

History Vocabulary EYFS to Year 6

The general vocabulary is to be carried through to the next year group – so by the end of KS2 they have a good range of historical vocabulary and then have good topic specific vocabulary as well (coloured boxes are topic specific.)

NURSERY / RECEPTION		
Today	Yesterday	Tomorrow
The present	The past	The future
Day	Week	Month
Long ago	Old	New/recent
Parents	Grandparents	Great grandparents
clue	Memory	Lifetime
Calendar	Who?	What
Materials	plastics	remember
YEAR 1		
Year	Decade	Century
Ancient	Modern	Long ago
Timeline	Date order	Important
Differences	Because	Similar
Living memory	Remember	Before
Inventions	Homes/houses	After
Grandparents time	The older generation	year groups – 1960s etc
Drawing	Photograph	Camera
Detective	Opinion	Artefacts
What...?	When...?	Where...?
events	communities	
YEAR 2		
Chronological order	Era/period	Sources
research	Evidence	investigate
Why...?	historians	experts
Letters / diaries	newspapers	websites
memorial	Significant	Impact
The Stuarts	The Tudors	Gunpowder plot
traitor	treason	secret
The Great Fire of London	Samuel Pepys	St Paul's Cathedral
Catholic	protestant	Origin
Sir Christopher Wren	King Charles II	
Mary Seacole	Florence Nightingale	
YEAR 3		
B.C.E (Before the Common Era)	C.E (The Common Era)	B.C (Before Christ)
A.D (Anno Domini)	millennium	Thousands of years
archaeologist	archaeology	sources
legacy	effects	reasons
change	continuity	This suggests...
May be	Could be	Perhaps
First hand evidence	Second hand evidence	Oral history
Stone Age	Iron Age	Celts
Hunter gatherer	religion	spirits

Stonehenge	Hill forts	sacrifice
Britons	Nomad/nomadic	Boudicca
Romans	Invasions	Civilisation
Emperor	empire	Caesar
republic	Army/soldiers	resistance
Conquest / conquer	revolt	outpost
colony	Gods/goddesses	invention
Settlement / settlers	Expansion	withdraw
YEAR 4		
effects	consequences	Cause / causes
infer	suggestions	My conclusion is that...
Anglo- Saxons	Angles	Saxons
Jutes	Mead	Rune
Thatch	Farmer warrior	Sutton Hoo
Lindisfarne	Hengest and Horse	Monk
Weregeld	Christianity	Augustine
Alfred the Great	Athelstan	Aethelred the Unready
The Vikings	The Anglo-Saxons	Scots
Danelaw	Long boat	Sea farers
Longhouse	chieftain	Raid
Trade		
Ancient Egypt	Egyptians	The Nile
First civilisation	North Africa	flood
fertile	agriculture	tomb
pharaoh	pyramids	Tutankhamun
mummification	Canopy jars	papyrus
Hieroglyphics	Shang Dynasty	Early civilisations
YEAR 5		
however	Different experiences	Primary evidence
Secondary evidence	This source suggests that...	This sources doesn't show...
Could have been...	Might have been...	Maybe
impression	Reliable	Variety of sources
Ancient Greece	Athens	Sparta
Myths and legends	Gods /goddesses	Culture
Democracy	Mythology	column
Olympics	philosopher	alphabet
Maritime	War of the Roses	Lancaster castle
Slavery	Roman fort	Pendlebury witches
Doomsday book		
YEAR 6		
To weigh up both sides	On one hand	Eye witnesses
I can infer that...	The source omits to mention	The purpose is to...
reliability	propaganda	One sided
biased	motive	mistake
Extent of continuity	Extent of change	Different experiences
The ancient Mayans	Native America	Stereotype

diversity	Traditional view	Attitudes
Central America	Mexico	excavate
Hieroglyphics	Maize	Stela
sacrifice	Jade	scribe
City-state	pyramids	
The Victorians	The Industrial Revolution	Child labour
Mills / factories	Reformers	legislation
Sovereign	Workhouse	

Defintions of key vocabulary for objectives

<u>Historical words</u>	<u>Key words in History</u>	<u>Command words</u>
<p>Significance – It means importance. If the question asks how <i>significant</i> something is, it is asking you how <i>important</i> it is.</p> <p>Chronology – in time order.</p> <p>Change and continuity – Are things changing or are they staying the same? Can you see patterns in these changes? What causes the changes?</p> <p>Cause and consequence – What are the causes of the event? Are they long term causes or short term causes?</p> <p>Empathy – To understand the feelings of other people.</p>	<p>Primary and Secondary sources – first hand or second hand sources of information</p> <p>Inference – what does the source/text tell you?</p> <p>Provenance – It means where the source is from, who made it and when they made it.</p> <p>Purpose – Why has this source been produced?</p> <p>Tone – Is the source emotional? Is it biased? It is factual?</p> <p>Contextual knowledge – This means the knowledge you already have. What do you already know?</p>	<p>Define – give the precise meaning of a word/term.</p> <p>Explain – to give reasons for why something is the way it is.</p> <p>Debate – present different perspectives.</p> <p>Make a judgement – make a decision based on evidence.</p> <p>Compare – identify similarities.</p> <p>Analyse – examine something in detail to explain it and come to conclusions.</p> <p>Evaluate – to judge the importance or quality of something.</p>