

St. Mary's

Church of England Primary School
Kirkby Lonsdale

History Vocabulary Progression



Year 1 - Progression of Skills and Vocabulary in History

<p>Year 1</p>	<p>National Curriculum Key Stage 1: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	
<p>Focus</p>	<p>Changes within living memory. Significant events beyond living memory. Significant historical events, people and places in our locality. The lives of significant individuals in the past who have contributed to national and international achievements.</p>	
<p>Chronological Understanding</p>	<p>To place known events and objects in chronological order. To sequence events and recount changes within living memory. To use common words and phrases relating to the passing of time</p>	<p>After, Before, During, Past, Present, Today, Tomorrow, Yesterday, Now, Then, The past, The future, Day, Week, Month, Year, A long time ago, Old, New</p>
<p>Historical Enquiry</p>	<p>To find answers to some simple questions about the past from simple sources of information. To describe some simple similarities and differences between artefacts. To sort artefacts from then and now. To ask and answer relevant basic questions about the past.</p>	<p>Detective, Investigate, Ask, Search, Find, Objects, Artefacts, Books, Pictures, Photographs, Order, Similar, Different, Because, Important</p>
<p>Organisation and communication</p>	<p>To talk, draw or write about aspects of the past.</p>	
<p>Historical interpretation</p>	<p>To relate his/her own account of an event and understand that others may give a different version Example: A child may focus on Guy Fawkes for the account of an event, whereas another child may give account from King James' perspective</p>	

Understanding events, people and changes	To recognise the difference between past and present in their own and others' lives. To know and recount episodes from stories about the past.	
History Topics (Vocab linked to Historical Interpretation and Understanding of Events, People and Changes) Theme: Science and Technology – solving problems Character of People Power and Influence		
Superheroes: Childhood now and then	Guy Fawkes and the Gunpowder Plot	Lives of significant individuals: Mary Anning, David Attenborough
Me, Siblings, Parent, Grand Parent, Great Grand Parent, Change, Memory & Living Memory, Lifetime, Remember	Houses of Parliament, Protestants, Catholics, Guy Fawkes, Robert Catesby, King James I, Government, Gunpowder, Plot, Unsuccessful, Traitor, Remembered, Bonfire Night	Dinosaur, Discovery, Extinct, Fossil, Skeleton Past, Present, Naturalist, Mary Anning, Sir David Attenborough, Scientist, Search, Hunt, Find, Bones, Rocks

Year 2- Progression of Skills and Vocabulary in History

<p>Year 2</p>	<p>National Curriculum Key Stage 1: Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	
<p>Focus</p>	<p>Changes within living memory. Significant events beyond living memory. Significant historical events, people and places in our locality. The lives of significant individuals in the past who have contributed to national and international achievements.</p>	
<p>Chronological Understanding</p>	<p>To describe where the people and events studied fit within a chronological framework and identify similarities between periods. To show an awareness of the past, using common words and phrases relating to the passing of time</p>	<p>Recent History, Earlier, Later, Centuries, Passing of time, Before I was born, Living memory, Beyond living memory, Timeline, In order of events, Sequence</p>
<p>Historical Enquiry</p>	<p>To show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. To ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</p>	<p>Question, Artefact, Newspapers, Websites, Historians, Information, Like or dislike, Significant, Changes, Observe, Non-fiction books, Maps, Internet, Research, Buildings, Places, Historical event</p>
<p>Organisation and communication</p>	<p>To record what he/she has learned by drawing and writing. To speak about how he/she has found out about the past. To use a wide range of vocabulary of everyday historical terms.</p>	
<p>Historical interpretation</p>	<p>To describe changes within living memory and aspects of change in national life. To describe events beyond living memory that are significant nationally or globally- An explanation of the Great Fire of London and why it was significant- capital.</p>	

Understanding events, people and changes	To identify differences between ways of life at different times. To recognise why people did things, why events happened & what happened as a result. To use a wide vocabulary of everyday historical terms	
History Topics (Vocab linked to Historical Interpretation and Understanding of Events, People and Changes) Theme: Science and Technology – solving problems Character of People Power and Influence		
The Great Fire of London	Changes in Transport visit to Leyland Transport Museum and local Fire Station	Similarities and differences in Queens
London, Capital City, 17th Century, Pudding Lane, Bakery, River Thames, Plague, Rebuilt, Great fire, Samuel Pepys, Tower of London, Architect, Sir Christopher Wren	Travel, Transport, Wheel, Locomotive, Journey, Invention, Engine, Steam, Petrol, Motor car, Electric car, Aeroplane, Ship, Boat, Balloon, Bicycle, Penny Farthing, Tram, Horse and cart	Queen, Queen Elizabeth 1, Elizabethans, Queen Victoria, Victorians, Queen Elizabeth II, Reign, Throne, Monarch, United Kingdom, British Empire, Commonwealth, Crown, Coronation, Jubilee, Buckingham Palace, Royal Family, Prince Albert, Prince Philip, Prince Charles, Prince William, Succession

Year 3- Progression of Skills and Vocabulary in History

<p>Year 3</p>	<p>National Curriculum Key Stage 2: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	
<p>Focus</p>	<p>To develop a chronologically secure knowledge and understanding of British, local and world history. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To address and devise historically valid questions about change, cause, similarity, difference and significance. To construct informed response which involve thoughtful selection and organisation of relevant historical information. To understand how our knowledge of the past is constructed from a range of sources.</p>	
<p>Chronological Understanding</p>	<p>To describe memories of key events in his/her life using historical vocabulary. To use an increasing range of common words and phrases relating to the passing of time sequence, chronological order, recent history, earlier, later, period and era.</p>	<p>Chronological order, AD/BC, Eras, Timeline, Period, Millennium, Thousands of years, Century</p>
<p>Historical Enquiry</p>	<p>To show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. To ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</p>	<p>Questions, Investigate, Opinion, Experts, Compare, Similarities and differences, Cause, Consequence, Locality, Eyewitness account, Archaeology, Archaeologists, Excavation, First-hand evidence, Second-hand evidence</p>

Organisation and communication	To record what he/she has learned by drawing and writing. To speak about how he/she has found out about the past. To use a wide range of vocabulary of everyday historical terms.	
Historical interpretation	To describe changes within living memory and aspects of change in national life. To describe events beyond living memory that are significant nationally or globally- An explanation about the powerful monarchs from the Tudor period and how their reign shaped the country and is still reflected today. To describe significant historical events, people and places in his/her own locality.	
Understanding events, people and changes	To find out about everyday lives of people in time studied. To compare with our life today. To identify reasons for and results of people's actions. To understand why people may have wanted to do something.	
History Topics (Vocab linked to Historical Interpretation and Understanding of Events, People and Changes)		
Theme: Science and Technology – solving problems Character of People Power and Influence		
Life in the Stone Age and Iron Age	The Life of a Roman Soldier Visit Hadrian's Wall	Buildings and People of Influence in Kirkby Lonsdale Local study
Ancestors, Prehistory, Neolithic, Palaeolithic, Settlement, Britons, Druid, Tribe, Tribal, Hunter gatherers, Bronze/iron/stone age, Skara Brae, Stonehenge, Flint, Cave paintings, Woolly Mammoth, Nomadic, Roundhouse, Celt, Hillfort, Smithing, Foundry, Weapons, Jewellery	Hillfort, Conquest, Briton, Emperor Hadrian, Roman Empire, Achievement, Invasion, Rise/Fall, Barbarian, Emperor, Chariot, Gladiator, Standard, Toga, Centurion, Legionary, Aqueduct, Coliseum/Colosseum, Amphitheatre, Londinium, Julius Caesar, Boudica	Cultural, Religious, Economic, Influential, Architecture, Institute, Market town, Memorial, Devil's Bridge, Swine Gate, Compare/Contrast, Similarities/Differences

Year 4 - Progression of Skills and Vocabulary in History

<p>Year 4</p>	<p>National Curriculum Key Stage 2: Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>	
<p>Focus</p>	<p>To develop a chronologically secure knowledge and understanding of British, local and world history. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To address and devise historically valid questions about change, cause, similarity, difference and significance. To construct informed response which involve thoughtful selection and organisation of relevant historical information. To understand how our knowledge of the past is constructed from a range of sources</p>	
<p>Chronological Understanding</p>	<p>To place some historical periods in a chronological framework. Continuation and consolidation of skills taught in previous years. To use historic terms related to the period of study, for example the Roman Empire and a reference to AD43 and Emperor Claudius.</p>	<p>Chronological time consolidation, BC/AD, Time difference, Classical Era, Ancient, Modern, Continuity, Change,</p>
<p>Historical Enquiry</p>	<p>To look at the evidence available and engage in discussions. To begin to evaluate the usefulness of different sources. To understand that sources can contradict each other- Myths and legends are a source when learning about Ancient Greece, however these have been adapted and can be very different depending on the author.</p>	<p>Respond, Photographs, Source, Collect, Record, Analyse, Enquire, Infer, Compare, Locations, Historical records, Archives, Developments, Impact on life, Argument, Interpretations, Oral history, Motive, Propaganda, Myths & Legends</p>

Organisation and communication	To communicate his/her learning in an organised and structured way, using appropriate terminology.	
Historical interpretation	To use sources of information in ways which go beyond simple observations to answer questions about the past. To use a variety of resources to find out about aspects of life in the past. To examine the causes and results of great events and the impact on the people.	
Understanding events, people and changes	To use evidence to reconstruct life in time studied. To look for links and effects in time studied. To offer a reasonable explanation for events.	
History Topics (Vocab linked to Historical Interpretation and Understanding of Events, People and Changes)		
Theme: Science and Technology – solving problems Character of People Power and Influence		
World War 2 Visit to Cumbrian Museum of Military Life and visit from Kendal Archivist (evacuees)	The Ancient Maya	The Greeks
Axis, Allies, Nazi, Invasion, Occupy, Adolf Hitler, Winston Churchill, Neville Chamberlain, Evacuation, Evacuee, Blitz, Spitfire, Luftwaffe, RAF, Home Front, Propaganda, Blackout, Anderson/Morrison/Air Raid Shelter, Wireless, Rations, Holocaust, Refugees, Kindertransport, Persecution	Civilisation, Mesoamerica, Mexico, Guatemala, Chichen Itza, Palenque, Pakal the Great, Hierarchy, Temple Pyramid, Plaza, Pok-a-Tok, Ball court, Cacao, Maize, Calendar, Codex, Astronomy, Observatory, Base 20, Hieroglyphs, Stelae, Sacrifice, Bloodletting, Popul Vu,	Democracy, Citizen, City State, Greece, Athens, Athenians, Sparta, Spartans, Persia, Persians, Marathon, Hoplite, Phalanx, Alpha, Beta, Gamma, Delta, Empire, Gods (Zeus, Apollo etc) Parthenon, Acropolis, Olympic games, Philosopher, Achievement, Alexander the Great,

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<p>Focus</p>	<p>To develop a chronologically secure knowledge and understanding of British, local and world history. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To address and devise historically valid questions about change, cause, similarity, difference and significance. To construct informed response which involve thoughtful selection and organisation of relevant historical information. To understand how our knowledge of the past is constructed from a range of sources</p>	
<p>Chronological Understanding</p>	<p>To use dates to order and place events on a timeline. To make comparisons between different times in the past. To use relevant terms and period labels, for example the Anglo-Saxon age in Britain was from AD410-1066 following the retreat of the Romans in 410.</p>	<p>Chronological time consolidation, AD/BC (CE/BCE), Cause, Consequence, Similarity, Anachronism, Legacy</p>
<p>Historical Enquiry</p>	<p>To compare sources of information available for the study of different times in the past (primary and secondary). To use evidence to build up a picture of a past event. To select relevant sections of information</p>	<p>Primary source, Secondary source, Suggest, Compare, Collect, Record, Analyse, Historical maps, Different scales, Contrast, Influence, Identify, Hypothesis, Sources, Infer, Reliable, Debate</p>
<p>Organisation and communication</p>	<p>To present findings and communicate knowledge and understanding in different ways. To provide an account of a historical event based on more than one source</p>	

Historical interpretation	To make comparisons between aspects of periods of history and the present day. To understand that the type of information available depends on the period of time studied. To evaluate the usefulness of a variety of sources. <i>Example - This source suggests that... Whereas in contrast another source counters that suggestion through...</i>		
Understanding events, people and changes	To study different aspects of different people – differences between men and women. To compare life in early and late times studied. To compare an aspect of life with the same aspect in another period.		
History Topics (Vocab linked to Historical Interpretation and Understanding of Events, People and Changes) Theme: Science and Technology – solving problems Character of People Power and Influence			
Shackleton <i>(Geography topic which links with significant individuals)</i>	Egypt	History of Farming <i>Local study?</i>	Vikings <i>Residential visit to York (Jorvik & York Minster)</i>
Explorer, Expedition, Hardship, Challenge, Sacrifice, Endurance, Antarctica, Pulps	Civilisation, Empire, Pharaoh, Pyramid, Tomb, Sarcophagus, Mythology, Nile, Mummy, Hieroglyphics, Monument, Papyrus, Archaeologist, Tutankhamen	Agriculture, Arable, Cultivation, Ergonomic, Evolution, Harness, Heritage, Hydraulic, Invention, Manoeuvrability, Row crop, Conservation, Combine harvester, Enclosures, Fertiliser, Fell, Graze, Genetically modified, Habitats, Harvest, Hectare, Hedgerows, Irrigation, Intensive, Land use, Livestock, Organic, Plough, Produce, Pastures, Pesticides, Rural, Seed drills, Technology, Upland, Woodland	Danelaw, Longship, longhouse, Chieftain, Warrior, Odin, Scandinavia, Sweden, Norway, Conquer, Invader, Raids, Norse, Monasteries, Settlement, Drinking horn, Helmet, Jewellery, Amulet, Loom, Runes, Shield, Valhalla, Christianity, Pagan

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<p>Focus</p>	<p>To develop a chronologically secure knowledge and understanding of British, local and world history. To note connections, contrasts and trends over time and develop the appropriate use of historical terms. To address and devise historically valid questions about change, cause, similarity, difference and significance.</p>	<p>To construct informed response which involve thoughtful selection and organisation of relevant historical information. To understand how our knowledge of the past is constructed from a range of sources</p>
<p>Chronological Understanding</p>	<p>To place current study on timeline in relation to other studies. To sequence up to 10 events on a timeline. To use relevant dates and terms, e.g. Dover Castle was first recorded in the Domesday book, yet it is believed there has been a fortification in place for over 2000 years.</p>	<p>Chronological time consolidation, Short- and long-term timescales, Difference and significance, Trends</p>
<p>Historical Enquiry</p>	<p>To recognise primary and secondary sources. To use a range of sources to find out about an aspect of time past. To suggest omissions and the means of finding out. To bring knowledge gathered from several sources together in a fluent account.</p>	<p>Conduct, Research, Primary source, Secondary source, Evaluate, Collect, Record, Analyse trends, Conclusions, Advancements, Interpretations, Cause and effect, Structured Accounts, Omissions, Impressions, Influences</p>
<p>Organisation and communication</p>	<p>To recall, select and organise historical information. To select and organise information</p>	

	to produce structured work, making appropriate use of dates and terms. To communicate their knowledge and understanding. Historical Interpretation To link sources and work out how conclusions were arrived	
Historical interpretation	To link sources and work out how conclusions were arrived at. To consider ways of checking the accuracy of interpretations- fact, fiction or opinion. To be aware that different evidence will lead to different conclusions- The source omits to mention...which can be clearly seen when reviewing the letter received from an evacuee...	
Understanding events, people and changes	To find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings. To compare beliefs and behaviour with another time studied. To write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation. To know key dates, characters and events of time studied.	
History Topics (Vocab linked to Historical Interpretation and Understanding of Events, People and Changes) Theme: Science and Technology – solving problems Character of People Power and Influence		
Victorians	Titanic <i>Residential visit to Liverpool-Titanic Museum</i>	Decades chronology since 1066: Significant Change <i>Residential visit to Liverpool – The Beatles</i>
Cholera, Great Exhibition, Hanging, Houses of Parliament, Library, Mines Act, Railways, Stamps, Steam engine, Workhouse	Bow, Collison, Crow’s nest, Distress signal, Edwardian, Funnel, Hull, Ice burg, Lifeboats, Portholes, Portside, Propeller, Starboard, Shipwreck, Stern, Unsinkable, Voyage, First /second /third class, Life belt, Passengers, Survivors, White Star Line, Atlantic, Southampton, New York, Premonition	Artist, Album, Composer, Composition, Decade Digital Technology, Era, Iconic, Musician, Pop culture, Vinyl, Designer