



## History Vocabulary Progression – The Ellis CE Primary School

This document outlines the vocabulary progression within our History curriculum.

It does not include **all** vocabulary that pupils encounter in their History lessons but instead focuses on the essential words and terms crucial for understanding the subject. These words are carefully selected to help pupils grasp important concepts and ideas outlined in the Kapow Primary History curriculum.

The vocabulary is categorised under four curriculum strands: **Chronological awareness**, **Substantive (abstract) concepts**, **Historical enquiry** and **Disciplinary concepts**.

**Topic knowledge** vocabulary does not appear in this document because priority is given to transferable historical vocabulary. This approach encourages a deeper understanding of historical concepts and enables pupils to apply them in different contexts.

The aim in consolidating these keywords is to enable teachers to focus their teaching on the vocabulary outlined for each year group, ensuring a strong understanding of what words pupils should already be familiar with and those they will encounter in future years.

Key vocabulary (including definitions) for each history topic is incorporated within the school's Medium Term Planning documentation.

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### Receptive & Expressive Vocabulary

#### Receptive vocabulary

The words a person understands when they hear or read them. Vocabulary that an individual can recognise and comprehend even if they do not actively use it in conversation or writing.



#### Expressive vocabulary

The words that a person can actively use in speech or writing to communicate.



Some vocabulary will be used in lessons earlier than indicated in this document and this is done intentionally. Pupils often understand vocabulary receptively before they can confidently use it expressively. Planning guides teachers to model new vocabulary before the vocabulary is explicitly taught and before pupils are expected to use it to communicate ideas themselves. At times, the teacher may model the use of new words while pupils may use synonyms.

The year groups listed represent when pupils are expected to retain the vocabulary and its meanings and begin to actively use the words in appropriate contexts. The focus is on when vocabulary is used expressively, making it easier for teachers to assess. Active use of new vocabulary does not necessarily imply complete mastery of each word or concept as understanding continues to evolve and deepen over time.

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### *Choosing words to teach*

In selecting the words to include in this vocabulary progression, the 'three-tiers framework' (Beck, McKeown & Omanson, 1987) has been used, which advises focusing instruction on tier 2 vocabulary for the most productive gains.

Tier 1 words have not been included in the progression unless they take on a more specialised meaning (and would therefore be classed as tier 2 or tier 3 words) within the context of History. For example, words like 'power', 'defend' and 'past' might be familiar to children in everyday use but are included in the progression because understanding their specific meanings in the context of History is important.



#### **Tier 3 vocabulary**

These words are used infrequently in conversation and their use is often subject-specific. Textbook glossaries usually focus on Tier 3 words as they can tend to be abstract in nature. They require explicit teaching and contextualisation.

#### **Tier 2 vocabulary**

These words are high-utility as they appear across the school curriculum and in written texts. Often, explicit teaching of tier 2 words is not planned for but this can be the most productive place to focus vocabulary instruction.

#### **Tier 1 vocabulary**

The most basic words, which typically appear in conversation and are frequently encountered by pupils from an early age. They rarely require explicit teaching because they are already familiar to most pupils.



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Chronology	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Key Concepts</b>	<p>Begin to describe a sequence of events, real or fictional, using words such as ‘first, then...’</p> <p>Compare and contrast characters from stories including figures from the past.</p> <p>Comment on images of familiar situations in the past.</p> <p>Begin to make sense of their own life-story and family’s history.</p>	<p>Changes within living memory use to reveal aspects of change in national life</p> <p>Lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Used to compare aspects of life in different periods.</p>	<p>Lives of significant individuals in the past who have contributed to national and international achievements. Used to compare aspects of life in different periods. Events beyond living memory significant nationally or globally</p>	<p>Changes in Britain from the Stone Age to the Bronze Age. The Roman Empire and its impact on Britain. A non-European society that provides contrasts with British history (Ancient Egypt).</p>	<p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study</p> <p>The changing power of monarchs - a study of a theme in British history that extends pupils’ chronological knowledge beyond 1066</p>	<p>A significant turning point in British history: The Viking Anglo Saxon struggle for the Kingdom of England.</p> <p>Discover the Tudor Dynasty – how monarchs exercised absolute power</p> <p>Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p>A significant point in British history</p>	<p>Extending their chronological knowledge beyond 1066, children learn about how World War 2 affected society in Britain.</p> <p>Investigating the census records of different areas; make inferences about the lives of people from the past including a local study.</p> <p>Investigate why historical figures are on banknotes and learn about the criteria for historical significance</p>
<b>Vocabulary phrases</b>	<p><b>FS1</b> - Old, new, story, photograph, yesterday, this morning, remember</p> <p><b>FS2</b> - Memory, passing of time, present, past, remembrance, now, then, birthdays, past tense, last, last year, at the weekend.</p>	<p>last week, before I was born, a long time ago, when I was younger, years, old, new, time, now, then, calendar</p> <p>photo, photograph, internet, book, picture, question, answer, true, false</p>	<p>change, a little while ago, a very long time ago, before, a long time ago, when I was younger, years, events, living memory</p> <p>eyewitness, diary, range, source, trustworthy, fact, opinion, museum</p>	<p>Decade, century, period, Before Christ (BC), Anno Domini (AD), during, chronological sources, artefacts,</p> <p>historic buildings, archaeologist, palaeontologists, contribution, fiction, non-fiction</p>	<p>Common Era (CE), Before Common Era (BCE)</p> <p>primary source, secondary source, translation, evidence, beliefs</p>	<p>20th Century, 19th Century, living memory, preceding</p> <p>interpretation, enquiry, interpret, research, article, scholarly, reviewed</p>	<p>concurrently, legacy, millennium</p> <p>reliability, bias, objective, subjective, propaganda, validity, misinformation, reliable, unreliable</p>
<b>Chronology Vocabulary</b>	<p><u>By the end of EYFS:</u></p> <p>new, old</p> <p>time</p> <p>before, after</p> <p>today, yesterday</p> <p>first, next</p> <p>past, present</p> <p>memory</p> <p>remember</p>	<p>future</p> <p>memory</p> <p>past</p> <p>present</p> <p>timeline</p> <p>event</p>	<p>(beyond) living</p> <p>memory</p> <p>history</p> <p>lifetime</p> <p>period</p>	<p>AD</p> <p>age</p> <p>BC</p> <p>chronological</p> <p>date</p> <p>prehistory</p> <p>sequence</p>	<p>ancient</p> <p>era</p> <p>modern</p>	<p>century</p>	<p>decade</p>



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Historical Enquiry Vocabulary							
Disciplinary concepts Vocabulary							
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		similar different change artefact	source	evidence primary source secondary source impact historian archaeology conclusion reconstruction	interpret continuity compare point of view consequence deduction historically significant	bias perspective cause effect propaganda	legacy reliable historical enquiry

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive (abstract) Concepts Vocabulary						
Power (monarchy, government and Empire)	n/a	monarchy, king, queen power, ruler	emperor, empire government	law kingdom sovereign	heir, democracy parliament, state tyrant	legislation politics suffrage
Achievements and follies of mankind	explorer	discovery inventor	legacy	technology achievement		advancement
Invasion, settlement and migration	war		settlement, invasion expand, conquer border	occupation/occupy territory, decline	raid	migration immigration emigration, refugee, conflict, alliance evacuation
Civilisation (social and cultural)			civilisation hygiene leisure	apprentice childhood, class master, poorer poverty, servant wealthier, working conditions	citizen, enslaved enslaver, ethics	cultural exchange culture, hierarchy noble, occupation peasant, society
Trade			goods, trade, export import, barter	currency	exchange, merchant trade, route	tax
Beliefs			beliefs, ceremony myth, religion	afterlife, convert, creation gods/goddesses missionary, monastery pope, ritual, sacred		