



# History glossary

Key term	Definition
<b>Annotated timeline</b>	A timeline with annotation to depict the chronology, such as dates.
<b>Cause and effect</b>	Why things happened in history, why people did what they did and what the results were.
<b>Change and development</b>	Recognising similarities, differences, changes and developments.
<b>Comment</b>	Some analysis that demonstrates knowledge or historical understanding rather than just paraphrasing what the children have in front of them.
<b>Complex sources</b>	A range of sources that include more than short extracts, enabling children to search for relevant evidence.
<b>Constructing the past</b>	Building up a greater knowledge of events, themes, periods, societies, individuals and situations.
<b>Context</b>	The wider historical picture or background, such as the national dimension to a local event.
<b>Dimensions</b>	Aspects of a theme, development, society or event, such as political, social, economic or cultural.
<b>Events</b>	Largely specific occurrences, such as wars, plagues.
<b>Family history</b>	Specifically own family, but could be others'.
<b>Global history</b>	International – beyond the British Isles.
<b>Historical enquiries</b>	Usually an open-ended investigation involving more than one source.
<b>Independently</b>	Pupils showing initiative and confidence to work with minimal or no guidance on the specific task.
<b>Key vocabulary</b>	The <i>Voyager</i> units each contain a list of key vocabulary, but different subject-specific terminology could be used.
<b>Local history</b>	The history of an area or region.
<b>National history</b>	The history of what constitutes the United Kingdom.
<b>Overview</b>	Portraying the general features that provide a broad grasp of the key historical issues of the theme, topic or unit but without the details.
<b>Planning and carrying out a historical enquiry</b>	The various activities involved in answering historical questions and carrying out an enquiry, including devising questions; locating and selecting different sources of evidence; using this evidence effectively to produce clear and effective responses in a variety of appropriate formats; using relevant terms and vocabulary; and the ability to judge the work and suggest ways in which it might be developed or improved. The progression statements look at some aspects separately as well as a complete activity.
<b>Sequencing the past</b>	Recognising the chronological order of history and the links between historical periods to gain a sense of time and a map of the past.
<b>Significance and interpretations</b>	What was seen as important at the time and later, and how it is possible to view history from different perspectives.
<b>Situations</b>	A description of a static state of affairs, such as a geographical description of Egypt.
<b>Substantiated</b>	An opinion or judgement backed up with a piece of historical content or a source reference.
<b>Themes</b>	A study of a specific aspect over a period of time, such as leisure, education, medicine.
<b>Time periods</b>	Usually an extended period of time or era that can require collating information across more than one topic.
<b>Typical</b>	Recognising whether something was commonplace or followed the usual pattern.
<b>Using sources as evidence</b>	Using and evaluating sources when answering a historical question or carrying out an investigation.
<b>Valid historical questions</b>	Those that are worthwhile in eliciting historical knowledge and understanding rather than more generic information such as general comprehension, numeracy and observation.