



Monkston Primary School

History Vocabulary Spine



Children with a rich, varied vocabulary succeed in their education and beyond; therefore, developing learners with excellent language skills is the cornerstone to our curriculum. We recognise that children's vocabulary requires context, so our vocabulary spine is closely aligned with our curriculum and is composed mainly of tier 2 and tier 3 vocabulary as outlined by their definitions below. Tier 1 vocabulary is developed through everyday talk and conversation, as well as in the pupils' home life. The table explains in which year group the word or terminology is introduced, but in most cases, the vocabulary will be revisited regularly as pupils move through the school. The list is by no means exhaustive; pupils will encounter many more tier 2 and tier 3 vocabulary in their lessons, but these are the words that we expect children to know by the time they leave Monkston.

- **Tier 1 Vocabulary** consists of high frequency words, most commonly used in spoken language, which do not typically have multiple meanings. These can be basic nouns such as 'house', 'dog', and 'phone', which learners come across in normal everyday conversation. In most cases, learners will have already acquired this basic level of language prior to starting school and they can continue to develop their tier 1 vocabulary on a day-to-day basis when communicating with their peers and teachers, in tandem with their formal learning.
- **Tier 2 vocabulary** is also high in frequency but is predominantly used in written language. Examples include words such as, 'analyse', 'context' and 'sufficient'. More complex, nuanced and academic in nature, Tier 2 vocabulary is not subject specific; it can have multiple meanings and requires a much higher degree of literacy for learners to comprehend.
- **Tier 3 vocabulary** is low frequency, subject-specific language that is used only in reference to particular concepts, topics and processes. Tier 3 language requires learners to possess a certain level of subject knowledge in order to understand the specific terminology in question: for example, 'hypotenuse', 'tectonic' or 'photosynthesis'. It is the language used by subject specialists when discussing their field, such as historians, artists, scientists, and engineers, and it is the specific vocabulary used in the classroom to teach these subjects.

Key Stage 1

Year 1	Autumn	Spring	Summer
	<p style="text-align: center;">Discovering History</p> <p style="text-align: center;">archaeologist artefact history historian pre-history</p>	<p style="text-align: center;">Kings, Queens and Leaders</p> <p style="text-align: center;">baron civil war coronation the Magna Carta Majesty reign royalty sceptre throne</p>	<p style="text-align: center;">Parliament and Prime Minister</p> <p style="text-align: center;">Bill of Rights budget election government parliament political party Prime Minister services vote</p>
Year 2	Autumn	Spring	Summer
	<p style="text-align: center;">The Romans in Britain</p> <p style="text-align: center;">aqueduct cavalry centurion defeat emperor empire invasion legion rebellion</p>	<p style="text-align: center;">The Tudors</p> <p style="text-align: center;">Catholic Dissolution of the Monasteries The English Reformation execute heir peasant protestant</p>	<p style="text-align: center;">Powerful Voices</p> <p style="text-align: center;">activist boycott campaign civil rights climate change empire protest</p>

Lower Key Stage 2

Year 3	Autumn		Spring		Summer	
	Stone Age to the Iron Age archaeologist artefacts druid henge hill fort hunter-gatherer long barrow nomad prehistory quern stone wattle and daub	Ancient Egypt Black Land hieroglyphics irrigation mummification Pharaohs pyramid River Nile	The Anglo-Saxons Anglo-Saxon danegeld Danelaw invasion kingdom migration Pagan Picts raid Scots settlement trade Viking		Law and Power baron burgh the Crusades Holy Land jury knight Magna Carta parliament Rule of Law trial by ordeal tyrant	Wars of the Roses civil war House of Lancaster House of York Plantagenet Wars of the Roses
Year 4	Autumn		Spring		Summer	
	Ancient Greece Athenian democracy legacy Olympics Persia Spartan		Life in Ancient Rome aqueduct forum gladiator Latin Mediterranean patricians plebians Pompeii Roman Empire republic slaves	The Rise and Fall of the Roman Empire assassinate barbarian Pax Romana persecution Punic Wars sack	The Stuarts bubonic plague Catholic commonwealth divine right of kings the Gunpowder Plot Parliamentary plot Protestant the Restoration Royalist treason Union of the Crowns	

Upper Key Stage 2

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Baghdad 900CE City of Peace civilisation House of Wisdom Mongols scholarship	The Early British Empire colony empire enslaved person imperial merchant trade	The French Revolution absolute monarchy allied the Bastille Battle of Trafalgar Battle of Waterloo clergy debt exile nobles republic revolution	The Transatlantic Slave Trade abolitionists Atlantic passage enslaved Africans plantation Transatlantic slave trade	The Industrial Revolution cottage industry cotton spinning machinery factory Industrial Revolution locomotive mass production	The Victorian Age cholera The Great Exhibition Industrial Revolution slum urbanisation Victorian Age workhouse
Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	World War I alliance armistice chemical warfare conscription home front imperialism mechanised warfare no-man's-land trench warfare	The Suffragettes anti-suffragism campaign democracy electorate hunger strike petition suffrage suffragette suffragist	The Rise and Fall of Hitler armistice Aryan race assassinate blitzkrieg coalition concentration camp nationalism refugee Treaty of Versailles	World War II the Blitz encryption Enigma machine evacuation genocide the Holocaust Operation Sealion propaganda	The Cold War capitalism communism containment cosmonaut mutually assured destruction (MAD) proxy war	The History of Human Rights convention discrimination equality ethnicity feminism human rights race treaty