



# HISTORY

## CORE VOCABULARY (Jan'23)- draft 4

Key Stage 1	
Changes within living memory	
Events beyond living memory	
Significant individuals	
Significant events	

Key Stage 2	Br theme beyond 1066
Changes in Br. SA-IA	Achv of Early Civ
Roman Empire	Ancient Greece
Anglo-Saxons and Scots	Con-trasting non-
Viking and Anglo-Saxon	Local History

### Key Stage 1: Year 1/2 (Cycle A)

**Topic:** How have homes changed over time?

year modern century memory era  
Invention technology transport communication

**Topic:** Once Upon a Time

monarch, reign, throne, empire, plot, protestant, catholic, traitor, Parliament, chronology

**Topic:** Frozen

explorers, adventure, encounter, survive famous, decade, year, century  
Ernest Shackleton

**Topic:** Nature Detectives

timeline, birth, death, documentary, knighthood, similar, different  
David Attenborough

**Topic:** I do like to be beside the seaside!

era, Victorian, seaside resort, lifeboat, change, cause  
Henry Blogg

### Key Stage 1: Year 1/2 (Cycle B)

**Topic:** Superheroes!

family tree, parents, family, sibling, grand parents, great grand parents, generation, change, cause, decade, century, ancestors

**Topic:** Space

astronauts, Space Race, 'Man on the Moon', consequence, competition, global, modern, scientific, significant  
Tim Peake, Neil Armstrong

**Topic:** Fighting Fit

military, conditions, arrest, war, conflict, medical, enemy, border, similar, different, change  
Edith Cavell Florence Nightingale

**Topic:** Blue Planet

pioneer, survive, danger, modern, century, global, evidence, passenger, lifeboats, class, drowned, rescue  
The Titanic

### Lower Key Stage 2: Year 3/4 (Cycle A)

**Topic:** Stone Age Bone Age

AD agriculture BC chronology flint forage hunter-gatherer Mesolithic Neolithic Nomadic Palaeolithic Pre-historic Settlement tribe culture community artefact cause, consequence archaeologist, evidence, similar, different

**Topic:** Norwich Through The Ages

Acts laws government working or living conditions, era heir revolution industry Invention Monarch poverty reformer reign sovereign cause consequence evidence, gradual, change

### Lower Key Stage 2: Year 3/4 (Cycle B)

**Topic:** Ancient Egypt

afterlife Canopic jar organs cartouche pharaoh dynasty hieroglyphics mummification afterlife, papyrus Pharaoh – pyramid Sarcophagus Tomb archaeologist, myth, legend, sacrifice artefact cause, consequence, evidence, century, ancient BCE, BC, AD

**Topic:** The Power of Monarchs: Henry VIII

Catholic Christianity Rome. Divorced Dynasty Heir Monarch Pope Protestant - Protestant Reformation reign treason – betrayal, republic, reliable, bias, century, evidence, cause, consequence

**Topic:** The Power of Monarchs: Victoria

acts empire era heir revolution Industry invention monarch poverty – reformer reign sovereign workhouse cause consequence decade, evolution, rural, change

### Upper Key Stage 2: Year 5/6 (Cycle A)

**Topic:** Let There Be Dragons!

Anglo-Saxons/Scots/Picts: Kingdom, pagan, Christianity, conquest, settlers, agriculture, primary evidence, secondary, invaders, immigrants

The Vikings: century, society, exile, invade, kingdom, reign, hierarchy, pillage, raid, armour

**Topic:** Maya

civilisation, drought, ritual, ancient, scribes, society, temples, ceramic, monument, sacrifice cause, consequence, reliability, bias, effect, ancient, interpretation

**Topic:** The Romans

empire, invention, emperor, mosaic, legion, artefact, remains, legacy, soldier, barbarian, conversion, republic artefact cause, consequence bias decline, significance

### Year 5/6 (Cycle B)

**Topic:** Technological World

Century, chronology, impact, significance, technology, advances, evolution, change, continuity, cause, consequence, leisure, propaganda

**Topic:** The Classics (All Things Greek)

ancient, civilisation, city states, empire, legacy, democracy, primary evidence, secondary, suffrage archaeologist excavate, cause, consequence, evidence, interpretation

### We believe these skills are important for life because:

- ◆ We want children to have developed an informed sense of the time and place of their lives, and an appreciation of the story and position of their country within a changing world. We want them to have empathy and respect for others from all backgrounds.
- ◆ We want children to have begun to grow to be curious citizens who can ask informed critical questions about the society in which they live and navigate a safe path through the 'jungle' of (mis)information available to them through the multiplicity of sources in the modern world.