

# Whole School History Vocabulary List

## EYFS: Reception

Words in **bold** indicate that they are particularly important for children to develop their understand of the substantive concepts.

### Peek into the Past

A long time ago

after

baby

before

change

child

different

history

I remember

new

now

old

order

past

photography

present

similar

then

toddler

When I was little

### Adventures Through Time

**Courageous**

**Achievement**

dad

Family

fairytale

grandad

Grandma

hoop

Horse drawn cart

**king**

mum

new

old

older

past

**power**

present

**queen**

**royalty**

**rule**

Steam train

# Whole School History Vocabulary List

<u>Year 1</u>	
Words in <b>bold</b> indicate that they are particularly important for children to develop their understand of the substantive concepts.	
<u>Disciplinary Concepts</u>	
<u>Historical Enquiry</u>	<u>Chronological Awareness</u>
Ask	Morning
Investigate	Afternoon
Explain	Evening
Question	Order
Artefacts	Now
Object	Present
Sort	Past
Group	Recent
Compare/Comparison	Timeline
Interview	Lifetime
Photograph	Future
Similar/Similarity	Date
Different/Difference	Before
Change	Today
Same	Tomorrow
Event	Last Week/Month/Year/Day
Remember	Memory
Memory	Within Living Memory
Celebration	Beyond Living Memory
Special	Old
	New
	Sequence
	Modern
	After
	Long ago
<u>Topic Knowledge</u>	
<u>How am I making history?</u>	
Siblings	
Parent	
Grand parent	
Great grandparent	
childhood	
Time capsule	
<u>What were toys like in the past?</u>	
Toy	
Wooden	
Plastic	
Metal	
Mohair	
<u>How have explorers changed the world?</u>	
Explorer	
Exploration	
Achievement	

# Whole School History Vocabulary List

Discovery
Transport
Equipment
Yacht
Voyage
Solo
North Pole
Resilience
Determination
Qualities
Coat of Arms

## Year 2

Words in **bold** indicate that they are particularly important for children to develop their understand of the substantive concepts.

# Whole School History Vocabulary List

<u>Disciplinary Concepts</u>	
<u>Historical Enquiry</u>	<u>Chronological Awareness</u>
Sources	Decade
Primary source	Anglo-Saxon
Evidence	
Contrast	
Historic	
Historically significant	
Eyewitness account	
Eyewitness	
<u>Topic Knowledge</u>	
<u>How was school different in the past?</u>	
School logbook	
Textbook	
Blackboard	
Abacus	
Slate	
Chalk	
Pen and Ink	
Stove	
<u>How did we learn to fly?</u>	
Inventor	
flight	
<u>What is a monarch?</u>	
Monarch	
Power	
Ruler	
Absolute monarchy	
Anointing	
Armed forces	
<u>Attack</u>	
Bailey	
<u>Battle</u>	
Battlements	
Bayeux Tapestry	
Ceremony	
Concentric castle	
<u>Constitutional Monarchy</u>	
Conquer	
Coronation	
Crowning	
Defend	
earl	
Fortified Manor House	
Gatehouse	
<u>Government</u>	
Head of State	
Invalidate	



# Whole School History Vocabulary List

Investing

Keep

## Year 3

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### Disciplinary Concepts

Historical Enquiry

Chronological Awareness

# Whole School History Vocabulary List

Secondary source	AD- Anno Domini
Remains	BC- Before Christ
Certainty	Period
Possibility	Prehistory
Confirm	Prehistoric
Prove	Palaeolithic
Informed guess	Mesolithic
Archaeological evidence	Neolithic
Reconstruction	Stone Age
Continuity	Bronze Age
Historical significance	Iron Age
Criteria	Duration
Interpretation	Old Kingdom
Inference	Middle Kingdom
Observation	New Kingdom
Deduction	Late period
Legacy	Ptolemaic period
	Chronology
<b><u>Topic Knowledge</u></b>	
<b><u>Would you prefer to live in the Stone Age, Bronze Age or Iron Age?</u></b>	
Skara Brae, Orkney Islands	
Hearth	
<b><u>Settlement</u></b>	
Flint	
Roundhouse	
<b><u>Chief</u></b>	
Metalwork- copper, bronze, gold, tin	
Mining	
<b><u>Trade (a job requiring manual skill)</u></b>	
Arrowheads	
<b><u>Import</u></b>	
<b><u>Export</u></b>	
Trade (buying and selling goods/services)	
<b><u>Exchange</u></b>	
<b><u>Goods</u></b>	
Barter	
<b><u>Why did the Romans settle in Britain?</u></b>	
Briton	
Romans	
Celts	
<b><u>Enslaved</u></b>	
Tin	
Togas	
<b><u>Settlers</u></b>	
Picts	
Pilum	
Galea	
Armour	

# Whole School History Vocabulary List

Scutum
Caligae
Gladius
Tunic
Legionary
Legion
Legatus
Cohort
Century
Centurion
Formation
Testudo
Wedge
Tablet
Aqueduct
<b>State</b>
Legal system
<u>What did the Egyptians believe?</u>
<b>Civilisation</b>
Delta
Egypt
Lower Egypt
Upper Egypt
River Nile
Atum
<b>Creation story</b>
Horus
Isis
Nun
Osiris
Ankh
Anubis
Book of the Dead
Hieroglyphs
Papyrus
Weighing of the heart
Skemet
Ra
Casing stones
<b>Pharaoh</b>
Limestone blocks
Pulley
Pyramid
Quarrying
Rampes
Amulet
Canopic Jars
Embalmer
Immortal

# Whole School History Vocabulary List

Linen
Natron
Preserve
Resin
Sarcophagus

## Year 4

Words in **bold** indicate that they are particularly important for children to develop their understand of the substantive concepts.

### Disciplinary Concepts

#### Historical Enquiry

Observation

Inference

Deduction

Life expectancy

#### Chronological Awareness

Tudor period (1485-1603)

Victorian period (1837-1901)

Anglo-Saxons (410-1066)

Vikings (800-1066)



# Whole School History Vocabulary List

Significant	
Propaganda	
Evaluate	
Rank	
Bias	
One-sided	
Balanced	
Viewpoint	
Perspective	
Cause	
Consequence	
Events	
Impact	
Conclusion	
Enquiry	
Supporting evidence	
Credibility	
<b>Topic Knowledge</b>	
<b><u>How have children's lives changed?</u></b>	
Apprentice/apprenticeship	
Master	
<b>Occupation</b>	
<b>Politicians</b>	
<b>Parliament</b>	
<b>Poverty</b>	
Ragged schools	
<b>Life expectancy</b>	
Plague	
<b>Living conditions</b>	
<b>Sanitation</b>	
<b>Working conditions</b>	
Working hours	
Factory owners	
Chaffing wheat	
Oath	
Mine/miner/mining	
trapper	
Bird scarer	
Hurrier	
<b>Servant</b>	
Housemaid	
<b>Wealthy</b>	
Wages	
Textile mill	
<b>Bill</b>	
Pass (pass a bill)	
<b>Reform</b>	
Act	

# Whole School History Vocabulary List

The Factory Act
The Coal Mines Act
The Chimney Sweepers Act
<u>How hard was it to invade and settle in Britain?</u>
Angles
Saxons
Jutes
Picts
<b>Invasion</b>
Britons
Romans
<b>Empire</b>
Longships
Wattle and daub
Wessex
<b>Claimants</b>
<b>Kingdom</b>
Northumbria
Mercia
East Anglia
Kent
Villages
Thatch
Straw
Hut
Cauldron
Battles of Edington
Danelaw
Leadership qualities
Sutton Hoo
Burial Mound
<b>Christianity</b>
<b>Missionaries</b>
<b>Pope</b>
<b>Peasants</b>
<u>Were the Viking raiders, traders or settlers?</u>
<b>Trader</b>
<b>Engineer</b>
<b>Raider</b>
Anglo-Saxon chronicle
Ballast
Hull
Keel
Mast
Longboat
Oars
Rudder
Garnet

# Whole School History Vocabulary List

<i>Hedeby</i>
<i>Torvik</i>
<i>Quernstone</i>
<i>Danelaw</i>
<i>Paganism</i>
<i>Sacred</i>

## Year 5

Words in **bold** indicate that they are particularly important for children to develop their understand of the substantive concepts.

### Disciplinary Concepts

#### Historical Enquiry

Census

Reliable

Audience

Purpose

Accuracy

Creator

#### Chronological Awareness

Minoan Civilisation

Mycenaean Period- The Dark Ages

Archaic Period

Classical Golden Period

Hellenistic Period

# Whole School History Vocabulary List

Representation	
Council Chamber Records	
Official record	
Justify	
Opinion	
Historical investigation	
Link	
Interpretation	
Will	
Inventory	
Value	
Transcribe	
Prediction	
<b>Topic Knowledge</b>	
<b><u>What was life like in Tudor times?</u></b>	
House of Lancaster	
House of York	
Battle of Bosworth	
<b>Tyrant</b>	
<b>Execute</b>	
Tower of London	
<b>Heir</b>	
Royal Progress	
<b>Nobles</b>	
Litter	
Dunghill	
Mace	
<b>Procession</b>	
<b>Trading Laws</b>	
<b>Court</b>	
Town clerk	
Pageant	
Courtiers	
<b>Noblemen</b>	
Valuation	
Parchment	
Quill pen	
Parlour	
Chamber	
Buttery	
<b>Merchant</b>	
Pewter	
<b>Free</b>	
<b>Enslaved</b>	
Tournament	
Shilling	
<b><u>What did the Greeks ever do for us?</u></b>	
Mediterranean Sea	

# Whole School History Vocabulary List

Aegean Sea
Ionian Sea
Mount Olympus
Zeus
Hera
Aphrodite
Poseidon
Demeter
Athena
Apollo
Artemis
Hephaestus
Hermes
Dionysus
<b>Democracy</b>
<b>Oligarchy</b>
Location
City-state
Athens
Sparta
<b>Landlocked</b>
Assembly
Direct democracy
Representative democracy
Philosophy
Formula
Ethics
Logic
Legacy
Impact
<b>How did the Maya Civilisation compare to the Anglo-Saxons?</b>
<b>Abandon</b>
Classic Period
<b>Decline</b>
Deforestation
Drought
Hieroglyphics
Pyramid
Rainforest
Slash and burn
Tropical rainforest



# Whole School History Vocabulary List



<b>Year 6</b>	
Words in <b>bold</b> indicate that they are particularly important for children to develop their understand of the substantive concepts.	
<u>Disciplinary Concepts</u>	
<u>Historical Enquiry</u>	<u>Chronological Awareness</u>
Church records	No new vocabulary
Court records	
Records from places of work	
Factory records	
Enumeration books	
Trustworthy	
Death records	
Reliability	
Criteria	
Significance	

# Whole School History Vocabulary List

<u>Topic Knowledge</u>
<u>What does the census tell us about our local area?</u>
Head of the household
<u>Title</u>
Scholar
Enumerator
<u>Condition</u>
Cotton mill worker
Overlooked
Joiner
Can-hooker
Carding
Piecer
Flax
Yarn
Linen
Nobbins
<u>Severance pay</u>
<u>Compensation</u>
<u>Income</u>
<u>Workhouse</u>
<u>Suffragette</u>
Governess
<u>What was the impact of World War II on the people of Britain?</u>
<u>Appeasement</u>
Treaty of Versailles
<u>Reparations</u>
Allies
Disarm
Debt
Unrest
<u>Prosperity</u>
RAF
<u>Luftwaffe</u>
<u>Sorties</u>
Operation Sealion
Bomb aimer
Scramble
The Blitz
Air Raid Shelter
Blackout
<u>Evacuation</u>
Women's Auxiliary Air Force (WAAF)
Women's Royal Naval Service (WRNS)
Air Transport Auxiliary (ATA)
Auxiliary Territorial Service (ATS)
Special Operations Executive (SEO)
Women's Land Army

# Whole School History Vocabulary List

<i>Women's Liberation Movement</i>
<i>Unheard histories: Who should go on the banknote?</i>
<i>Issuing bank</i>
<i>Remarkable</i>
<i>Remembered</i>
<i>Watermark</i>
<i><u>The Sikh Empire</u></i>
<i>Cultural diversity</i>
<i>Cultural exchange</i>
<i>Global trade</i>
<i>Maharaja Ranjit Singh</i>
<i>Maritime routes</i>
<i>Punjab</i>
<i>Sikh Confederacy (Misl Confederacy)</i>
<i>Sikh Empire</i>
<i>Unification</i>