



## History progression framework

### Substantive knowledge

At Birch Copse we carefully planned and sequenced the **substantive knowledge** we want our children to learn. We have developed a history Curriculum with a set of **key historical concepts** – golden threads – that run throughout the school and that our children will repeatedly revisit. The three concepts are:

- **Society and Community**
- **Monarchy**
- **Invasion**

Details of this can be seen on the ‘Substantive concepts’ progression framework in the later part of this document.

### Disciplinary knowledge and skills

Alongside this, we want our children to learn the requisite **disciplinary knowledge** and skills to allow them to become effective historians – these are detailed in the ‘disciplinary knowledge and skills’ table below. The skills are categorised into three main areas and sub-categorised further as below:

Main category	Sub category
Working Chronologically	Constructing the past
	Sequencing the past
Historical Reasoning	Change and development
	Cause and effect
	Significance and interpretations
Historical Enquiry	Planning and carrying out a historical enquiry
	Using sources as evidence

The tables below show how these skills are taught and built on over time.

DISCIPLINARY KNOWLEDGE AND SKILLS - PROGRESSION											
Focus		By the end of Reception Year children are expected to...	KS1 National curriculum statement	By the end of Year 1 children are expected to...	By the end of Year 2 children are expected to...	KS2 National curriculum statement	By the end of Year 3 children are expected to...	By the end of Year 4 children are expected to...	By the end of Year 5 children are expected to...	By the end of Year 6 children are expected to...	Children working beyond the Year 6 expectations should be able to...
Working Chronologically	Constructing the past	I can sort objects from the past and present.	Know where people fit within a chronological framework. Pupils study historical periods, some of which they study more fully later.	Identify some key themes and events from a period understanding the order in which they occurred.	Identify most key themes and events, including specific details, over a period of time understanding the order in which they occurred.	Establish clear narratives within and across the periods they study. Should combine overview and depth studies to understand both the long arc of development and the complexity of specific aspects of the content.	Identify specific details and key events over a period of time understanding the order in which they occurred and beginning to identify some of the themes and/or achievements of the period.	Identify specific details and key events over a period of time understanding the order in which they occurred and identifying themes and/or achievements of the period.	Identify multiple specific details and key events over a period of time. Showing a developing understanding of some of the aspects of the civilisation/ society/ period being studied.	Identify multiple specific details and key events over a period of time. Showing a developed understanding of many aspects of the civilisation/ society/ period being studied.	See links across time periods drawing upon them to gain clarity on the overall understanding of the period being studied.
	Sequencing the past	I can sort objects from the past and present.	Know where events fit within a chronological framework.	On a timeline depict a few events in correct chronological order.	On a timeline depict a series of events in correct chronological order.	Develops chronologically secure knowledge and understanding of British, local and world history.	Begin to order and organise events into chronological order across a wider period of time. Including periods BC, starting to cross the year 0	Order and organise events into chronological order across a wider period of time. Including periods crossing the year 0 from BC to AD.	Order a series of events chronologically across an entire time period, beginning to identify periods within broader time periods.	Order a series of events chronologically across an entire time period, clearly identifying periods within broader time periods.	Be able to link events from multiple societies/civilisations within the same time period.

	Focus	By the end of Reception Year children are expected to...	KS1 National curriculum statement	By the end of Year 1 children are expected to...	By the end of Year 2 children are expected to...	KS2 National curriculum statement	By the end of Year 3 children are expected to...	By the end of Year 4 children are expected to...	By the end of Year 5 children are expected to...	By the end of Year 6 children are expected to...	Children working beyond the Year 6 expectations should be able to...
Historical reasoning	Change and development	Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class	Identify similarities and differences between ways of life in different periods.	Identify a few similarities and differences within a specific topic.	Identify differences and similarities across multiple periods across a specific topic.	Address and devise historically valid questions about change, similarity and difference. Note connections, contrasts and trends over time.	Begin to make accurate statements built on similarities and differences across a time period.	Make accurate statements built on similarities and differences across a time period.	Start to give evidence based, reasoned statements based around the similarities and differences within a time period.	Give evidence based, reasoned statements based around the similarities and differences within a time period.	Give reasoned, evidence based statements and observations comparing the similarities and differences between across more than two historical periods.
	Cause and effect		Choose and use parts of stories and other sources to show that they know and understand key features of events.	Identify a basic cause and the resulting effect for historical events covered within the topic.	Comment upon a relevant cause, with a reason and the resulting effect for historical events covered within the topic.	Address and devise historically valid questions about cause.	Begin to order the significance of different causes that lead into an effect relating to the time period.	With clear reasons, order the significance of different causes that lead into an effect relating to the time period.	Begin to be able to make judgements over several causes and the resultant effects that can lead to viewpoints over significant effects across the period of study.	To make judgements over several causes and the resultant effects that can lead to viewpoints over significant effects across the period of study.	Make causal links beyond the time period studied about how effects from the period may have had an impact into the future.

	Significance and interpretations	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Understand some of the ways in which we find out about the past and identify different ways in which it is represented.	Identify multiple aspects that make a person, event or period significant.	Identify multiple aspects that make a person, event or period significant. Giving valid reasons to support their choices.	Address and devise historically valid questions about significance. Understand how our knowledge of the past is constructed from a range of sources.	Select significant events, with sound reasoning within a topic, starting to understand possible differences with sourced material.	Select significant events, with sound reasoning within a topic, demonstrating understanding of differences with sourced material.	Begin to order and rank the significance of events within a topic. Also beginning to explore the validity of different sourced material.	With sound reasoning, order and rank the significance of events within a topic. Also beginning to explore the validity of different sourced material.	Make links with the significance of events beyond the studied time period, also being able to select sources based on validity and dismiss sources that prove to be unreliable or biased.
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Historical enquiry	Planning and carrying out a historical enquiry		Ask and answer questions. Choose and use parts of stories and other sources to show that they know and understand key features of events.	Use correct historical vocabulary to plan relevant historical questions.	Start to ask and answer relevant historical questions, using the correct historical vocabulary.	Construct informed responses that involve thoughtful selection and organisation of relevant historical information.	Begin to ask and answer historically relevant questions, starting to build towards a coherent line of enquiry.	Ask and answer historically relevant questions, building a coherent line of enquiry.	Ask and answer insightful historical questions leading to clear conclusions being drawn at the end of the enquiry.	Ask and answer insightful historical questions following a clear line of enquiry, drawing conclusions and citing evidence to support found conclusions.	Be able to follow a broader line of enquiry, using evidence and sources from beyond the period of study, to develop clear conclusions to a complex historical study.
	Using sources as evidence	Understand the past through settings, characters and events encountered in books read in class and storytelling.	Understand some of the ways in which they find out about the past and identify different ways in which it is represented.	Experience different types of historical sources.	Start to discuss the usefulness of a variety of different source types.	Understand how our knowledge of the past is constructed from a range of sources.	Identify the usefulness of different source types and start to use them to support viewpoints.	Clearly define the differences between different types of sources, especially in relation to primary and secondary sourcing.	Begin to understand the broader context to some historical sources and introduce the idea of bias and how that can impact a sources worthiness.	Surmise the usefulness of a source, including its legitimacy and use it to support a line of enquiry.	To be able to use the weaknesses within a source to support a contrary line of enquiry.

<b>Key historical vocabulary</b>	Use common words and phrases relating to the passing of time Use a wide vocabulary of everyday historical terms.	<ul style="list-style-type: none"> <li>• The present</li> <li>• The past</li> <li>• The future</li> <li>• Decade</li> <li>• Century</li> <li>• Modern</li> <li>• Timeline</li> <li>• Similar</li> <li>• Different</li> <li>• Because</li> <li>• Important</li> <li>• Living memory</li> <li>• Inventions</li> <li>• Memories</li> <li>• Opinion</li> <li>• artefact</li> </ul>	<ul style="list-style-type: none"> <li>• Anachronism</li> <li>• Chronological order</li> <li>• Era/period</li> <li>• Parliament</li> <li>• Traitor</li> <li>• Treason</li> <li>• Impact</li> <li>• Significant</li> <li>• Investigate</li> <li>• Research</li> <li>• Evidence</li> <li>• Historians</li> <li>• Experts</li> <li>• Opinion</li> <li>• Artefact</li> </ul>		<ul style="list-style-type: none"> <li>• Anachronism</li> <li>• Chronological order</li> <li>• Era/period</li> <li>• B.C.E (Before the Common Era)</li> <li>• C.E (The Common Era)</li> <li>• B.C (Before Christ)</li> <li>• A.D (Anno Domini)</li> <li>• Millennium</li> <li>• Religion</li> <li>• Invasion</li> <li>• Civilisation</li> <li>• Resistance</li> <li>• Archaeology</li> <li>• Sources</li> <li>• Reason</li> <li>• Change</li> <li>• Ancient</li> <li>• Democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Republic</li> <li>• Empire</li> <li>• Conquest</li> <li>• Revolt</li> <li>• Settlers</li> <li>• Migration</li> <li>• Reputation</li> <li>• Culture</li> <li>• Achievements</li> <li>• Consequences</li> <li>• Change</li> <li>• Continuity</li> <li>• Cause</li> <li>• Infer</li> <li>• Suggest</li> <li>• Conclusion</li> <li>• Historian</li> <li>• Primary source</li> <li>• Secondary source</li> </ul>	<ul style="list-style-type: none"> <li>• Nation</li> <li>• Monarchy</li> <li>• Execution</li> <li>• Turning point</li> <li>• Heir</li> <li>• Reformers</li> <li>• Legislation</li> <li>• Reliable</li> <li>• Bias</li> <li>• Impact</li> <li>• Effects</li> <li>• Legacy</li> <li>• Significance</li> <li>• Impression</li> <li>• Change</li> <li>• Continuity</li> <li>• Cause</li> <li>• Infer</li> <li>• Suggest</li> </ul>	<ul style="list-style-type: none"> <li>• Alliance</li> <li>• Suffrage</li> <li>• Represent</li> <li>• Stereotype</li> <li>• Diversity</li> <li>• Attitudes</li> <li>• Variety</li> <li>• Reliability</li> <li>• Propaganda</li> <li>• Bias</li> <li>• Motive</li> <li>• Mistake</li> <li>• Reliable</li> <li>• Consequences</li> <li>• Legacy</li> <li>• Significance</li> <li>• Cause</li> <li>• Change</li> <li>• Continuity</li> </ul>	
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SUBSTANTIVE KNOWLEDGE – GOLDEN THREADS						
Key Historical Concept	Invasion					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use nursery rhymes and stories to make comparisons between past and present people and the way they live.</p> <p>Share family experiences of holidays from the past.</p> <p>Explore what is important to us and in the past.</p>	<b>Florence Nightingale and Edith Cavell</b>	<b>Queen Victoria &amp; Queen Elizabeth II</b>	<b>Ancient Greeks</b>	<b>The Romans</b>	<b>The Tudors</b>	<b>World War II</b>
	A country can be invaded by other countries.	A country can create an empire by invading multiple countries. How a monarch can be ruler of more than one country.	A civilisation can end by being invaded.	Comparing a successful and unsuccessful invasion?	How countries can strengthen their ties with other countries to avoid invasion.	The lengths a country will go to defend themselves and others by creating allies.
	<p>The Russians invaded Crimea and began the Crimean War. Florence Nightingale travelled to Crimea to look after the soldiers.</p> <p><u>Key Question</u> What happens to people during an invasion?</p>	<p>During Queen Victoria’s reign the British empire invaded many countries, including India. Queen Victoria was empress of India.</p> <p><u>Key Question</u> Why was Queen Victoria an empress?</p>	<p>The Romans defeat the Greeks at the Battle of Corinth and Greece becomes part of the Roman Empire.</p> <p><u>Key Question</u> Why did the Ancient Greek civilization end?</p>	<p>Julius Caesar attempted to invade Britain but fails. Claudius leads a second invasion of Britain, which this time is successful and the Romans conquer Britain.</p> <p><u>Key Question</u> Why did Julius Caesars invasion fail? Why did Claudius’ invasion succeed?</p>	<p>Henry VIII married Catherine of Aragon to strengthen the country against invasion from Spain.</p> <p><u>Key Question</u> How can countries protect themselves from invasion?</p>	<p>Germany, led by Adolf Hitler, invades Poland, Belgium, Holland and France. The Allies come together to fight back against the German invasion.</p> <p><u>Key Question</u> What factors do you think led to the start of WW2?</p>

Key Historical Concept	Society and community					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use nursery rhymes and stories to make comparisons between past and present people and the way they live.</p> <p>Share family experiences of holidays from the past.</p> <p>Explore what is important to us and in the past.</p>	<b>The History of Reading</b>	<b>Great Fire of London</b>	<b>The Stone Age to the Iron Age</b>	<b>The Anglo Saxons</b>	<b>Ancient Mayans</b>	<b>World War II</b>
	Understand how a local society changes over time.	How a community can be rebuilt after a disaster.	Understanding the earliest form of civilisation in Britain.	How ways of life can be influenced by a societal change.	Learning about other societies, how they were formed and their influence on the world.	What measures societies will go to, when under threat, to preserve their community.
	<p>How factories where closed down and moved elsewhere.</p> <p><u>Key Question</u> What is the biggest change in Reading from when your grandparents were children?</p>	<p>The changes that happened to London as a result of the fire.</p> <p><u>Key Question</u> What changed after the fire and how does this still affect us today?</p>	<p>How early humans developed the first societies in Britain.</p> <p><u>Key Question</u> What was life like for the earliest civilizations in Britain?</p>	<p>The impact the Anglo-Saxons had on the Roman communities living in Britain. The impact the Christian communities had on the Anglo-Saxons?</p> <p><u>Key Question</u> What role did Christianity play in the Anglo-Saxon settlement of Britain?</p>	<p>Understanding other cultures societies and community, discussing how they are different to those studied previously.</p> <p><u>Key Question</u> How different was the life of a Mayan compared to the life of a Briton during this period?</p>	<p>Discuss the Nazi regime, and their intentions, and the effect this could have had across Europe.</p> <p><u>Key Question</u> What societal values did the Allies feel they needed to protect from the Axis powers?</p>

Key Historical Concept	Monarchy					
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Use nursery rhymes and stories to make comparisons between past and present people and the way they live.</p> <p>Share family experiences of holidays from the past.</p> <p>Explore what is important to us and in the past.</p>	<b>Florence Nightingale and Edith Cavell</b>	<b>Queen Victoria &amp; Queen Elizabeth II</b>	<b>Ancient Egyptians</b>	<b>Vikings</b>	<b>The Tudors</b>	<b>Democracy in Britain</b>
	The head of state/ country is known as the monarch.	Understand the role of Britain's longest reigning monarchs.	The roles of monarchs in different cultures and periods.	How monarchs are able to influence those they lead and how this impacts their legacy.	Understand how a monarch can affect influential changes to a country's laws.	The concept of monarch's not having complete control of a country. Parliament's role in giving power to the people.
	<p>Florence Nightingale reported the poor condition in hospitals to Queen Victoria. Florence Nightingale was awarded the Order of Merit by Queen Victoria.</p> <p><u>Key Question</u> Who was the monarch during Florence Nightingales life?</p>	<p>The long reigns of Queen Victoria and Queen Elizabeth II are compared.</p> <p><u>Key Question</u> What was similar and different about the reigns of Queen Victoria and Queen Elizabeth II?</p>	<p>A variety of Pharaohs are explored and their role as leader discussed.</p> <p><u>Key Question</u> What was the role of a Pharaoh and how does it differ from other monarchs?</p>	<p>Edward the Confessor and King Canute are compared and their legacies debated.</p> <p><u>Key Question</u> Who was a greater King of England: Edward the Confessor or King Canute?</p>	<p>Henry VIII effected changes in the countries laws to suit his marriages.</p> <p><u>Key Questions</u> Henry VIII fell out with the Pope and created the Church of England. How did this change Britain?</p>	<p>The Magna Carta is exported and its role in shifting power from the monarch.</p> <p>The process of how parliament was created to support the people is.</p> <p><u>Key Question</u> Why is the Magna Carta still seen as such a historically significant document?</p>