**Progression and expectations in historical vocabulary.**

* **Children should be using the correct historical vocabulary from previous year groups as well as learning and using the correct vocabulary for their current year group.**
* These words should spelt correctly.
* It is important that children understand the terms and can explain and define what they mean. This could be linked to your reading (and English) objectives and lessons; and your science where applicable.
* **Theme specific vocabulary should be added to these lists.**

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| **Reception** |
| today | month | memory |
| yesterday | long ago | lifetime |
| tomorrow | old | calendar |
| the present | new/recent | Who? |
| the past | parent | What? |
| the future | grand parent | materials |
| day | great grand parent | plastic |
| week | clue | remember |

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| **Year 1** |
| year | living memory | grandparents’ time |
| decade | remembers | the older generation |
| century | 1960s | memories |
| ancient | toys | drawing |
| modern | materials | photograph |
| long ago | wood | camera |
| timeline | plastic | detective |
| date order | simple | opinion |
| similar | mechanical | artefact |
| different | inventions | What…? |
| because | homes | When…? |
| important | houses | Where…? |

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| **Year 2** |
| anachronism | experts | brave |
| chronological order | letters | pioneer |
| era/period | newspapers | investigate |
| diary | websites | research |
| danger | detective | evidence |
| explorers | opinion | Why…? |
| travel | artefact | historians |
| encounter | What…? |  |
| impact | When…? |  |
| significant | Where…? |  |

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| **Year 3** |
| anachronism | resistance | impact |
| chronological order | conquest | effects |
| era/period | revolt | reason |
| B.C.E (Before the Common Era) | outpost | change |
| C.E (The Common Era) | colony | continuity |
| B.C (Before Christ) | gods/goddesses | this suggests… |
| A.D (Anno Domini) | invention | may be |
| millennium | archaeologist | perhaps |
| thousands of years | archaeology | could be |
| invasion | sources | first hand evidence |
| civilisation | importance | second hand evidence |
| empire | significance | oral history |
| army/soldiers | legacy | museum |

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| **Year 4** |
| anachronism | invasions | continuity |
| chronological order | kingdoms | cause/s |
| era/period | settlements | infer |
| B.C.E (Before the Common Era) | reputation | suggest |
| C.E (The Common Era) | raids | My conclusion is that…. |
| B.C (Before Christ) | resistance | historian |
| A.D (Anno Domini) | culture | archaeologist |
| millennium | achievements | archaeology |
| thousands of years | legacy | first hand evidence |
| empire | democracy | second hand evidence |
| invasion | impact | myths and legends |
| civilisation | effects |  |
| settlers | consequences |  |
| migration | change |  |

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| **Year 5** |
| anachronism | fertile | this source suggests that… |
| chronological order | agriculture | this source doesn’t show that… |
| era/period | tomb | reliable |
| B.C.E (Before the Common Era) | mills/factories | could have been… |
| C.E (The Common Era) | reformers | might have been… |
| B.C (Before Christ) | legislation | may be |
| A.D (Anno Domini) | slums | impact |
| millennium | epidemics | effects |
| thousands of years | to weigh up both sides | consequences |
| nation | on one hand | legacy |
| monarchy | however | significance |
| execution | different experiences | impression |
| extent of change… | primary evidence | change |
| extent of continuity… | secondary evidence | continuity |
| cause/s | suggest | historian |
| infer | My conclusion is that…. | archaeologist |

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| **Year 6** |
| chronological order | impression | could have been… |
| era/period | the source omits to mention… | might have been… |
| B.C.E (Before the Common Era) | the purpose …. | may be |
| C.E (The Common Era) | reliability | impact |
| B.C (Before Christ) | propaganda | effects |
| A.D (Anno Domini) | one sided | consequences |
| millennium | biased | legacy |
| thousands of years | motive | significance |
| chronological order | mistake | cause/s |
| culture | primary evidence | change |
| stereotype | eye witness | continuity |
| diversity | Secondary evidence | extent of continuity |
| traditional view | could have been | extent of change |
| variety of sources | might have been | My conclusion is that… |
| different experiences | this source suggests that… | historian |
| this source suggests that.. | this source doesn’t show that… | archaeologist |
| I can infer that… | reliable | archaeology |