



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.

	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.		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.
	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.		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.
	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.		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.

Substantive Concepts		Historical enquiry	Chronology	Civilisation and Architecture	Conflict, invasion and Disaster	Exploration and Invention	People and Power	Type of History
								
Cycle 1								
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

Substantive Concepts	Historical enquiry	Chronology	Civilisation and Architecture	Conflict, invasion and Disaster	Exploration and Invention	People and Power	Type of History
							

Cycle 2								
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
	The Mappa Mundi	✓	✓				✓	3,6,10,11

History Progression 2026/2027

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

Cycle 2	EYFS/Y1	Y2	Y3/4	Y5/6
Autumn	On The Farm	London's Burning!	Vicious Vikings	Tragedy at Sea/ The Space Race
Topic	Old farming methods; horses, carts and windmills	The Great Fire of London The Gunpowder Plot	The Vikings	The Titanic Space exploration
Key Question	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?
Key Learning	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.
Spring	Mary Jones and the Bibles	First Stop Pencombe/ Adventure Awaits	Incredible India	Battles, Blackouts and Bravery
Topic	Mary Jones and the Bibles	Local history of our school Exploration		World War II
Timeline	British History	Local History/World History		British History
Key Question	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?
Key Learning	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.
Summer	Queen Victoria's Oak Pirate and Sailing Ships	The Lady and the Lamp Galapagos	Great Britain	Rumble in the Jungle The World Before GPS
Topic	A Special Oak; Queen Victoria's tree Pirates and sailing ships	Florence Nightingale Charles Darwin and the Beagle	The Royal Family	The Mappa Mundi
Key Question	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?	What does the Mappa Mundi reveal about how people in the Middle Ages understood the world—geographically, culturally, and spiritually?
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.	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	How people long ago thought the world looked. What people believed was important, especially their religion. Understand how people in the Middle Ages saw the world and what mattered to them.

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

Substantive Concept	KS1 Progressive Vocabulary	LKS2 Progressive Vocabulary	UKS2 Progressive Vocabulary
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
<i>The science of time</i> How events and significant people are placed in time. Chronological order means to place people or events in a sequence which represents the passing of time. Use time related words, such as before, during and after. BC – before the birth of Christ also known as BCE – before the common era. AD – Anno Domini (the number of years after the death of Christ) also known as CE – common era. There is no 0, only 1BC and AD 1.	<i>How we know about the past</i> A source presents a viewpoint, position or bias from the time it was created. Exploring a source tells pupils more about the attitudes, beliefs and culture of that time. <i>Primary sources</i> Original documents, images or artefacts that provide a first-hand testimony to help inform the related study. <i>Secondary sources</i> Books and articles about a study that may have not been created at the time.	<i>The reason and result of the things that happened in history</i> Causation is about why events occurred and situations happened. How ideas connect and interrelate. Grouping causes into categories such as personal belief, military action, economic drivers or deliberate acts. 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. Consequence is the result of the cause.	<i>How key people, places and events changed or stayed the same over time</i> How much really changed over and across time? What kind of change was occurring? Was it social, military, economic? Pace and process: how quickly did things change? Continuity is a connected series (<i>Latin: continuitatem</i>) What remained the same? What factors were the same? Trade? Ideas of race?	<i>Similarity</i> Compare similarities at the same time – what stayed the same and why? <i>E.g. you could compare Athens and Sparta at the same time.</i> <i>Difference</i> Compare difference at the same time – what was different between people and places – why was that? <i>E.g. you could examine the beliefs of Nazi Germany and the allies.</i>	<i>Why people, events and ideas are important in our learning</i> The choice to learn about certain people and events because of their importance over time and to tell a historical narrative. Why have they been chosen? What is significantly good or bad about these people and events? Why have certain events not been told? Why are they now emerging? <i>E.g. the Windrush generation.</i>

Progression of Skills – EYFS and KS1			
	EYFS	Y1	Y2
Areas of study		Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Significant historical events, people and places in their own locality.	Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Significant historical events, people and places in their own locality.
Chronology		Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past. Order a set of events or objects Use a timeline to place important events. Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young	Understand and use the words past and present when telling others about an event. Recount changes in my own life over time. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Use a timeline to place important events
Knowledge and understanding of events, people and changes in the past		Recall some facts about people/events before living memory Say why people may have acted the way they did.	Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history.
Historical interpretation		Look at books, videos, photographs, pictures and artefacts to find out about the past.	Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past
Historical enquiry		Identify different ways in which the past is represented Explore events, look at pictures and ask questions i.e. "Which things are old and which are new?" or "What were people doing?"	Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions.

History Progression 2026/2027

		Look at objects from the past and ask questions i.e. "What were they used for?" and try to answer.	
Organisation and communication		Sort events or objects into groups (i.e. then and now.) Use timelines to order events or objects. Tell stories about the past. Talk, write and draw about things from the past.	Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing, role-play, storytelling and using ICT.

Progression of Skills – LKS2		
	Y3	Y4
Areas of study	Changes in Britain from the Stone Age to the Iron Age } The Roman Empire and its impact on Britain.	Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Chronology	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Use a timeline to place historical events in chronological order. Describe dates of and order significant events from the period studied.	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events and dates on a timeline. Describe the main changes in a period in history.
Knowledge and understanding of events, people and changes in the past	Use evidence to describe the culture and leisure activities from the past. Use evidence to describe the clothes, way of life and actions of people in the past. Use evidence to describe buildings and their uses of people from the past	Use evidence to describe what was important to people from the past. Use evidence to show how the lives of rich and poor people from the past differed. Describe similarities and differences between people, events and artefacts studied. Describe how some of the things I have studied from the past affect/influence life today
Historical interpretation	Explore the idea that there are different accounts of history.	Look at different versions of the same event in history and identify differences. Know that people in the past represent events or ideas in a way that persuades others.
Historical enquiry	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. Ask questions and find answers about the past.
Organisation and communication	Communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT

Progression of Skills – UKS2		
Areas of study	A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Ancient Egypt – a study of Egyptian life and achievements and their influence on the western world. The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	
Chronology	Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Order significant events, movements and dates on a timeline. Describe the main changes in a period in history.	Order significant events, movements and dates on a timeline. Identify and compare changes within and across different periods. Understand how some historical events occurred concurrently in different locations i.e. Ancient Egypt and Prehistoric Britain.
Knowledge and understanding of events, people and changes in the past	Choose reliable sources of information to find out about the past. Give own reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied Describe how historical events studied affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)	Choose reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between some people, events and artefacts studied. Describe how some of the things studied from the past affect/influence life today. Make links between some of the features of past societies. (e.g. religion, houses, society, technology.)
Historical interpretation	Understand that some evidence from the past is propaganda, opinion or misinformation, and that this affects interpretations of history. Give reasons why there may be different accounts of history. Evaluate evidence to choose the most reliable forms.	Evaluate evidence to choose the most reliable forms. Know that people both in the past have a point of view and that this can affect interpretation. Give clear reasons why there may be different accounts of history, linking this to factual understanding of the past.
Historical enquiry	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites to collect evidence about the past. Choose reliable sources of evidence to answer questions, realising that there is often not a single answer to historical questions. Investigate own lines of enquiry by posing questions to answer.
Organisation and communication	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.	Communicate ideas about from the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT. Plan and present a self-directed project or research about the studied period.
Progression of Skills – UKS2		
Areas of study	Ancient Egypt: a study of Egyptian life, achievements and influence on the wider world. The Atlantic Slave Trade: a study of global trade, migration and its impact on societies. The Titanic: a study of a significant event and its global consequences.	

History Progression 2026/2027

	World War II: a study of conflict, evacuation, technological development and its impact on Britain and the wider world. The Space Race: a study of international competition, innovation and technological advancement. The Mappa Mundi: a study of medieval worldviews, exploration and changing geographical understanding.
Chronology	Understand that timelines can be divided into CE (Common Era) and BCE (Before Common Era). Order significant events, movements and dates on a timeline. Compare periods from Ancient Egypt (c. 3100 BC) through to the modern era. Identify and compare changes within and across different periods. Understand that some historical events occurred concurrently in different parts of the world (e.g. Ancient Egypt and early British settlements). Describe the main changes within a period of history and over long periods of time.
Knowledge and understanding of events, people and changes in the past	Choose reliable sources of information to find out about the past. Give reasons why changes may have occurred, backed up by evidence. Describe similarities and differences between people, events and artefacts studied. Explain causes and consequences of significant events such as the Atlantic Slave Trade, WW2 and the Space Race. Describe how historical events studied continue to affect life today. Make links between features of past societies including religion, technology, trade, transport, leadership and culture.
Historical interpretation	Understand that some evidence from the past may contain bias, propaganda, opinion or misinformation. Recognise that people in the past often held different viewpoints and that these influence interpretations of history. Give reasons why different accounts of history may exist. Compare interpretations of events such as the sinking of the Titanic, the causes of WW2 or the legacy of the Atlantic Slave Trade. Evaluate evidence to determine the most reliable sources.
Historical enquiry	Use documents, printed sources, photographs, artefacts, maps, the internet, archives and museum collections to investigate the past. Use historical questions to guide enquiries. Select and combine evidence from a range of sources. Understand that historical questions may have different answers depending on the evidence available. Investigate themes such as technological innovation, exploration, conflict, migration and cultural change.
Organisation and communication	Communicate historical understanding through writing, discussion, presentations, diagrams, timelines, drama and digital technologies. Use appropriate historical vocabulary and dates accurately. Present findings using evidence to support conclusions. Plan and present independent research projects linked to the studied period or theme. Compare and connect learning across topics to identify long-term changes and recurring themes in history.