



History - Vocabulary Progression Map

Below are the vocabulary lists for history. These give an indication of the words that we want children to become familiar with during each key stage. They are not intended as a test list but show the kind of language staff will use and explain in lessons to broaden pupils' history vocabulary and understanding. Children may be exposed to these set words at an earlier time and there may be overlaps, however, where they have been placed in this table relates to when we would expect the children to understand and apply the words themselves independently. It is expected that key vocabulary is built upon and that previous historical language is revisited each year. This vocabulary will be displayed on our working walls at appropriate times during the academic year and promoted through historical talk in lessons.

| | EYFS | KS1 | Lower KS2 | Upper KS2 | |
|-----------------------------------|---------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Historical Interpretations | Who? What? | First Hand Evidence Source Newspapers Experts Historians Camera Diary Photograph | Letters Memorial Memories Artefacts Opinion Drawing Websites | First Hand Evidence Second Hand Evidence Oral History Consequences Archaeology(ist) Sources Myths Historian Legends Museum | Archaeology(ist) On one Hand Variety of Sources Different Experiences Secondary Evidence One sided To Weigh Up Inference Mistake Primary Evidence However Historian Reliable Propaganda Eye Witness Interpretation Biased Motive Both sides |

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| Historical Investigations | <p>Clue Memory Remember</p> | <p>Investigate Research Evidence Because Detective</p> | <p>Cause/s May be Infer Perhaps Suggest Could be Conclusion</p> | <p>Consequences Could have been... Might have been... I can infer that... This source suggests that This source doesn't show that The source omits to mention My conclusions is that..</p> <p>Infer Impact Effects Suggest May be significance Reliable</p> |
| | EYFS | KS1 | Lower KS2 | Upper KS2 |
| Chronological Understanding | <p>The present Today The Past Yesterday The Future Day Tomorrow Long Ago Week Old Month New/recent Year Life time Calendar</p> | <p>Before Old Chronological Long Ago New Living Earliest Memory After Latest Modern New(est) Order Old(est) Era/Period Date Timeline Present Past Order Decade Future Year Century Ancient</p> | <p>Chronological Order Era/Period B.C.E. (Before Common Era) C.E. (Common Era) B.C. (Before Christ) A.D. (Anno Domini) Millennium Thousands of Years Continuity</p> | <p>Anachronism Chronological Order Thousands of Years Extent of Change B.C.E. (Before common Era) Extent of Continuity Common Era A.D.(Anno Domini) Ancient Civilization B.C. (Before Christ)</p> <p>Millennium Era/Period Turning Point 20th Century</p> |

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| Knowledge and | Change Materials Plastic | Impact Significance Important Similar Different | Importance Significance Legacy Impact Achievement † | Reason Change Invention Effect Legacy Significance Impression Change Continuity Cause/s |
| Presenting Organising and | Monarch Parliament Government War Remembrance Homes Houses | Context Ruled Colony Democracy Resistance Settlers/Settlement Civilisation Conquer/Conquest | Kingdoms Ruled Colony Democracy Resistance Settlers/Settlement Civilisation Conquer/Conquest | Kingdoms Reigned Nomad(ic) Migration Revolt Invasion Culture Empire Democracy Colony Conquest Nation Monarchy First Civilisation Social Political Economic Culture Religious Stereotype Traditional View Attitudes |