary
air raid Battle of Britain bias,	Maharaja Ranjit Singh Monarchy Discrimination	Decade historical enquiry occupation





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The Blitz Evacuation Evacuee propaganda	Sikh Confederacy (Misl Confederacy) Unification Sikh Empire	politics reliable suffrage
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