



Belton Primary
School

Vocabulary Progression



Jpdated August 2023

## 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     |          |

<sup>\*</sup>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)  |
|-----|---|--|--|---|
| KSI | How do our favourite toys<br>and games compare with<br>those of children in the<br>1960s? |  | change, continue, past, present, recent, modern, old-<br>fashioned, (compare and contrast, similar,<br>difference), chronological, source, important, (smart<br>toy) | decade, BC and AD, century,   |
|     | Why did Delia buy a new<br>hat?   |  | Cause, significance, primary and secondary resources, recount, first hand  | working class, third class, Wealth,<br>servant, aristocracy, potato famine,<br>passengers, en route, embark |
|     | 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<br>about what happened in the<br>Great Fire of London?             |  | Diary, command, deduce, significance, cause and consequence, spread, debris  | timber framed. Embers, fire service,<br>monarch   |
|     | Why is the history of my locality so significant?   |  | (significance, source) cause and effect, conflict, select, compare and contrast, evidence (primary and secondary)  | Tudors, priory, Victorians, Industrial<br>Revolution  |
|     | What does it take to be a great explorer?   |  | expedition, determination,   | aviator, New World, continent, voyage   |

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

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

| Why did Britain once rule<br>the largest empire the world<br>has ever seen? | empire, military, war, civilisation, ramparts, archaeology, artefact, perspective, evaluate, primary/secondary sources evidence empire, emperor/empress resources, population, evaluate, war, conflict, factors, slave/slavery, parliament, trade, military, power, empathy, judgement, occupy, invasion | colonies(y), imperialism, peak,<br>independence, exports, moral, racism,<br>democracy, equality, supress, self-<br>determination, sovereignty | Commonwealth   |
|---|--|---|--|
| Who was the boy behind the golden mask?                                     | Ancient, archaeology, artefact, expedition, primary/secondary sources, leadership  | Rule/ruler, ancient, religious belief, seize  | Tomb, ritual, pharaos, embalming,<br>mummification, scarab |