



St James' First School

History Progression Map

Substantive Concepts

These are the concepts that give a subject substance or content.

Our curriculum is refined yearly due to mixed-aged classes, but it maintains a consistent knowledge base to ensure conceptual progression. We have identified a set of key substantive concepts that children will repeatedly revisit throughout their time at St James' First School. Our substantive concepts are:

	Chronological Knowledge	Power	Civilisation	Legacy	Conquest
	Developing a child's mental timeline.	The capacity or ability to direct or influence the behaviour of others or the course of events.	The stage of human social and cultural development.	An event or person that has left their mark and is remembered in history.	Overcome and take control of a place or people by force.
		Monarchy, Empire	Life throughout time, democracy, beliefs, religions, rituals	Remembrance, Innovation	Invasion, Battles, War
EYFS	How have I changed over time?	The King/Coronation	Roles of people within school	Significant individuals	Remembrance
KS1	Changes within living memory - nationally and globally Significant events	Living royal family The King Coronation The Greatest History maker	The Greatest History maker The Great Fire of London (architecture, emergency services, etc)	Explorers Toys Greatest History maker Local History Great Explorer Great Fire of London	Remembrance – peace and conflict
LKS2	Develop a chronologically secure understanding of British and European History	Romans Alfred the Great – Vikings Iron Age Hill Forts – 'strongholds'	Changes in Britain from the Stone Age to the Iron Age. Romans	Ancient Rome and impact on Britain Ancient Greece Local History	The Vikings, Anglo-Saxons Romans



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Progression of Substantive Concepts

	EYFS	KS1	LKS2
Chronological knowledge	<ul style="list-style-type: none">I can talk about past and present events in my own life.	<ul style="list-style-type: none">Changes within living memory nationally and globally	<ul style="list-style-type: none">Develop a chronologically secure understanding of British and local history
Power	<ul style="list-style-type: none">I know that we are ruled by a King in Britain.I know that we have a Prime Minister.	<ul style="list-style-type: none">I understand that the monarchy and Government have the power to make laws and changes to the way we live.	<ul style="list-style-type: none">I can talk about what a slave is.I understand that there is a hierarchy in place in most societies.I can begin to use and understand words such as: empire, hierarchy, control.
Civilisation	<ul style="list-style-type: none">I know about the similarities and difference between myself and others.I can talk about family and community traditions.	<ul style="list-style-type: none">I can talk about changes within living memory.I can say how these changes affect changes in national life.I know that we can exchange money for goods/items.I understand that people receive money for the work they do.	<ul style="list-style-type: none">I can talk about some of the social and cultural changes in Britain from the Stone Age and Bronze Age through to the Iron Age.I can talk about the achievements and influences of Ancient Rome.I can talk about Britain's settlement by the Anglo-Saxons and Scots.I can begin to use and understand words such as: slavery, right, society.
Legacy	<ul style="list-style-type: none">I can talk about important events, people or places.I can talk about why I important.	<ul style="list-style-type: none">I can talk about the lives of significant individuals in the past who have contributed to national and international achievements.	<ul style="list-style-type: none">I can talk about the achievements of Ancient Rome and talk about aspects of their life that have made an impact on life as we know today.



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CONQUEST	<ul style="list-style-type: none"> I am beginning to understand words like conflict and peace. 	<ul style="list-style-type: none"> I am beginning to understand words like conflict and peace, empire, settlement. 	<ul style="list-style-type: none"> I can talk about Britain's settlement by Anglo-Saxons and Scots. I can talk about the Roman Empire and its impact on Britain. I can talk about the Viking and Anglo-Saxon struggle for the Kingdom of England. (Vikings – 2023-24)

Second order concepts – Shape the enquiry

<p>Continuity and Change The process or actions by something or someone becomes different. Historical change may be gradual over an extended period or very sudden. Although many things about a society may change over time, historians recognise that other aspects of life and living conditions, such as: cultural and religious traditions, institutions and economic systems can and do remain the same.</p>	<p>Cause and consequence The relationship between events, where one thing occurs because of another. The reason for and impact of events in history on civilisations and the wider world at the time and in the future.</p>	<p>Significance The process of identifying specific events, people, places, themes, and ideas from the past as being of greater importance or more notable than others in terms of their impact and justifying why.</p>	<p>Similarity and difference Drawing comparisons between people's way of life at two points in time or between communities living in different places at around much the same time.</p>	
<p>Interpretation When attempting to interpret and make meaning of the past, historians recognise that judgements are influenced by the standpoint or worldview of the observer. The way that commentators 'see' things is influenced by their own unique set of beliefs, values and experiences.</p>	<p>Sources Written, visual or artefactual evidence from the past, which historians use to acquire information and to reach judgements about how people lived and what they thought. Every historical source provides some information about the past although some sources will inevitably be considered more significant than others.</p>	<p>Chronology Arranging or sequencing historical events in their correct order of occurrence, which is enabled by the cognitive process of chronological thinking – the deliberation undertaken to arrive at a decision.</p>	<p>Empathy The capacity to place oneself impartially in another's position to better understand their motives, decisions, and actions (even if they're not shared values) from their perspective.</p>	<p>Diversity How history has shaped the modern world in terms of faith, culture and gender equality.</p>



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Disciplinary Knowledge

Disciplinary knowledge is knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts.

'*Connected History* recognises that increasing mastery of the subject, occurs as a result of a pupils combining the application of key subject skills, processes and subject vocabulary with the development of knowledge and understanding. These are interdependent components of a pupil developing the attributes of a young historian and are illustrated in the table.'

Collins Connected, 2022

Progression of second order concepts

	EYFS	KS1	LKS2
Community and Change	<p><i>Can talk about:</i></p> <ul style="list-style-type: none"> Changes that have happened to themselves 	<p><i>Can begin to identify</i></p> <ul style="list-style-type: none"> old and new things in a picture what was different and what was the same when their parents and grandparents were children 	<p><i>Can identify between and within periods:</i></p> <ul style="list-style-type: none"> Things that stayed the same Things that changed begin to understand why certain changes were important <p><i>Make links between events over time.</i></p> <p><i>Begin to note the similarities and differences:</i></p> <ul style="list-style-type: none"> within current period of history being studied when current period of history being studied is compared to previous periods that have been studied
	<p>What has stayed the same? What is different?</p>	<p>What has stayed the same? Why? What has changed? Give an example (tell me how)? Is it still like that today?</p>	<p>What has stayed the same? (comparing past periods) Why? What has changed? How? What other period of history is that the same as? What other period of history is that different to? Is it still like that today? Why?</p>



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	EYFS	KS1	LKS2
Cause and Consequence	<ul style="list-style-type: none"> Question why things happen and give explanations Begin to identify what made something happen 	<ul style="list-style-type: none"> Begin to recognise that significant events happened because of a cause Begin to understand that aspects of life changed following an event 	Identify reasons for and results of people's actions understand why people may have had to do something: <ul style="list-style-type: none"> Look for links and effects in time studied offer a reasonable explanation for some events Address and devise historical questions about cause Comment on the importance of cause and effects for some key events.
	What happened? Why?	Why did people do things? Why did an event happen? What happened as a result?	Why did it happen? What was the result? Who was affected? What was the impact of the event on others?
Historical Significance	<ul style="list-style-type: none"> Recognise and describe a special object. Recognise and describe a special time or event in their life (self, family or friends). 	<ul style="list-style-type: none"> Talk about who or what was important (e.g. in simple historical account). Talk about why they (who or what) were important and what changed/happened. 	<ul style="list-style-type: none"> Identify historically significant people and events from a period of history and what they did/happened. Begin to identify why what they did (or what happened) was important and how it changed things for people.
	Can you tell me why that is special? Can you tell me what happened?	Who was an important person? What did this person do? What important thing happened? What changed after this?	Why was this person important? What did this person do that was important? What important thing happened and what changed as a result?



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	EYFS	KS1	LKS2
Similarities and Differences	Know about similarities and differences between: <ul style="list-style-type: none"> ▪ themselves and others ▪ families ▪ communities ▪ traditions 	Start to understand life was different for different people in the past: <ul style="list-style-type: none"> ▪ rich and poor ▪ male and female Start to understand that this may have been different in different places at the same time.	Identify (by including some examples) how life was different for different people in the past: <ul style="list-style-type: none"> ▪ rich and poor ▪ male and female ▪ different cultures and races ▪ different religions Identify that this may have been different in different places at the same time.
	What is the same? What is different?	Was this the same for everyone? How would life of a poor person have been different? Who would this have been different for?	Can you give an example of how life was different for someone who was there? Was this the same everywhere? Where was it different? How was it different?
Historical Interpretations	<ul style="list-style-type: none"> ▪ Understand people have had different experiences ▪ Understand people have & might like different things. 	<ul style="list-style-type: none"> ▪ Identify different ways in which the past is represented. ▪ Identify that two people could explain something differently or retell a story in a different way. 	Understand that different versions of the past may exist. <ul style="list-style-type: none"> ▪ Begin to consider why there are different versions of events (fact or fiction). That these may vary depending upon a person's place/role/side in history.
		Why is it different? What did the person think? Why did they think that?	What is the evidence? How do people know this? What can the source tell me? Can I trust this source? What did this person think? Why did this person think like that? Why does that person see it differently?



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	EYFS	KS1	LKS2
Historical Evidence	<ul style="list-style-type: none"> Sort some objects into new and old 	<ul style="list-style-type: none"> Begin to identify different ways we can find out about the past (e.g. photos, stories, adults talking about the past, artefacts/objects) Artefacts - Describe similarities and differences Sort some objects/artefacts between then and now Look at pictures and photos to identify things from the past 	<p>Identify different sources that have given them information about the period they are studying.</p> <ul style="list-style-type: none"> Identify if a piece of evidence is first-hand or someone's view. Identify details in pictures and artefacts. Use evidence from a source to answer a question or support and answer
		<p>Why is it different? What did the person think? Why did they think that?</p>	<p>What is the evidence? How do people know this? What can the source tell me? Can I trust this source? What did this person think? Why did this person think like that? Why?</p>