

# Vocabulary Progression at John Bunyan Primary School



## History

## **HISTORY: EARLY YEARS FOUNDATION STAGE**

In our school we use the non- statutory document Development Matters [Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/422222/Development_Matters_-_Non-statutory_curriculum_guidance_for_the_early_years_foundation_stage.pdf) to help us plan for the children in Nursery and Reception to access the 17 Early Learning Goals that they will be working towards or will have met by the end of Reception. Development Matters sets out pathways of development in broad ages and stages – 0-3, 3-4 & Reception.

	subjects		Examples of how to support this
Communication and Language	ALL	3-4 year old will be learning to: <b>Use a wider range of vocabulary.</b>	Extend children’s vocabulary, explaining unfamiliar words and concepts and making sure children have understood what they mean through stories and other activities. These should include words and concepts which occur frequently in books and other contexts but are not used every day by many young children. Suggestion: use scientific vocabulary when talking about the parts of a flower or an insect, or different types of rocks. Examples from ‘The Gruffalo’ include: ‘stroll’, ‘roasted’, ‘knobbly’, ‘wart’ and ‘feast’. Provide children with a rich language environment by sharing books and activities with them. Encourage children to talk about what is happening and give their own ideas. High-quality picture books are a rich source for learning new vocabulary and more complex forms of language: “Excuse me, I’m very hungry. Do you think I could have tea with you?” Shared book-reading is a powerful way of having extended conversations with children. It helps children to build their vocabulary. Offer children lots of interesting things to investigate, like different living things. This will encourage them to ask questions.
		Children in Reception will be learning to: <b>Learn new vocabulary.</b>	Identify new vocabulary before planning activities, for example, changes in materials: ‘dissolving’, ‘drying’, ‘evaporating’; in music: ‘percussion’, ‘tambourine’. Bring in objects, pictures and photographs to talk about, for example vegetables to taste, smell and feel. Discuss which category the word is in, for example: “A cabbage is a kind of vegetable. It’s a bit like a sprout but much bigger”. Have fun saying the word in an exaggerated manner. Use picture cue cards to talk about an object: “What colour is it? Where would you find it? What shape is it? What does it smell like? What does it look like? What does it feel like? What does it sound like? What does it taste like?”
		<b>Use new vocabulary through the day.</b>	Model words and phrases relevant to the area being taught, deliberately and systematically: “I’m thrilled that everyone’s on time today”, “I can see that you’re delighted with your new trainers”, “Stop shrieking, you’re hurting my ears!”, “What a downpour – I’ve never seen so much rain!”, “It looks as if the sun has caused the puddles to evaporate”, “Have you ever heard such a booming voice?” Use the vocabulary

			repeatedly through the week. Keep a list of previously taught vocabulary and review it in different contexts.
		<b>Engage in non-fiction books</b>	Read aloud books to children that will extend their knowledge of the world and illustrate a current topic. Select books containing photographs and pictures, for example, places in different weather conditions and seasons.
		<b>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</b>	Re-read some books so children learn the language necessary to talk about what is happening in each illustration and relate it to their own lives. Make the books available for children to share at school and at home.
Personal, Social and Emotional Development			
	<b>History</b>	3-4 year old will be learning to: <b>Begin to make sense of their own life-story and family's history.</b>	Spend time with children talking about photos and memories. Encourage children to retell what their parents told them about their life-story and family.
		Children in Reception will be learning to: <b>Talk about members of their immediate family and community.</b>	During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families.
		<b>Name and describe people who are familiar to them.</b>	Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and

		<p><b>Comment on images of familiar situations in the past.</b></p> <p><b>Compare and contrast characters from stories, including figures from the past.</b></p>	<p>teachers. Listen to what children say about their own experiences with people who are familiar to them..</p> <p>Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences.</p> <p>Offer hands-on experiences that deepen children’s understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p> <p>Frequently share texts, images, and tell oral stories that help children begin to develop an understanding of the past and present. Feature fictional and non-fictional characters from a range of cultures and times in storytelling. Listen to what children say about them. Draw out common themes from stories, such as bravery, difficult choices and kindness, and talk about children’s experiences with these themes. In addition to storytelling, introduce characters, including those from the past using songs, poems, puppets, role play and other storytelling methods.</p>
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## HISTORY: YEAR 1

TERM 1: AMAZING ADVENTURES	TERM 2: CASTLES AND KNIGHTS	TERM 3: ANIMAL ANTICS
<p><b>Chronology</b> <b>Chronological order</b> <b>Time line</b> <b>Adventure</b> <b>Adventurers</b> <b>Past</b> <b>Present</b> <b>Within living memory</b> <b>Beyond living memory</b> <b>Before</b> <b>After</b> <b>Then</b> <b>Now</b> <b>Year</b> <b>Date</b> <b>Old</b> <b>New</b> <b>History</b> <b>Historical</b></p>	<p><b>Artefact</b> <b>Medieval</b> <b>Middle Ages</b> <b>Knight</b> <b>King</b> <b>Queen</b> <b>Prince</b> <b>Princess</b> <b>Lord</b> <b>Lady</b> <b>Turrets</b> <b>Moat</b> <b>Battlements</b> <b>Arrow loops</b> <b>Tower</b> <b>Barbican</b> <b>Draw bridge</b> <b>Portcullis</b> <b>Bailey</b> <b>Crenulations</b></p>	

	<p><b>Armour</b> <b>Gauntlets</b> <b>Breast plate</b> <b>Visor</b> <b>Chain mail</b> <b>Before</b> <b>After</b> <b>Then</b> <b>Now</b> <b>Year</b> <b>Date</b> <b>Old</b> <b>New</b> <b>Past</b> <b>Present</b> <b>Before living memory</b> <b>Within living memory</b> <b>History</b> <b>Historical</b></p>	
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**HISTORY: YEAR 2**

<b>TERM 1: SUPERHEROES</b>	<b>TERM 2: TIME TRAVELLERS</b>	<b>TERM 3: BUG BUDDIES</b>
<b>Chronology</b>	<b>Christopher Columbus</b>	<b>Naturalists</b>
<b>Chronological order</b>	<b>Victorian</b>	<b>John Ray</b>
<b>Time line</b>	<b>Tudor</b>	<b>Museum</b>
<b>Prime Minister</b>	<b>Workhouse</b>	<b>Classified</b>
<b>World War 2</b>	<b>Dunces hat</b>	<b>Anniversary</b>
<b>Remembrance Day</b>	<b>Thaumatrope</b>	<b>Conclusions</b>
<b>Crimean War</b>	<b>Slate</b>	<b>Evidence</b>
<b>Civil right activist</b>	<b>Cane</b>	<b>Source</b>
<b>Tarot</b>	<b>Washboard</b>	<b>Vincent Van Gogh</b>
<b>Parliament</b>	<b>Candlestick</b>	<b>Sooner</b>
<b>Artefacts</b>	<b>Iron</b>	<b>Later</b>
<b>Guy Fawkes</b>	<b>Chamber pot</b>	<b>Future</b>
<b>Neil Armstrong</b>	<b>Privy</b>	<b>Beforehand</b>
<b>Winston Churchill</b>	<b>San Salvador</b>	<b>Earlier</b>
<b>Sooner</b>	<b>Trading</b>	<b>Lifetime</b>
<b>Later</b>	<b>Prehistoric</b>	<b>Calendar</b>
<b>Future</b>	<b>Mary Anning</b>	<b>Observations</b>
<b>Beforehand</b>	<b>Queen Victoria</b>	<b>Range</b>
<b>Earlier</b>	<b>Invention</b>	<b>Petals</b>
<b>Lifetime</b>	<b>Titanic</b>	<b>Pollen</b>

**Calendar**  
**Observations**  
**Range**  
**Vocabulary**  
**History**  
**Historical**  
**Before living memory**  
**Within living memory**  
**Enquiry**  
**Research**  
**Sequence**  
**Materials**  
**Photography**  
**photographs**  
**Recognise**

**Questions**

**Ocean**  
**Liner**  
**Iceberg**  
**Lieutenant**  
**Aircraft**  
**Zeplin**  
**Residents**  
**Sooner**  
**Later**  
**Future**  
**Beforehand**  
**Earlier**  
**Lifetime**  
**Calendar**  
**Observations**  
**Range**  
**History**  
**Historical**  
**Before living memory**  
**Within living memory**  
**Enquiry**  
**Research**  
**Questions**

**Vocabulary**  
**History**  
**Historical**  
**Before living memory**  
**Within living memory**  
**Enquiry**  
**Research**  
**Questions**  
**Sequence**  
**Materials**  
**Photography**  
**photographs**  
**Recognise**



**Fossils  
Sequence  
Materials  
Photography  
photographs  
Recognise**

**HISTORY: YEAR 3**

**TERM 1: BUILDERS**

**TERM 2: GLOBE TROTTERS**

**TERM 3: DOWN AT THE BOTTOM  
OF THE GARDEN**

Mesolithic  
Neolithic  
Paleolithic  
Stone Age  
Farming  
Tools  
Housing  
Order  
Place  
Historical period  
History  
Period  
Ancient  
Modern  
previous  
Passing of time  
Time line  
Previous  
Recent  
Century  
Ice age  
Artefact  
Cave paintings

Ancient  
Egyptian  
Period  
Timeline  
Artefact  
Smaller  
Subsidiary  
Pyramids  
Battle  
Upper and Lower Egypt  
Achievements  
Civilisations  
Recent  
Previous  
Modern  
Ancient  
Century  
Battle  
Summarise  
Acknowledge  
Tutankhamun  
Tomb  
Valley of the Kings

**Excavation**  
**Hunter gathers**  
**Murals**  
**Etchings**  
**Starr Carr**  
**Wooly mammoths**  
**rhinoceros**  
**mastodons**  
**era**  
**bears**  
**cave lions**  
**archaeology**  
**hunter gatherer**  
**summarising**  
**knowledge**  
**tools**  
**advancements**  
**locate**  
**compare**  
**predecessors**  
**fossils**  
**sequence**  
**recognise**

**Gold**  
**Death mask**  
**Mummification**  
**Canopic jars**  
**Historical people**  
**Excavations**  
**Discovery**  
**Egypt**  
**Howard carter**  
**Nile**  
**Archaeology**  
**Afterlife**  
**Sphinx**  
**Pharaoh**  
**Temple**  
**Hieroglyphics**  
**Rosetta stone**  
**Scarab beetle**  
**Amulet**  
**Interpretation**  
**Papyrus**  
**Mummy**  
**Embalm**

**dwelling**  
**domestic**  
**shelter**  
**opinions**  
**interpretations**  
**bronze age**  
**British isles**  
**Stonehenge**  
**Scara Brae**  
**Orkney**  
**Crops**  
**Domesticate**  
**Domesticated**  
**Permanent**  
**Flint**  
**Undergrowth**  
**Building boom**  
**Monuments**  
**Meeting places**  
**Burial**  
**Burial site**  
**Ritual**  
**Ceremony**

**Irrigation**  
**Pottery**  
**Clay**  
**Sarcophagus**

**Henge  
Graze  
Herds  
Feasting  
River  
Lake  
Ocean  
Cause  
Effect  
Monuments  
Photographs**

**HISTORY: YEAR 4**

**TERM 1: THE EMPIRE STRIKES  
(BACK)**

**TERM 2: CHOCOLATE**

**TERM 3: UNDER OUR FEET**

**Colosseum**  
**Amphitheatre**  
**Aqueduct**  
**Bath house**  
**Baths**  
**Mosaic**  
**Temple**  
**Culture**  
**Villa**  
**soldier/centurion**  
**toga**  
**stola**  
**shield**  
**sword**  
**sewer**  
**government**  
**pantheon**  
**barbarian**  
**slave**  
**gladiator**  
**empire**  
**emperor**  
**ancient**

**Agriculture**  
**Angles**  
**Archaeology**  
**Artefact**  
**Century**  
**Church**  
**Christianity**  
**Chronicles**  
**Conquest**  
**Conversion**  
**Court**  
**Danelaw**  
**Dark Ages**  
**Invasion**  
**Kingdom**  
**Missionary**  
**Monk**  
**Nation**  
**Pagan**  
**Pillage**  
**Raid**  
**Rebellion**  
**Revolt**

senator  
chariot  
century  
Julius Caesar  
AD  
BC  
CE  
BCE  
Civilisation  
Invasion  
Conquest  
Roman  
Period  
Ancient  
Centurion  
Armour  
Century  
Empire  
Caesar  
Army  
Gods  
Baths  
Gladiators

Runes  
Sagas  
Settlement  
Saxons  
Stereotype  
Treaty  
Sutton Hoo  
Angles  
Jutes  
Saxons  
Settle  
Settlement  
Religion  
Excavated  
Archaeologists  
Artefacts  
Source  
Chronicles  
Alfred the Great

**Slaves**  
**Emperors**  
**Amphitheatre**  
**Invade**  
**Cause**  
**Effect**  
**Augustus**  
**Invade**  
**Invasion**

**HISTORY: YEAR 5**

**TERM 1: AROUND THE CORNER**

**TERM 2: OUT OF THIS WORLD**

**TERM 3: INVADERS**



**Locality**  
**Site**  
**Significant**  
**Enquiry**  
**Proximity**  
**Inference**  
**Evidence**  
**Hypothesise**  
**Fact/opinion**  
**Sources/witness**  
**Reliable**  
**Historian**  
**Validity**  
**Impact**  
**Weaving**  
**Mills**  
**Fabric**  
**Factory**  
**Looms**  
**Textiles**  
**Affluent**  
**Courtauld**  
**Warner**

**Viking**  
**Invader**  
**Settler**  
**Farmer**  
**Trade**  
**Commerce**  
**Longboat**  
**Stereotype**  
**Reputation**  
**Monks / Monastery**  
**Source**  
**Danelaw**  
**Danegeld**  
**Conquer**  
**Ancestor**  
**Saga**  
**Runes**

trade

**HISTORY: YEAR 6**

**TERM 1: TROUBLED TIMES**

**TERM 2: IT'S A WILD WORLD**

**TERM 3: MYTHS & LEGENDS**

**Parliament  
Kingdom  
Empire  
Civilisation  
Version  
Interpretation  
Argument/compare/evaluate/enquiry  
Cause/effect/contrast  
Adolf Hitler  
Air raid  
Alliance  
Allies  
Annex  
Anti-Semitism  
Appeasement  
Armistice  
Army  
Aryan  
Atomic bomb  
Auschwitz  
Axis  
Battle of Britain  
Blackout**

**Archaeology  
Artefact  
City state  
Civilisation  
Conquistador  
Expedition  
Kings  
Mesoamerica  
Nobles  
Pyramid  
Ruins  
Slaves  
Temple  
Sacrifice  
bloodletting**

**Concentration camp**

**D-day**

**Dictator**

**Disarmament**

**Final solution**

**Genocide/Nazi**

**Hiroshima**

**Holocaust**

**Luftwaffe/Jew**

**Prime minister**

**Propaganda**

**Rationing**

**Refugee**

**Scapegoat**

**VE day**

**Evacuation/evacuee**

**Home front/home guard/invasion**

**Surrender**

**Royal Air Force/troops**

