

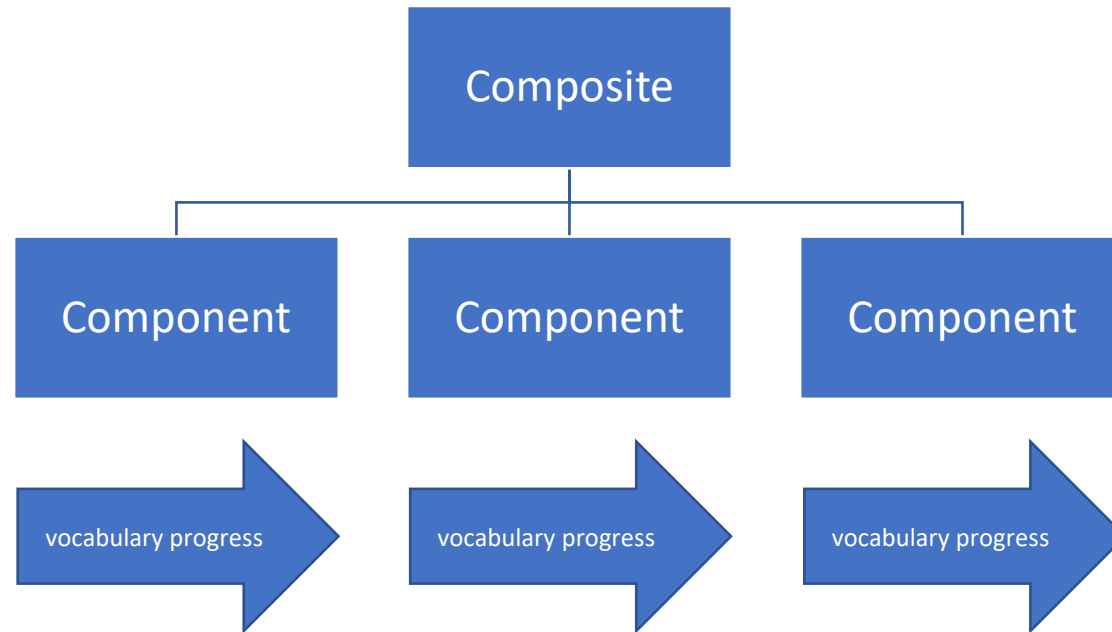


History

VOCABULARY FRAMEWORK FOR KEY STAGE 1 AND 2

The National Curriculum is the top-level 'composite' outcomes but not the curricular components to get there – the intent. Each component has a skill set that shows progress through each key stage.

Subject leaders need to ensure that there is clear progression through each year group towards the national curriculum requirements for their subject.



Which words should we teach?

This document ensures that there is a clear year-on-year acquisition of key vocabulary within each component.


Tier 1

- Everyday words
- Most often found in everyday talk
- eg. the 20 most common words: the, be, to, of, and, a, in, that, have, I it, for, not, on, with, he, as, you, do, at

Tier 2

- General academic and literary words
- Most often found in academic speech and texts
- eg. relative, vary, formulate, accumulate, calibrate, itemise, misfortune, dignified, faltered, precede, periphery

Tier 3

- Subject specific words
 - Most often found in Information texts within a specific subject or field
 - eg. lava, ventricle, timbre, circumference, deciduous
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Based on Isabel L. Beck, Margaret G. McKeown, and Linda Kucan (2013) Bringing Words To Life

| History | | | | | | | | | | | | |
|----------------------------|---|-------------------------------|---|---|--|--|--|--|--|---|------------------------------|--|
| | Year 1 | | Year 2 | | Year 3 | | Year 4 | | Year 5 | | Year 6 | |
| Chronology | after around the time of... before days first/second (etc) last long ago months next now past prehistoric present then | very old when yesterday | at the same time (as) BC/AD before I was born CE/BCE century chronological order earlier era later long after long before period since when grandparents were young years (dating system) | age approximate change chronological dates during event millennium more recently originate process several (years) timeline trace while | abrupt accurate cause consequence continuity decline former latter occasion phase seldom trend uncertain | contemporary context diminish dominate enduring epoch inevitable legacy prior subsequent | cumulative decontextualise simultaneous | | | | | |
| Historical concepts | celebrate famous king queen succession transport | | ally ancestor conquer defeat democracy empire enemy pioneer victory withdraw | ancient civilisation combat exile govern government invade majority navigate reign republic rule voyage | abolish aristocracy crusade culture descendant dictated dynasty heritage monarchy monotheistic polytheistic principal revolution | conservative crime employ influence mass neutrality progressive propaganda punishment suffrage terrain transport weaponry | civic economy hierarchy mono-cultural multi-cultural persecute prejudice revenue succumb | | | | | |
| Historical language | artefact compare comparison curator event fiction museum non-fiction past photograph research sequence source story tradition | | archaeologist connection difference document events excavate people places recording represent similarity strategy technology unearth ways of life | clarify construct epic equivalent folklore historian infer interpret introduce myth legend narrate necessary opinion organise | population primary source rural saga secondary source survive theme theory tribe urban version | alternative ardent assume campaign characteristic contrast conventional critique develop eventful intricate reliability structure summarise transition | trivial typical unique valid | abundant capacity complex crucial exceptional futile generalise hypothesise impact inform obstacle perspective phenomenon pivotal rigorous | sparse surpass sustain unintelligible verify | analyse appropriate attribute authentic bias characterise controversy corroborate demographic discern doctrine epitomise extrapolate paraphrase plausible | robust stance tertiary | |