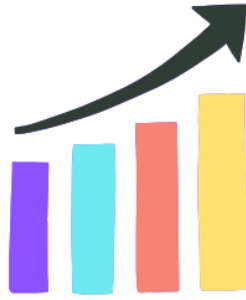


Vocabulary Progression Overview



"What we call 'knowledge' is language, and this fact proves that to understand any subject, we first need to understand its language".

Alex Quigley, *Closing the Vocabulary Gap*

This vocabulary progression is based on the **Three Tiers of Vocabulary Framework** (Beck, McKeown & Omanson, 1987). It focuses on essential **Tier 2** and **Tier 3** vocabulary that underpins key historical understanding and supports pupils in expressing complex ideas across topics.

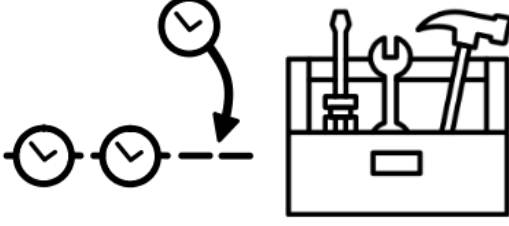
Words are organised under four strands:





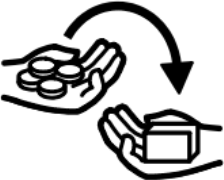
- Chronological Awareness
- Substantive (Abstract) Concepts
- Historical Enquiry
- Disciplinary Concepts


While not exhaustive, this document highlights the most important and transferable vocabulary. **Topic-specific** words are excluded to prioritise language that can be applied across contexts. Some **Tier 1** words (e.g. *power, past*) are included when they carry specific historical meaning.

Vocabulary may be introduced **before** the listed year group for receptive understanding. The progression shows when pupils are expected to **use** the vocabulary expressively. Active use does not imply full mastery, as understanding develops over time. This structure supports teachers in planning, modelling, and assessing vocabulary use consistently across the curriculum.

Overview- Vocabulary progression

Year 1	Year 2	Lower Key Stage 2	Upper Key Stage 2
<p><u>Chronological awareness and Disciplinary concepts</u></p> 			
<p>artefact change clues different future living memory memory past present similar timeline</p>	<p>(beyond) living memory History Lifetime period</p>	<p>AD age ancient archaeology BC cause chronological date claim compare conclusion consequence continuity deduction era evidence historian historically significant impact interpret modern point of view prehistory sequence primary source reconstruction secondary source source</p>	<p>bias Century Decade effect historical enquiry legacy reliable perspective propaganda</p>

	<u>Key stage 1</u>	<u>Lower Key Stage 2</u>	<u>Upper Key stage 2</u>
<u>Substantive (abstract) Concepts</u>			
Power (monarchy, government and Empire) 	king monarchy power queen ruler	emperor empire government kingdom law sovereign	democracy heir legislation parliament politics state suffrage tyrant
Achievements and follies of mankind 	discovery explorer inventor	achievement legacy technology	advancement
Invasion, settlement and migration 		border conquer decline occupation/occupy territory expand invasion settlement	alliance conflict emigration evacuation immigration migration raid refugee
Civilisation (social and cultural) 		apprentice childhood civilisation class condition hygiene leisure master poorer poverty servant wealthier working	citizen cultural exchange culture enslaved enslaver ethics hierarchy noble occupation peasant society
Trade 		barter currency export import trade	exchange goods merchant route tax trade
Beliefs		beliefs ceremony myth religion afterlife	

		<p>convert creation god's/goddesses missionary monastery pope ritual sacred</p>	
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EYFS History-Based Vocabulary Overview

This vocabulary progression supports the development of historical thinking in EYFS by introducing key words that help children make sense of time, change, and the world around them. Words have been carefully selected to link with the *Understanding the World* area of learning, particularly focusing on past and present.

Vocabulary is mostly drawn from **Tier 1 and early Tier 2** words—simple, familiar terms that lay the foundation for future historical concepts. Some words may be introduced through stories, discussions, or routines before children use them independently.

Key vocabulary includes:

- **Time and chronology:** now, then, before, after, today, yesterday, tomorrow, old, new
- **Change and growth:** baby, child, grown-up, change, grow
- **People and roles:** family, teacher, firefighter, king, queen
- **Objects and places:** house, school, castle, toy, museum
- **Concepts:** past, memory, history, different, same

Vocabulary is introduced through meaningful contexts such as family histories, seasonal changes, traditional tales, and celebrations. Teachers model language consistently, allowing children to build understanding before using words expressively.

This progression supports early historical enquiry by helping children describe events, recognise changes, and begin to understand their place in time.