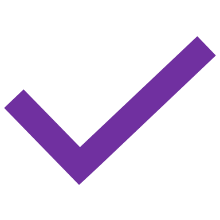


History

VOCABULARY framework FOR KEY STAGe 1 and 2

Which words should we teach?



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  before  days  first/second (etc)  last  long ago  months  next  now  past  present  then | very old  when  yesterday  at the same time (as)  before I was born  chronological order  earlier  later  long after  long before  period  since  when grandparents were young  years (dating system) | age  approximate  accurate  cause  consequence  continuity  decline  former  latter  occasion  phase  uncertain  change  chronological  Dates  BC/AD  during  event  several (years)  timeline  while | | | context  diminish  dominate  enduring  inevitable  legacy  prior  subsequent  decontextualize  simultaneous | | |
| **Historical concepts** | celebrate  famous  Significant  democracy  pioneer  allies  conflict | | ancient  civilisation  invade  reign  rule  voyage  abolish  culture  dictated  dynasty  revolution  conquered  collapse  fortified  chaos  conquest | | | Conservative  govern  government  influence  Weaponry  exhile  economy  hierarchy  mono-cultural  multi-cultural  persecute  prejudice  succumb  civilisation  government  influential  prosperous | | |
| **Historical language** | artefact  compare  comparison  event  past  photograph  research  sequence  source  census  archaeologist  difference  document  events  excavate  people  places  recording  represent  similarity  strategy  technology  unearth  eyewitness | | clarify  construct  historian  infer  interpret  introduce  opinion  Organise  primary source  rural  secondary source  survive  theory  version | alternative  contrast  conventional  critique  develop  eventful  intricate  reliability  structure  summarise  transition  preservation | typical  unique  valid | abundant  capacity  complex  crucial  exceptional  futile  generalise  hypothesise  impact  inform  perspective  pivotal  rigorous | analyse  appropriate  attribute  authentic  bias  characterise  corroborate  discern  paraphrase  Plausible  robust  stance |  |