

# History

Vocabulary progression

# Content

Year 1	3
Year 2	4
Year 3	5
Year 4	6
Year 5	7
Year 6	8

This document shows when vocabulary is introduced in our History curriculum across the **Disciplinary concepts**, **Historical enquiry**, **Chronological awareness** and **Topic knowledge** strands. Please note that children do not need to remember all of the **Topic knowledge** vocabulary but that much of this vocabulary will be important in helping them to develop their understanding of the **substantive concepts**.

Words which are identified as especially important for pupils to understand to develop an understanding of the **substantive concepts** are highlighted in **pink**.

Words used in EYFS: Reception units may be duplicated in later year groups. This is because our Reception units are designed to be taught using a 'pick and mix' approach and schools may not use all of the activities and also because it gives pupils an opportunity to revisit and embed key vocabulary.

## Peek into the past

- a long time ago
- after
- baby
- before
- change
- child
- different
- history
- I remember
- new
- now
- old
- order
- past
- photograph
- present
- similar
- then
- toddler
- when I was little

## Adventures through time

- **courageous**
- **achievement**
- dad
- family
- fairytale
- grandad
- grandma
- hoop
- horse drawn cart
- **king**
- mum
- new
- old
- older
- past
- **power**
- present
- **queen**
- **royalty**
- **rule**
- steam train

Disciplinary concepts		Topic knowledge
<b>Historical enquiry</b>		<b>How am I making history?</b>
ask investigate explain question artefacts object sort group compare/ comparison interview	photograph similar/similarity different/ difference change same event remember memory celebration special	siblings parent grand parent great grandparent childhood time capsule
<b>Chronological awareness</b>		<b>What were toys like in the past?</b>
morning afternoon evening order now present past recent timeline lifetime future date before	today tomorrow last week/month/year/day memory within living memory beyond living memory old new sequence modern after long ago	toy wooden plastic metal mohair
		<b>How have explorers changed the world?</b>
		explorer exploration achievement discovery transport equipment yacht voyage solo North Pole resilience determination qualities coat of arms

Disciplinary concepts	Topic knowledge	
<b>Historical enquiry</b>	<b>How was school different in the past?</b>	
sources primary source evidence contrast historic historically significant eye witness account eye witness	school log book textbook blackboard abacus slate chalk pen and ink stove  <b>How did we learn to fly?</b>  inventor flight	
<b>Chronological awareness</b>		
Decade Anglo-Saxon	<b>What is a monarch?</b>  monarch power ruler absolute monarchy anointing armed forces attack bailey battle battlements Bayeux Tapestry ceremony concentric castle constitutional monarchy  conquer coronation crowning defend earl fortified manor house gatehouse government head of state invade investing keep	

# Year 3 - Vocabulary progression

Disciplinary concepts	Topic knowledge		
<b>Historical enquiry</b>	<b>British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</b>		
secondary source remains certainty possibility confirm prove informed guess archaeological evidence reconstruction informed guess continuity historical significance criteria interpretation inference observation deduction legacy	Skara Brae, Orkney Islands hearth <b>settlement</b> flint roundhouse	<b>chief</b> metalwork -copper, bronze, gold, tin mining <b>trade</b> (a job requiring manual skills) arrowheads <b>import</b>	<b>export</b> <b>trade</b> (buying and selling goods/services) <b>exchange</b> <b>goods</b> barter
<b>Chronological awareness</b>	<b>British history 2: Why did the Romans settle in Britain?</b>		
AD- Anno Domini BC- Before Christ period prehistory prehistoric Palaeolithic Mesolithic Neolithic Stone Age	Bronze Age Iron Age duration Old Kingdom Middle Kingdom New Kingdom Late period Ptolemaic period chronology	Briton Romans Celts <b>enslaved</b> tin togas <b>settlers</b> Picts pilum galea	armour scutum caligae gladius tunic legionary legion legatus cohort century
	<b>What did the Egyptians believe?</b>		
	<b>civilisation</b> Delta Egypt Lower Egypt Upper Egypt River Nile Delta Atum <b>creation story</b> Horus Isis Nun Osiris	Ankh Anubis Book of the Dead hieroglyphs Osiris papyrus weighing of the heart Skemet Ra Casing stones <b>Pharaoh</b> foundations limestone blocks	pulley pyramid quarrying ramps amulet canopic jars embalmer immortal linen natron preserve resin sarcophagus

# Year 4 - Vocabulary progression

Disciplinary concepts	Topic knowledge		
<b>Historical enquiry</b>	<b>How have children's lives changed?</b>		
observation inference deduction life expectancy significant propaganda evaluate rank bias one-sided balanced viewpoint perspective cause consequence events impact conclusion enquiry supporting evidence credibility	apprentice/ apprenticeship master <b>occupation</b> <b>politicians</b> <b>parliament</b> <b>poverty</b> ragged schools <b>life expectancy</b> plague <b>living conditions</b>	<b>sanitation</b> <b>working conditions</b> working hours factory owners chaffing wheat oath mine/miner/ mining trapper bird scarer hurrier <b>servant</b>	housemaid <b>wealthy</b> wages textile mill <b>bill</b> <b>pass (pass a bill)</b> <b>reform</b> <b>act</b> The Factory Act The Coal Mines Act The Chimney Sweepers Act
<b>Chronological awareness</b>	<b>British history 2: How hard was it to invade and settle in Britain?</b>		
Tudor period (1485-1603) Victorian period (1837-1901) Anglo-Saxons (410 - 1066) Vikings (800 to 1066)	Angles Saxons Jutes Picts <b>invasion</b> Britons Romans <b>empire</b> longships wattle and daub	Wessex <b>claimants</b> <b>kingdom</b> Northumbria Mercia Wessex East Anglia Kent villages thatch straw hut	cauldron Battle of Edington Danelaw leadership qualities Sutton Hoo burial mound <b>Christianity</b> <b>missionaries</b> <b>Pope</b> <b>peasants</b>
	<b>Were the Vikings raiders, traders or settlers?</b>		
	<b>trader</b> <b>engineer</b> <b>raider</b> Anglo-Saxon chronicle ballast hull	keel mast longboat oars Rudder garnet Hedeby	Jorvik quernstone Danelaw <b>paganism</b> <b>sacred</b>

# Year 5 - Vocabulary progression

Disciplinary concepts	Topic knowledge		
<b>Historical enquiry</b> census reliable audience purpose accuracy creator representation council chamber records official record justify opinion historical investigation link interpretation will inventory value transcribe prediction	<b>What was life like in Tudor times?</b>		
	House of Lancaster House of York Battle of Bosworth <b>tyrant</b> <b>execute</b> Tower of London <b>heir</b> Royal Progress <b>nobles</b> litter	dunghill mace <b>procession</b> <b>trading laws</b> <b>court</b> town clerk pageant courtiers <b>noblemen</b> valuation	parchment quill pen parlour chamber buttery <b>merchant</b> pewter <b>free</b> <b>enslaved</b> tournament shilling
	<b>What did the Greeks ever do for us?</b>		
<b>Chronological awareness</b> Minoan Civilisation Mycenaean Period - The period Dark Ages Archaic Period Classical Golden Period Hellenistic Period	Mediterranean Sea Aegean Sea Ionian Sea Mount Olympus Zeus Hera Aphrodite Poseidon Demeter Athena Apollo	Artemis Hephaestus Hermes Dionysus <b>democracy</b> <b>oligarchy</b> location city-state Athens Sparta <b>landlocked</b>	<b>assembly</b> <b>direct democracy</b> <b>representative democracy</b> <b>philosophy</b> <b>formula</b> <b>ethics</b> <b>logic</b> <b>legacy</b> impact
	<b>How did the Maya civilisation compare to the Anglo-Saxons?</b>		
	<b>abandon</b> Classic period <b>decline</b> deforestation	drought hieroglyphics pyramid rainforest slash and burn tropical rainforest	

# Year 6 - Vocabulary progression

Disciplinary knowledge	Topic knowledge		
<b>Historical enquiry</b>	<b>What does the census tell us about our local area?</b>		
church records court records records from places of work factory records enumeration books trustworthy death records reliability criteria significance	head of the household <b>title</b> scholar enumerator <b>condition</b> cotton mill worker overlooked	joiner can-hooker carding piecer flax yarn linen nobbins	<b>severance pay</b> <b>compensation</b> <b>income</b> <b>workhouse</b> <b>suffragette</b> governess
<b>Chronological awareness</b>	<b>British history 6: What was the impact of World War II on the people of Britain?</b>		
No new vocabulary	<b>appeasement</b> Treaty of Versailles <b>reparations</b> <b>allies</b> <b>disarm</b> <b>debt</b> <b>unrest</b> <b>prosperity</b> RAF Luftwaffe <b>sorties</b>	Operation Sealion bomb aimer scramble The Blitz air raid shelter Anderson shelter blackout <b>evacuation</b> Women's Auxiliary Air Force (WAAF) Women's Royal Naval Service (WRNS)	Air Transport Auxiliary (ATA) Auxiliary Territorial Service (ATS) Special Operations Executive (SEO) Women's Land Army Women's Liberation Movement
	<b>Unheard histories: Who should go on the banknote?</b>	<b>The Sikh Empire</b>	
	issuing bank remarkable remembered watermark	cultural diversity cultural exchange global trade Maharaja Ranjit Singh maritime routes Punjab Sikh Confederacy (Misl Confederacy) Sikh Empire unification	