Belton School
Achieving the Best Together

Belton Primary

School

Vocabulary

Progression

History Progression of Vocabulary

This document provides a progression in vocabulary linked to the Connected Curriculum. Teachers will have to refine Tier 2 'Grow' vocabulary to a more limited number of 4/5 words per unit to explicitly teach to pupils. These words need to be taught through strategies that ensure deep processing and multiple exposure to the words if children are to secure them in their long-term memory.

Words in green are ones which appear in the vocabulary documents for both history and geography. Words in red are the Big Ideas of the curriculum, these words cover the key concepts that are revisited throughout as continuous strands, often referred to as substantive concepts. These words need to be explicitly taught and will be revisited multiple times during children's learning experience. This will ensure children have firm foundations on which to progress. Guidance and strategies on instructional activities for the teaching of vocabulary can be found in the Devon Teaching Vocabulary CPD pack.

Second Order Concepts

change	chronology	continuity	empathy
causation (cause &effect)	significance	perspective	sources
similarity & difference			

Substantive Concepts

settlement	society	empire	trade	ruler
afterlife	civilisation	invasion	kingdom	monarchy
industry	democracy	alliance	war	
*The substantive concepts listed here are those taken from the Learning organisers written by David Weatherly so far. These are examples of substantive concepts not a definitive list.				

	Unit of work	Know words (prior taught tier 2) Base on the sequence of units in your curriculum: relevant tier 2 words from previous units or vocabulary teaching	Grow words (tier 2 taught) Red indicates disciplinary thinking skill vocab Green indicates vocabulary also taught in the Geography Curriculum	Show words (tier 3 technical vocabulary)
KS1	Why is the history of my locality so significant?		(significance, source) cause and effect, conflict, select	
	How do our favourite toys and games compare with those of children in the 1960s?		change, continue, past, present, recent, modern, old-fashioned, (compare and contrast, similar, difference), chronological, source, important, (smart toy)	decade, BC and AD, century,
	Why was Charles sent to prison?		(cause), consequence, communication, message, war, enemy, community, understanding, behave/behaviour, code/decode	military, cypher, Western Front, capsule, reconnaissance
	How do we know so much about where Sappho used to live?		evidence (primary, secondary), speculate, wealth/wealthy reliable/trustworthy, witness, reconstruct, unearthed	historian, archaeology/ist, artefact, excavated, volcano, pyroclastic
	Who is the greatest history maker?		event, impact, famous/infamous, significant/significance, justify, perspective, remember, annual, (evidence), fact	commemorate. chieftain, pharaoh, pirate and privateer
	What does it take to be a great explorer?		expedition, determination, explore/explorer/exploration, achieve/achievement, compare and contrast, trade, discover, identify, describe	aviator, New World, continent, voyage

KS2 = Y3/4		Know words (prior taught tier 2)	Grow words (tier 2 taught)	Show words (tier 3 technical vocabulary)
	How did the lives of ancient Britons change during the Stone Age?	change, artefacts, chronological, archaeology, evidence, compare and contrast, significance, reconstruct, fossil	period, History/Pre-History, continuity, settle/settlement, society, lifestyle, permanent, suggest, misconception, nomadic, domestic(ed), subsistence	anachronism, pre-historic, agricultural, hunter-gatherers, Palaeolithic, Neolithic, stone –age,
	Bronze Age – What is the secret of standing stones?	period, continuity, change, community, artefacts, archaeology, purpose, significant, status, trade, reconstruct, settlement	ceremonial, monument, features, advancement, progress, society, craft, manufacture,	smelting, barter, cairns, cists, barrow
	How do artefacts help us understand the lives of people in Iron Age Britain?	pre-history, ceremony, tribe, invasion, belief, evidence, conflict, Celts, smelting, barter, trade	functions, defend/defence, exploit, resistance, mound, remains, surrender, hoard, interpret, conclusion, violence, shield, currency, empathise	round house, fort, votive, earthwork, rampart, palisade, inscription, commodity
	How did the arrival of the Romans change Britain?	artefact, suggest, impact, change, Primary, Secondary, chieftain, conflict	influence, invade, occupy, resources, uprising, history/pre-history, slaves, civilisation (civil), rebel, status, tribe, explain	empire, gladiator, fortifications, Celts, Picts, Barbarians, conquest
	Who were the Anglo-Saxons and how do we know what was important to them?	settlement, excavation, artefacts, primary/secondary evidence, trade, witness(ed), barbarian, emperor,	language, rural, legacy, belief, culture, convert(sion), origin/originate, plunder(ed), , vulnerable, alledge, reason/speculate	Visigoths, Pagan, noblemen, serf, agriculture, Christianity, Pope, monastery, Abbey, village
	What did the Vikings do and how did Alfred help to stop them getting it?	settlers, legacy, culture, tribe, resources, conflict, invasion, pagan, voyage	associate, raid, vessels, myth, legend, folklore, generation, contrast, great, terror, inhabited, desecrate	Viking, longship, monarch, heathens, homeland, Norsemen

KS2 = Y5/6		Know words (prior taught tier 2)	Grow words (tier 2 taught)	Show words (tier 3 technical vocabulary)
	Why did the ancient Maya change the way they lived?	civil/civilisation, judgement, significance, conclusion, purpose, culture, speculate generation, reconstruct, ceremony, cause and effect, agriculture, expedition	contemporary, ritual, state(city), abandon, discover/re-discover, analyse, factors, ancient, enquiry, ancient, circumstance, (over)-population, synthesize, judgement	hieroglyphs, famine, priest, deforestation, drought
	Why was winning the Battle of Britain in 1940 so important?	occupy, invade/invasion, significant(ce), conflict, war, empire, defend/defence, empathy	dominant/dominance, supremacy, territory, launch, government, strategy, allies, tactics, evacuate(ation), evaluate	Parliament, (names of planes), Fuhrer, dictator, Prime Minister, Reich, Blitzkrieg, RADAR
	Why were Richard III's bones buried in a car park? (local history study) Complete based on selected enquiry	Monarchy Catholic, divorce, conflict, memorial, reign, funeral, battle	DNA, scoliosis, Tudor, heir, protestant, throne, medieval, tomb, squire	Scoliosis, halberd, plantagenet, Henry Tudor
	How did a pile of dragon bones help to solve an Ancient Chinese mystery?	noblemen, wealthy, legend, discover, hieroglyphics, emperor, empire, belief, legacy, speculate, reconstruct, artefact, myth, inscription, ceremony	recorded, ancestors, common(ers), fortune, hierarchy, rule/ruler, privilege, represent, interpret, prosperity, wisdom, immortality/mortal	oracle, dynasty, intercede, divining
	The story of Trojan Horse: historical fact, legend or classical myth?	culture, pre-history, myth, legend, dominance, government, surrender, reliable, expedition, speculate, City state, conflict and conquest, ruler, empire, military, war, civilisation, ramparts, archaeology, artefact, perspective, evaluate,	siege, subterfuge, authentic, negotiation, depiction, accurate, envoy, viewpoint, critique, valid(ity)	

		primary/secondary sources evidence		
	Why did Britain once rule the largest empire the world has ever seen?	empire, emperor/empress resources, population, evaluate, war, conflict, factors, slave/slavery, parliament, trade, military, power, empathy, judgement, occupy, invasion	colonies(y), imperialism, peak, independence, exports, moral, racism, democracy, equality, supress, self-determination, sovereignty	Commonwealth