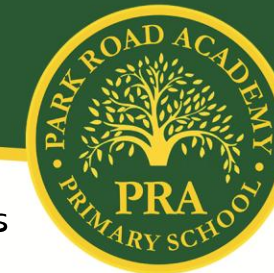


History Key Vocabulary Progression



Below are the vocabulary lists for history. These give an indication of the words that we want children to become familiar with during each year group. They are not intended as a test list but show the kind of language staff will use and explain in lessons to broaden pupils' historical vocabulary and understanding.

(Vocabulary pooled from the National Curriculum, Focus Education Challenge Curriculum, History Association guidance alongside other teaching support/planning sources. Please note – Lists are not exhaustive and may differ in age groups should conversations arise within learning.)

EYFS											
Nursery						Reception					
What makes me special? – Families and special people	What do I celebrate? - origins of celebrations. - family celebrations	Can you tell me a tale? Traditional Tales - historical houses and living, similarity and difference.	What do you see on the farm? - growth and changes	Who are our helping heroes? - origins of emergency services - famous figures who help/helped others	Where shall we travel to? (Pirates and Far Away Lands) - history of transport - differences / changes in time	Who am I? What is important to me? - lives of familiar people - emergency services, what do they look like past and present.	Where will my imagination take me? - historical houses and living. - Similarities and differences		Do you want to be a Knight? How do people of the past get around? - changes in history/compare and contrast past and present - changes in transport		Do I want to be a pirate? -changes in history/compare and contrast past and present - changes in transport
Vocabulary which will be encouraged and supported across the department Before Next After Past Now Present Today Yesterday The future What? When? remember						History Old/new Question Who? Find out Use of senses – touch, hear, smell, taste, see Tomorrow Month Year Clue					

KS1

The following vocabulary appears on Knowledge Organisers.

Vocabulary supported and explored in addition to revisiting previous vocabulary and prior learning

Who were and are some of the significant people from Greater Manchester and the UK?

(Significant historical events, people and places in their locality–Hi1/1.4)

What was my Grandparents childhood like?

(Changes within Living Memory – Hi1/1.1)

What lessons have we learnt from the Great Fire of London?

(Events beyond living memory that are significant nationally or globally – Hi1/1.2)

How have Victorian Inventions Influenced our lives today?

(Events Beyond Living Memory - Hi1/1.2)

Who are the famous people who have made an impact on the world?

(The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods – Hi1/1.3)

Why were Neil Armstrong and Christopher Columbus brave people?

(The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods – Hi1/1.3)

Investigate and interoperate the past

Build and overview of world history

Understand chronology

Famous Greater Manchester UK
Celebrity
Decade
Century
Suffragette
Significant person
pandemic

Decade
Beatles
Moon Landing
Crackerjack
Blackboard
Wooden toys
Skipping
Marbles
Snakes and ladders

The Stuarts
Pudding Lane
Plague
Diary
Samuel Pepys
Bakery
Thames
Thomas Farynor
Drought

Invention
Inventor
Gramophone
Farthing
Postage Stamp
Industrial
Revolution
Factory
Exhibition

significant
Equality
Courageous
Racism
WW1
The Crimean War
Treason
Government
Unsanitary
Founder
Improved
Influential
Infection

Famous
Significant
Explorer
Exploration
Apollo 11
NASA
Chronological
Navigator
Astronaut
Courageous
Aeronautical engineer

Communicate Historically

Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

- Show an understanding of the concept of nation and a nation's history.
- Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.

LKS2

The following vocabulary appears on Knowledge Organisers.

Vocabulary supported and explored in addition to revisiting previous vocabulary and prior learning

How did Britain change between the beginning of the Stone Age and the end of the Iron Age.

(Stone Age to the Iron Age – Hi2/2.1)

Why was the Ancient Egyptian civilisation ahead of it's time?

(Achievements of the Earliest Civilisations – Hi2/2.3)

How has Altrincham changed over time?

(Local History – Hi2/2.6)

What did the Ancient Greeks bring to the world?

(A study of Greek life and achievements and influences on the western world – Hi2/2.8)

How did Britain change between the end of the Iron Age and the end of Roman Occupation?

(Roman Empire – Hi2/2.2)

How did Manchester grow to be one of the leading cities?

(Local History – Hi2/2.6)

Investigate and interoperate the past

Build and overview of world history

Understand chronology

archeologists
Artefact
Neolithic
BCE/CE
Chronology
Tribal
Hunter-gatherers
Civilisation
Settlement
Prey
Bronze
iron

archeologists
Pharaohs
Tombs
Pyramid
Hieroglyphs
Vizier
Scribe
Sarcophagus
Mummy
Papyrus
Scarab
civilisation

Evidence
Agriculture
Market trade
industrial
Domesday Book
Aldhere's People
Homestead
The Unicorn Hotel
Entail
bequeath
Watling Gate
Heritage
Locality
District
Parish
Community
region

philosopher
Athenians
Spartans
Democracy
Olympics
Parthenon
Truce
Zeus
Loincloth
Apollo
Sacred truce
temple

centurion
Emperor
Aqueduct
gladiator
Londinium
Conquer
invade
Romanisation
Senate
Roman baths

Peterloo Massacre
Trafford Centre
Mamucium
Cottonopolis
Industrial
Revolution

Henry Hunt
Cotton Exchange
Manchester Ship
Canal

Metropolitan
Legacy

Communicate Historically

- Use appropriate historical vocabulary to communicate, including:
 - dates
 - time period
 - era
 - change
 - chronology.
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

UKS2

The following vocabulary appears on Knowledge Organisers.

Vocabulary supported and explored in addition to revisiting previous vocabulary and prior learning

How did Britain change between the end of the Roman Occupation and 1066?

(Anglo-Saxons and Scots – Hi2/2.3)
(Anglo-Saxons and Vikings – Hi2/2.4)

Who were the Mayans and what have we learnt?

(Hi2/9 Non- European study)

How has crime and punishment changed through the ages?

(Extended Chronological Study Hi2/6)

Why was the British Empire created and what was it's impact on the world?

(Hi2/2.6 Extended chronological Study)

What has been the impact of World Wars 1&2 on Britain?

(Hi2/2.6 Extended chronological Study)

What has been the impact of immigration on Britain in the past 100 years?

(Hi2/2.6 Extended chronological Study)

Investigate and interoperate the past

Build and overview of world history

Understand chronology

archaeologist
Anglo-Saxon kingdoms
Danelaw
Raids
Exile
Invade
Longship
Kingdom
Outlawed
Pillaged
Pagan
Picts
Scots
Angles
Saxons

Chichen Itza
Itzamma
Codices
Civilsation
Bateb
Kukulcan
Ritual
Scribes
Maize
Cacao Beans
Ahau or Ahaw

Blasphemy
Weregild
Assizes
Pillory
Torture
Bobbies / peelers
Deterrent
Execution
Humiliation
Trial
Judge
Jury
Treason
Exile

Slave
Slavery
Discrimination
Slave trade
Triangular trade
Empire
commonwealth
Transportation
ships
Exploitation
Colony
Act of Parliament

Axies
Allies
Nazi
Evacuation
Evacuee
Blitz
Invaded
Refugees
Rationing
Air raid shelter
Commemorate
No Mans Land
Blackout
Propaganda
Armistice Day
Conscription

immigration
Prejudice
Citizenship
Opposition
Windrush
Generation
Migration
Nationality
Immigrant
Migrant
Refugee
Asylum
Expelled

Communicate Historically

- Use appropriate historical vocabulary to communicate, including:
 - dates
 - time period
 - era
 - chronology
 - continuity
 - change
 - century
 - decade
 - legacy.
- Use literacy, numeracy and computing skills to a exceptional standard in order to communicate information about the past.
- Use original ways to present information and ideas.

Throughout the key stages, we aim for children to be exposed to and have an awareness of this vocabulary on a number of occasions, building on prior learning and develop a wealth of historical vocabulary over their time at Park Road.

Extra Vocabulary for KS1 and KS2 (None Topic Specific)

AD Agriculture Ancient Civilations Archeology Aristocracy Artefact BC BCE (Before Common Era Bronze Age Calendar Causation Century Change Church	Christianity Chronology Colony Conquest Continuity Court Crusade Dark Ages Decade Discovery Diversity Emigrant Emperor Empire Execution	Explorer Global Gods/Goddesses Heresy Hunter-Gatherer Immigrant International Interpretation Invasion Invention Iron Age Islam King/Queen Local Long Ago	Metal-Working Migration Missionary Monarchy Monastery Museum Myths and Legends Nation Nomad Oral History Parliament Past Present Peasant Pope	Prehistory Primary Evidence Rebellion Republic Revolt Sacrifice Secondary Evidence Settler Significance Slave Stone Age Torture Treason Traitor Yesterday
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(Vocabulary List from Primary History 69)

Yr 1		Yr 2		Yr 3		Yr 4	
Year Ancient Timeline Different Living memory Toys Plastic Inventions Grandparents' time Drawing Detective What...? Century Long ago Similar Houses Memories Camera Where...? treason	Decade Modern Date order Because Remembers Materials Simple Homes The older generation Photograph Opinion When...? Important wood Mechanical Video Artefact traitor	Chronological order Era/period Secret Danger Explorers Encounter Impact Travel Significant Brave Pioneer Storm Rescue Danger Survive Memorial Investigate Research Evidence Why...?	Experts Historians Letters Newspapers Websites Detective Opinion Artefact What...? When...? Where...?	Anachronism Chronological order Era/period BCE (Before Common Era) CE (common Era) BC (Before Christ) AD (Anno Domini) Millennium Thousands of years Religion Spirits Sacrifice Effects Reason May be This suggests... First hand evidence Second hand evidence Museum Why...? Who...? What...? Where...? When...?	Invention Archeologist Archeology Sources Importance Significance Legacy Impact changes Perhaps Could be Myths and legends Oral history	Anachronism Chronological order Era/period BCE (Before Common Era) CE (common Era) BC (Before Christ) AD (Anno Domini) Millennium Thousands of years Empire Invasions Civilisation Roman invasion Conversations Christianity Reputation Raids Resistance Why...? Who...? What...? Where...? When...?	Settlers migration Culture Achievements Legacy Democracy Impact Effects Consequences Change Continuity Cause/s Infer Suggests My conclusion is that... Historian Archeologist Archeology First hand evidence Second hand evidence Myths and legends

Yr 5		Yr 6	
Anachronism	Secondary Evidence	Anachronism	Diversity
Chronological order	Eye witness	Chronological order	Traditional view
Era/period	This Source suggests that...	Era/period	Attitudes
BCE (Before Common Era)	This source doesn't show that...	BCE (Before Common Era)	Variety of sources
CE (common Era)	Reliable	CE (common Era)	Different experiences
BC (Before Christ)	Could have been...	BC (Before Christ)	This source suggests that...
AD (Anno Domini)	Might have been...	AD (Anno Domini)	I can infer that...
Millennium	May be ...	Millennium	Impression
Thousands of years	Impact	Thousands of years	This source omits to mention...
Nation	effects	Ancient Civilisations	The purpose..
Monarchy	Consequence	20 th Century	Reliability
Execution	Cause/s	Recruit	Propaganda
Extent of change...	Legacy	excavate	One sided
Extent of continuity...	Significant	Invasion	Biased
Turning point	Significance	Civilisation	Motive
The industrial revolution	Impression	Republic	Mistake
First Civilisations	Continuity	Empire	Eye witness
Reformers	Change	Army/soldier	Primary Evidence
Legislation	Infer	Resistance	Secondary Evidence
Slums	Suggest	Conquest	Could have been...
Epidemics	My conclusion is that...	Revolt	Might have been...
To weigh up both sides...	Historian	Outpost	This sources suggests that ...
On one hand...	Archeologist	Colony	This sources doesn't show that ...
However	Archeology		Reliable
Different	Ancient Civilisations	Morale	May be
Experiences		Democracy	Impact
Primary Evidence		Alliance	Effects
		Parliament	Consequences
		Vote	Legacy
		Represent	Significant
		Culture	Significance
		Stereotype	Cause/s
			Change
			My conclusion is that...
			Historian
			Archeologist
			Archeology