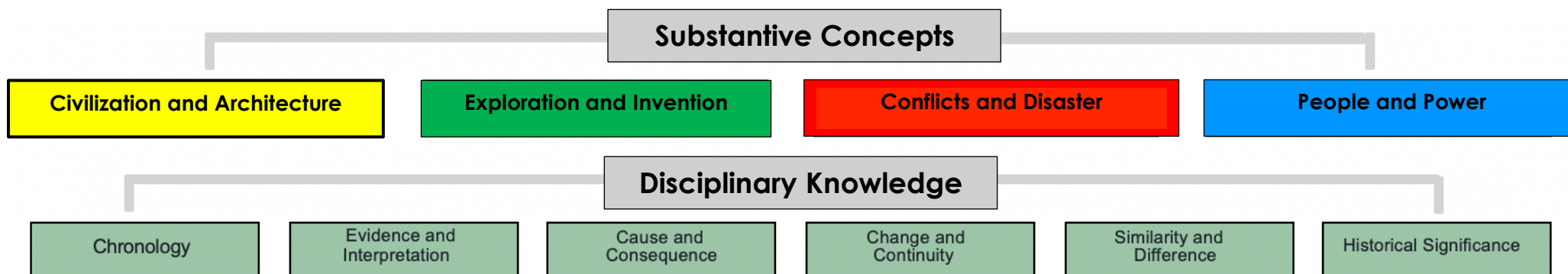








## History Skills Progression









### Substantive Concepts







The Substantive Concepts are the subject knowledge and explicit vocabulary used about the past. The 6 Substantive Concepts below are the suggested vehicle to connect the substantive knowledge.

	<p>Primary and secondary sources help us understand what happened in the past. Pupils will learn how historians have use a range of resources to investigate specific questions about the past. They will look at artefacts (tools, ornaments, toys, coins, diaries, historical accounts, pictures, newspapers) and consider how historians use sources to interpret the past.</p>		<p>Throughout history, major changes have occurred as a result of significant events including war, invasion or disasters. Pupils will look at the reasons why these happened and the impact they had. They will learn about conquest, invasion, defence, the military, war as well as disasters such as fire and plague.</p>
	<p>Pupils will develop an understanding of the chronology of British, local and world history. They will explore dates, timelines, key events and significant people. They will learn about the impact of these events and people.</p>		<p>Pupils will learn how people explored and invented through history and the impact of this. They will look at key discoveries, transport, trade routes, tools and technology and how these changed over time.</p>
	<p>Pupils will learn about and make comparisons between different civilisations and societies throughout history. They will learn key aspects such as architecture, art, homes, religion, settlement, games and sports.</p>		<p>Pupils will learn about and make comparisons between different civilisations, exploring the life of the rich and rulers compared to other member of society. They will understand how significant people who changed the world. They will look at countries, democracy, empires, government, law, monarchy and rulers, rich and poor, and slavery from key historical periods being studied.</p>

## History Skills Progression

Substantive Concepts		Historical enquiry	Chronology	Civilisation and Architecture	Conflict, invasion and Disaster	Exploration and Invention	People and Power	Type of History
								
<b>Cycle 1</b>								
Pippin	Homes old and new	✓	✓	✓				2, 11
	Mary Jones and the Bible	✓					✓	2, 3, 9
	Kings and Queens; Victoria's Oak	✓	✓				✓	2, 11
	Transport past and present	✓	✓					8
Cherry	The Victorians	✓	✓	✓		✓	✓	2, 7, 8, 9, 11
	Castles and Kingdoms	✓	✓	✓	✓	✓	✓	1, 2, 4, 5, 8
	Let's Go Down Under	✓	✓	✓			✓	2, 3, 10
Willow	Stone Age to Iron Age	✓	✓	✓		✓		
	The Romans	✓	✓	✓	✓	✓	✓	
Oak	Ancient Egypt	✓	✓	✓		✓	✓	1, 2, 3, 4
	The Trans-Atlantic Slave Trade	✓	✓	✓	✓		✓	2, 3, 4, 10
	Potions and plagues	✓	✓			✓	✓	2, 6, 8

## History Skills Progression

Substantive Concepts		Historical enquiry 	Chronology 	Civilisation and Architecture 	Conflict, invasion and Disaster 	Exploration and Invention 	People and Power 	Type of History
<b>Cycle 2</b>								
Pippin	On the Farm	✓	✓	✓		✓		2, 11
	Pirates and Sailing Ships	✓	✓		✓		✓	2, 9
Cherry	The Great Fire of London	✓	✓	✓	✓		✓	1, 2, 7
	The Gunpowder Plot	✓	✓		✓			1, 2, 9
	Local History of our school	✓	✓	✓			✓	2, 11
	Exploration	✓	✓	✓				2, 6, 10
	Florence Nightingale	✓	✓		✓	✓	✓	1, 2, 8, 9
	Charles Darwin	✓	✓	✓		✓		3, 9
Willow	The Vikings	✓	✓	✓	✓	✓	✓	2, 5
	The Anglo-Saxons	✓	✓	✓	✓	✓	✓	2, 5
	Great Britain	✓	✓				✓	1, 11
Oak	The Titanic	✓	✓		✓			2, 3, 8
	The Space Race	✓	✓			✓	✓	1, 2, 8
	WWII	✓	✓		✓		✓	1, 4, 5, 9, 10, 11
	Pompeii	✓	✓	✓	✓			2, 3

### **Types of History**

1. **Political History** – examines the actions, policies and events related to governments, leaders and political institutions.
2. **Social History** – focuses on the lives of ordinary people, social structures, customs and everyday life.
3. **Cultural History** – explores the development of cultural practices, beliefs, art, literature and intellectual achievements.
4. **Economic History** – studies the economic systems, trade, industries and financial aspects of societies.
5. **Military History** – analyses war, battles, military strategies and the impact of armed conflicts on societies.
6. **Intellectual History** – explores the evolution of ideas, philosophies and intellectual movements over time.
7. **Environmental History** – investigates the interactions between human societies and their environments, including ecological changes.
8. **Technological History** – examines the development of technology, inventions and their influence on societies.
9. **Gender History** – focuses on the roles, experiences and contributions of men and women in history.
10. **World History** – studies events and developments on a global scale, considering interactions between different cultures and regions.
11. **Local History** – explores the history of a specific locality or community, often emphasizing regional details.

## Planning Overview

Cycle 1	EYFS	Y1/Y2	Y3/4	Y5/6
Autumn	Homes Old and New	The Victorians	Savage Stone Age Metal Madness	Oh Mummy!
Topic	Comparison of homes from the past to now	Victorian schools and Victorian Christmas	Stone Age to Iron Age	Ancient Egypt
Key Question	What was life like in the past?	What was life like for children in Victorian Britain?	How did tools and technologies evolve from Stone Age to Iron Age?	What achievements of Ancient Egypt are still important today?
Key Learning	How homes have changed over time, and what materials are used.	Life for Victorian children, how schools have changed, the traditions of a Victorian Christmas	Stone Age and Iron Age societies, exploring daily life, tools, and cultural advancements. Understand their impact on history and development.	Key dates, social structure, pharaohs, pyramids and achievements of Ancient Egypt
Spring	Mary Jones and the Bibles	Castles and Kingdoms		The Trans-Atlantic Slave Trade
Topic	Mary Jones and the Bibles	English kings and queens, castles		The Trans-Atlantic Slave Trade
Timeline	British History	British History		World History
Key Question	Who were the Kings and Queens of England?	How were castles built and how did the protect the royal family?		How did the transatlantic slave trade impact societies and cultures?
Key Learning	Recognise Mary Jones, the value of Bibles, historical impact, basic inquiry, storytelling, and communication skills.	Kings and Queens of England, castles in the UK, how they change throughout history, architecture and their enduring legacy		Historical context, causes, and consequences; Its impact on Africa, the Americas, and global perspectives.
Summer	Kings and Queens; Queen Victoria's Oak Transport Past and Present	Let's Go Down Under	Radical Romans	Potions and Plagues
Topic	A Special Oak; Queen Victoria's tree Transport	Exploration and Discovery	The Romans	Medicine and Disease/The Plague
Key Question	Who were the Kings and Queens of England? How do different vehicles move and help us in transportation?	How did Captain Cook's arrival affect the lives of Aboriginal people?	Why did the Romans settle in Britain?	How did potions influence plague remedies in historical contexts?
Key Learning	Understanding the various modes of transport and their functions in daily life, how vehicles move, their purposes, and the importance of transportation in connecting people and goods.	Exploring Captain Cook's voyages, Aboriginal perspectives and historical encounters	Roman civilization, daily life, and their influence on Britain. Understand Roman achievements, governance, and cultural contributions.	Medicine and disease throughout history and the importance of hygiene

## History Skills Progression

<b>Cycle 2</b>	<b>EYFS/Y1</b>	<b>Y2</b>	<b>Y3/4</b>	<b>Y5/6</b>
<b>Autumn</b>	<b>On The Farm</b>	<b>London's Burning!</b>	<b>Vicious Vikings</b>	<b>Tragedy at Sea/ The Space Race</b>
<b>Topic</b>	Old farming methods; horses, carts and windmills	The Great Fire of London The Gunpowder Plot	The Vikings	The Titanic Space exploration
<b>Key Question</b>	What tools and methods did people use for farming in the past?	Why did the Great Fire of London spread so quickly? Why did people plan to blow up the Houses of Parliament?	Were the Vikings traders, invaders or settlers?	Why were so many lives lost on the "unsinkable" ship?
<b>Key Learning</b>	How people farmed in the past and what tools were used	Investigate events using sources, the fire's impact on Londoners, changes made for safety after event. The historical context, motives, and consequences of the Gunpowder Plot, fostering an awareness of historical events and their significance.	Viking history, culture, and impact on Britain. Explore Viking raids, trade, and daily life.	Chronological events of the sinking of The Titanic, social difference, sources of evidence, how it impacted history. Key events in The Space Race, achievements, and contributions in space exploration.
<b>Spring</b>	<b>Mary Jones and the Bibles</b>	<b>First Stop Pencombe/ Adventure Awaits</b>	<b>Incredible India</b>	<b>Battles, Blackouts and Bravery</b>
<b>Topic</b>	Mary Jones and the Bibles	Local history of our school Exploration		World War II
<b>Timeline</b>	British History	Local History/World History		British History
<b>Key Question</b>	Who were the Kings and Queens of England?	What interesting stories and events are part of our school's history? How did famous explorers impact our world?		What was it like to be a child in WW2?
<b>Key Learning</b>	Recognise Mary Jones, the value of Bibles, historical impact, basic inquiry, storytelling, and communication skills.	Uncover local school history; founders, milestones, changes, achievements, community impact, traditions and the people who shaped its story. Explore historical exploration, key figures, and discoveries.		Timeline of events, evacuation, rationing, The Blitz, the role of women, impact on the world.
<b>Summer</b>	<b>Queen Victoria's Oak Pirate and Sailing Ships</b>	<b>The Lady and the Lamp Galapagos</b>	<b>Great Britain</b>	<b>Rumble in the Jungle</b>
<b>Topic</b>	A Special Oak; Queen Victoria's tree Pirates and sailing ships	Florence Nightingale Charles Darwin and the Beagle		
<b>Key Question</b>	Who were the Kings and Queens of England? What do we know about pirates and their adventurous sailing journeys?	What difference did Florence Nightingale make? How did Charles Darwin's discoveries change our understanding of living things?	How has Great Britain's history shaped its culture and identity?	
<b>Key Learning</b>	Understanding the various modes of transport and their functions in daily life, how vehicles move, their purposes, and the importance of transportation in connecting people and goods.	Her life, contributions to nursing, and improvements in healthcare. Explore Charles Darwin's life, theory of evolution, and natural selection.	Understand key events, landmarks, and contributions to global history	

### End points

### **By the end of EYFS, children will:**

Know the meaning of new and old. They will begin to compare past and present events in their own lives, those of their families and other people they know. They will also be able to sequence events using language relating to time.

### **By the end of KS1:**

Previous learning will be built upon further as children develop an awareness of the past and know where the people and events they study fit within a chronological framework. They will be able to make comparisons by identifying similarities and differences between life in different historical periods and recall some significant people from events beyond living memory.

### **By the end of KS2:**

Our children will have developed a chronologically secure knowledge and understanding of British, local and world history, noting connections, contrasts and trends over time. They will be able to use the appropriate historical vocabulary to describe change, cause, similarity and difference when discussing significant historical periods, events or people and construct informed responses that involve thoughtful selection and organisation of historical information.

### **Key Vocabulary**

<b>Substantive Concept</b>	<b>KS1 Progressive Vocabulary</b>	<b>LKS2 Progressive Vocabulary</b>	<b>UKS2 Progressive Vocabulary</b>
Monarchy	King, Queen, Kingdom, Prince, Princess	reign, succession, emperor, pharaoh	Queen regnant, coronation, absolute monarchy, sovereign
Invasion/Power	war, attack, battle, army	conflict, combat, barbarian, voyage	military, troops, allies, artillery
Culture/Civilisation	faith, belief, church, God	protestant, catholic, reform, myths	culture, civilization, sacrifice
Identity/Diversity	name, individual, similarities, differences	unique, equal, respectful, community	equality, inequality, equal rights, cultural diversity
Law	rules, police, choice, consequence	legal, illegal, court, law enforcement	legislation, constitution, decree, bill
Trade	swap, deal, buy, sell	business, fair trade, investment, goods	import, export, economic, economy
Settlement/Community	town, village, city, home	settlers, communities, tribes, clans	colony, exploration, civilization, ancient
Government	Prime, minister, country, rules, vote	parliament, power, politics, democracy	Legislation, governance, revolution, organisation

## Disciplinary Knowledge – Thinking Like a Historian

### Historical Enquiry

Structured and relevant enquiry that sets pupils on a historical quest. Each knowledge note has a learning question that gives the pupils the opportunity to attempt to apply their understanding of the substantive knowledge (what they KNOW) in a disciplinary way (what they DO). These cumulate towards a more expert understanding of the big idea.

Chronology	Evidence and Interpretation	Cause and Consequence	Change and Continuity	Similarity and Difference	Historical Significance
<p><i>The science of time</i></p> <p>How events and significant people are placed in time.</p> <p>Chronological order means to place people or events in a sequence which represents the passing of time.</p> <p>Use time related words, such as before, during and after.</p> <p>BC – before the birth of Christ also known as BCE – before the common era.</p> <p>AD – Anno Domini (the number of years after the death of Christ) also known as CE – common era.</p> <p>There is no 0, only 1BC and AD 1.</p>	<p><i>How we know about the past</i></p> <p>A source presents a viewpoint, position or bias from the time it was created.</p> <p>Exploring a source tells pupils more about the attitudes, beliefs and culture of that time.</p> <p><i>Primary sources</i></p> <p>Original documents, images or artefacts that provide a first-hand testimony to help inform the related study.</p> <p><i>Secondary sources</i></p> <p>Books and articles about a study that may have not been created at the time.</p>	<p><i>The reason and result of the things that happened in history</i></p> <p>Causation is about why events occurred and situations happened.</p> <p>How ideas connect and interrelate.</p> <p>Grouping causes into categories such as personal belief, military action, economic drivers or deliberate acts.</p> <p>Causation is best used to think historically when the narrative of the study is secure and the big ideas are coherent, such as significant people, places, events and time.</p> <p>Consequence is the result of the cause.</p>	<p><i>How key people, places and events changed or stayed the same over time</i></p> <p>How much really changed over and across time?</p> <p>What kind of change was occurring? Was it social, military, economic?</p> <p>Pace and process: how quickly did things change?</p> <p>Continuity is a connected series (<i>Latin: continuitatem</i>)</p> <p>What remained the same?</p> <p>What factors were the same? Trade? Ideas of race?</p>	<p><i>Similarity</i></p> <p>Compare similarities at the same time – what stayed the same and why?</p> <p><i>E.g. you could compare Athens and Sparta at the same time.</i></p> <p><i>Difference</i></p> <p>Compare difference at the same time – what was different between people and places – why was that?</p> <p><i>E.g. you could examine the beliefs of Nazi Germany and the allies.</i></p>	<p><i>Why people, events and ideas are important in our learning</i></p> <p>The choice to learn about certain people and events because of their importance over time and to tell a historical narrative.</p> <p>Why have they been chosen?</p> <p>What is significantly good or bad about these people and events?</p> <p>Why have certain events not been told?</p> <p>Why are they now emerging?</p> <p><i>E.g. the Windrush generation.</i></p>

## History Skills Progression

### Disciplinary Knowledge – Thinking Like a Historian

Concept	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Constructing the past	I can identify that things from the past might be different from today – technology, cars, houses etc.	<p>I can identify that events have happened in the past and significant people from the past have helped shape the present.</p> <p>I can identify that there are some themes that link history together – locality, transport etc.</p>	<p>I can identify that significant events and individuals from the past have helped shaped the present; locally, nationally and internationally.</p> <p>I can identify that the past is remembered or 'constructed' in different ways across the world.</p> <p>I can identify that the past can be commemorated each year at specific times.</p>	<p>I can build a coherent knowledge of British history from the Iron Age to Roman Britain by comparison on:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• food,</li> <li>• entertainment,</li> <li>• beliefs</li> </ul>		<p>I can build an understanding of Ancient Egypt through to WWII and the impact on today's world by comparison of:</p> <ul style="list-style-type: none"> <li>• achievements,</li> <li>• housing,</li> <li>• society,</li> <li>• education</li> <li>• entertainment</li> <li>• beliefs</li> </ul> <p>and understand the reasoning for similarities/differences between each civilisation/period of history.</p>	
Chronology	<p>I can use simple language relating to time.</p> <p>I can put events in order.</p>	<p>I can use words and phrases like: before, after, past, present, then and now.</p> <p>I can sequence events from within living memory on a timeline.</p>	<p>I can order events on a timeline from beyond my lifetime.</p> <p>I can sequence events that occurred during a historical period.</p>	<p>I can understand the difference between BC, AD, BCE and CE.</p> <p>I can place dates and events on a timeline for a historical period.</p>		<p>I can place key events from a period of history on a timeline in relations to one other period of history.</p> <p>I can use more accurate dates when describing and sequencing events.</p>	<p>I understand the chronology of key events in periods I am studying and how this time relates to other key periods in history.</p> <p>I can summarise and evaluate events on a timeline in relation to substantive concepts or themes (invaders, war, industry and technology etc)</p>

## History Skills Progression

Evidence and Interpretation	<p>I can find out about things that happened in my life by asking questions and looking at pictures.</p>	<p>I can look at simple artefacts and pictures to ask questions about the past.</p> <p>I can start to compare two versions of a past event.</p> <p>I can explain that there are different types of sources that can be used to help represent the past.</p>	<p>I can explore a range of sources of evidence and differentiate between fact and opinion.</p> <p>I can present the information I have learnt in a variety of ways.</p> <p>I can use research skills to find out answers to specific historical questions about our locality.</p> <p>I know the difference between primary and secondary sources of evidence.</p> <p>I can explain how historical artefacts can be used to help build up a picture of the past.</p>	<p>I can evaluate the usefulness of primary and secondary sources of evidence in historical enquiry.</p> <p>I can use a range of information, including my own research, to present a historical argument.</p> <p>I understand that some sources include facts and opinions and different evidence can lead to different conclusions.</p>
Cause and Consequence	<p>I can say why things happen and give explanations.</p>	<p>I can explain why a historical event happened and what happened as a result.</p> <p>I can explain why an important person from history acted the way they did and what the impact of this was.</p>	<p>I can identify and give reasons for historical events and explain the impact.</p> <p>I can explain how a historical event impacted on at least one of the substantive concepts.</p>	<p>I understand the impact of historical events on later periods of history.</p> <p>I can evaluate how a historical event impacted on one or more of the substantive concepts.</p>
Continuity and Change	<p>I can observe and describe things that have changed and stayed the same during my life.</p>	<p>I can explain what an object from the past might have been used for.</p> <p>I can identify things that have changed or stayed the same during my life and from times before living memory.</p> <p>I can describe changes over time in relation to one or more of the substantive concepts.</p>	<p>I can explain the links between significant events.</p> <p>I can explain what changed and stayed the same in relation to at least one of the substantive concepts.</p>	<p>I can summarise the main events from a period of history, explaining the order of events and making connections between them.</p> <p>I can justify how or why things changed or did not change in relations to one of the substantive concepts.</p>
Similarity and Difference	<p>I can identify and describe similarities and differences between myself and others.</p> <p>I can compare objects, animals and people using vocabulary of change.</p>	<p>I can describe change within living memory.</p> <p>I can spot old and new things in pictures.</p> <p>I can compare and contrast changes from a period of time, focusing on one or more of the substantive concepts.</p>	<p>I can describe change beyond living memory.</p> <p>I can spot old and new things in pictures.</p> <p>I can compare and contrast changes from a period of time, focusing on one or more of the substantive concepts.</p>	<p>I can describe similarities and differences within a period of time in relations to society, culture, religion or ethnic diversity</p> <p>I can describe similarities and differences between a period of history and now in relation to one or more of the substantive concepts.</p> <p>I can describe the differences in the lives of people from different social classes, cultures, religions or race.</p> <p>I can undertake research in order to find similarities and differences between two or more periods of history and draw my own conclusions in relation to one or more of the substantive concepts.</p>
Historical Significance	<p>I can recognise and describe special times or events for me, my friends and family.</p>	<p>I can explain how historical events and people changed things.</p>	<p>I can identify historically significant people and events, and their impact.</p>	<p>I am aware of some pivotal events and people in modern British history.</p> <p>I can evaluate the impact of key historical people and events.</p>