

**Whole school Substantive Concepts**

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| <p><b>settlement</b><br/>A group of people live and work together. Geographical location is important. Trade is essential and often have a hierarchy. Affected by migration and invasion and can need defending.</p> | <p><b>agriculture</b><br/>Essential to settlement. NO need for nomadic lifestyle. People settle by rivers for fertile land.</p> | <p><b>religion</b><br/>way for people to make sense of world around them and explain bad fortune. Religious beliefs and rituals vary.</p> | <p><b>trade</b><br/>the action of buying and selling goods and services. Essential part of settlements. Affected by transport and invention.</p> | <p><b>technology</b><br/>the act of bringing ideas or objects together in a novel way to create something that did not exist before. Can change and impact of culture and advancement of a settlement</p> | <p><b>civilisation</b><br/>A human society that has highly developed material and spiritual resources and a complex cultural, political, and legal organization; an advanced state in social development</p> | <p><b>empire</b><br/>Many lands ruled by one single ruler. Created out of a desire to improve resources, standard of living or more power. Imposes shared culture upon people .</p> | <p><b>invasion</b><br/>Other people coming to a settlement to settle or rule. Can often be unwanted and cause conflict</p> | <p><b>conflict</b><br/>a serious disagreement or argument and can lead to violence. People may disagree with their leader or occur through religion or invasion.</p> |
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| <p><b>monarchy</b><br/>Kings or queens who may reign or rule over people. Succession is often hereditary . Symbols of power.</p> | <p><b>kingdom</b><br/>A single land ruled by a king or queen who have a duty to the kingdom.</p> | <p><b>government</b><br/>The group of people with the authority to <u>govern</u> a country or state. Has power to enforce and make rules/laws. Elected not hereditary.</p> |
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|             | <b>All About Me</b>  | <b>People who help us</b>  | <b>Once Upon a Time</b>   |
| EYFS        | Gain a sense of their family tree and build an idea of home and where they live.<br><b>settlement</b> idea of home and where I live  | The role of police/firefighters/farmers in looking after the community inc. symbols of power and how they have changed over time.<br><b>settlement</b> idea of home and where I live. Buildings and service that settlers need.<br><b>agriculture</b> a farm is where food is grown and a farmer grows food  | Know that kings or queens rule a kingdom and the symbols of their power. Look at castles and understand that kingdoms need defending.<br><b>monarchy</b> kings/queens rule over people<br><b>kingdom</b> the land a king or queen rules over. can need defending.   |
| Year One    | <b>Childhood then and now</b><br><i>Context: Changes within living memory</i><br>Significant historical events, people and places in their own locality.<br><b>trade</b> - has changed since grandparents childhood and so the high street has changed.<br><b>technology</b> - toys, household objects, shopping has changed since my grandparents childhood.<br><b>settlements</b> -where people live. They change over time. How Newport has changed.<br><b>agriculture</b> – farms are where food is grown. Towns were built near farms in past. Newport is a farming town now and in the past.<br><b>Disciplinary Knowledge</b> – sources artefacts, paintings, photographs eye witnesses . We can find out about the past using objects.<br><b>Retrieval/Connection opportunity:</b> All about Me   | <b>Holidays</b><br><i>Context: Changes within living memory</i><br>Significant historical events, people and places in their own locality. Lives of significant people<br><b>technology</b> – changes in transport have changed holidays<br><b>settlements</b> – not all settlements are the same and life can be different there. They have changed over time.<br><b>Disciplinary Knowledge</b> – sources artefacts, paintings, photographs, postcards. We can find out about the past using objects.<br><b>Retrieval/Connection opportunity:</b> All about Me  | <b>Great Fire of London</b><br><i>Context: Significant event beyond living memory</i><br>Lives of significant people<br>Significant historical events, people and places in their own locality.<br><b>monarchy</b> - a king or queen who has power over the people. Symbols of power.<br><b>kingdom</b> - the land ruled by king or queen and must follow rules.<br><b>technology</b> - was different in the past.<br><b>migration</b> - people move away from settlements when something bad happens.<br><b>Disciplinary Knowledge</b> – Samuel Pepys’ diary, paintings, artefacts. We can find out about the past using objects.<br><b>Retrieval/Connection opportunity</b> Once upon a time and People who help us   |
| Year Two    | <b>Guy Fawkes and Gun Powder plot</b><br><i>Context: Significant event beyond living memory</i><br>Lives of significant people<br><b>monarchy</b> kings/queens have a kingdom but don’t always rule. Symbols of power.<br><b>religion</b> people’s beliefs. Sometimes they differ<br><b>church</b> had power over the people in the past<br><b>conflict</b> can occur when people have different beliefs and want others to think the same way or think their belief is better<br><b>government</b> can rule the people and not the king/queen.<br><b>Disciplinary knowledge</b> – letters. What did Historian’s learn from this?<br><b>Retrieval/Connection opportunity:</b> Great fire of London   | <b>Transport</b><br><i>Context: Significant event beyond living memory</i><br>Lives of significant people<br><b>technology</b> transport has changed over time and impacted on the way people live<br><b>trade</b> transport has changed over time and impacted on how we get our food/goods<br><b>Disciplinary Knowledge</b> – photographs/ videos. We can learn about the past using objects/artefacts.<br><b>Retrieval/Connection opportunity:</b> Holidays   | <b>Explorers</b><br><i>Context: Lives of significant people</i><br><b>trade</b> some explorers went on their voyages to trade goods<br><b>technology</b> different explorers had different technology. It is has changed over time.<br><b>settlement</b> a place where a group of people live. geographical location is important.<br><b>Disciplinary Knowledge</b> – photographs, maps, artefacts can be used to find out about the past.<br><b>Retrieval/Connection opportunity</b> Transport   |
| Year 3/ 4 A | <b>Stone to Iron Age</b><br><i>How did life change for early humans from the stone age to iron age?</i><br><i>Context: Changes in Britain from the Stone Age to the Iron Age</i><br><b>settlement</b> a place where people live together in a community. Features of early settlements.<br><b>religion</b> early religion began as a way to explain hardship. Early religion was different to today.<br><b>technology</b> the hand axe was the most important invention of the time.<br><b>agriculture</b> once humans could farm, they no longer needed to hunt and gather and follow the food<br><b>Disciplinary knowledge</b> – what did historians learn from Skara Brae or Stonehenge? How did they find out what they know?<br><b>Retrieval/Connection opportunity:</b> Ancient Egypt and civilisations  | <b>Romans</b><br><i>To what extent did the Roman invasion change Britain?</i><br><i>Context: The Roman Empire and its impact on Britain</i><br><b>Julius Caesar’s</b> attempted invasion in 55-54 BC<br><b>the Roman Empire</b> by AD 42 and the power of its army<br><b>successful invasion</b> by Claudius and conquest, including Hadrian’s Wall<br><b>British resistance</b> , for example, <b>Boudica</b><br><b>‘Romanisation’</b> of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity<br><b>invasion</b> Romans invaded Britain to increase empire and instill their culture upon Britain.<br><b>Religion</b> Roman’s Christian beliefs and customs<br><b>conflict</b> their invasion caused conflict as Britain’s had different beliefs and ways of life and did not want to take on Roman customs. Romans had an army.<br><b>empire</b> Romans had a single ruler who was <u>appointed</u> and ruled over many lands. Romans had a huge empire lasting for a long time but came to an end.<br><b>civilisation</b> Roman technology , cultures and beliefs and contrast to British at time of invasion. They were an organised society.<br><b>Disciplinary knowledge</b> - Roman sites. What was learnt from Wroxeter? How did they find out?<br><b>Retrieval/Connection opportunity:</b> Stone Age to Iron Age (comparison) and Ancient Egypt | <b>Anglo Saxons and Scots</b><br><i>Was England always a Christian country?</i><br><i>Context: Britain’s Settlement by Anglo-Saxon’s and Scots</i><br><b>Roman withdrawal</b> from Britain in c. AD 410 and the fall of the western Roman Empire<br><b>Scots invasions</b> from Ireland to north Britain (now Scotland)<br><b>Anglo-Saxon invasions</b> , settlements and kingdoms: place names and village life<br><b>Anglo-Saxon art</b> and culture<br><b>Christian conversion</b> – Canterbury, Iona and Lindisfarne<br><b>invasion</b> Scots invaded England once Roman empire fell and the reasons why they did so<br><b>settlement</b> A group of people live and work together. Geographical location is important. Trade is essential and often have a hierarchy.<br><b>kingdom</b> England was divided into kingdoms ruled by their own kings.<br><b>religion</b> There was a mixture of religions – Pagan or Christianity.<br><b>conflict</b><br><b>Agriculture</b> – land was good for farming and attracted the Saxons to Britain.<br><b>Disciplinary knowledge</b> - Writing by The Venerable Bede and Gildas. Who’s account could be more reliable? Why?<br><b>Retrieval/Connection opportunity:</b> Roman Britain |
| Year3/ 4 B  | <b>Overview of Ancient civilisations</b><br><i>What were the achievements of the earliest civilisations?</i><br><i>Context: The achievements of the earliest civilizations</i><br>An overview of where and when the first civilizations appeared. Consider the movement away from basic settlements and farming societies to an organised and advance culture and civilisation.<br><b>settlement</b> reasons why civilisations settled where they did – resources, geography and trading.<br><b>civilisation</b> an organised society. Differ across different civilisations.<br><b>kingdom</b> the land that the king/queen had rule over<br><b>monarchy</b> many ancient cultures had a monarchy of kings or queens that reigned over kingdoms and succession was hereditary<br><b>religion</b> an important part of these early civilisations. Had different beliefs and customs.<br><b>trade</b> traded or barter goods with other civilisations<br><b>agriculture</b> civilisations were often settled around rivers so they could grow food<br><b>Disciplinary Knowledge</b> - what did historian’s learn from tombs, temples, artefacts, writing?<br><b>Retrieval/Connection opportunity:</b> Romans , Stone Age and Iron age | <b>Ancient Egypt</b><br><i>What do we know about Ancient Egypt?</i><br><i>Context: The achievements of the earliest civilizations</i><br>Depth study of Ancient Egypt. Consider the way in which we have found out about the past through looking at the findings of <b>Howard Carter</b> about <b>Tutankhamen</b> . Look at the Egyptian way of life, beliefs and how they were ruled.<br><b>settlement</b> reasons why civilisations settled where they did – resources, geography and trading.<br><b>civilisation</b> organised society with laws and trading system, culture, art, writing system<br><b>kingdom</b> ruled by the king/queen<br><b>monarchy</b> reigned over kingdom and succession was hereditary. Sons were preferred successors.<br><b>religion</b> believed in gods, sacrifices, places of worship and beliefs in afterlife<br><b>trade</b> traded or bartered goods with other civilisations.<br><b>agriculture</b> role of the river Nile to the advancement of the civilisation and trade. How and what they farmed. Most people were farmers.<br><b>Retrieval/Connection opportunity:</b> Romans and Stone Age<br><b>Disciplinary Knowledge</b> – artefacts found by Carter and what they found out   | <b>Local study – Ironbridge</b><br><i>Why is the Ironbridge so famous?</i><br>We look at the achievements of important people in our local area such as <b>Thomas Telford</b> and the <b>Darby family</b> and the impact this had on railways and trade. We look at Ironbridge as a symbol of this achievement.<br><b>Trade</b> the new technology impacted upon trade<br><b>technology</b> the Darby family changed the way iron was made<br><b>settlements</b> people settled in ironbridge due to the river and local mines close by   |
| Year 5/ 6 A | <b>Mayans</b><br><i>What do we know about the Mayans?</i><br><i>Context: A non-European society that provides contrasts with British history – one study chosen from: Mayan civilization c. AD 900</i><br>We study the Mayan culture and compare to other advanced civilisations such as Ancient Egypt and contrast with the Anglo Saxons culture. We study the religions and belief and the government and draw comparisons with Ancient Greece as another civilisation ruled by government, not monarchy. We consider the reasons  | <b>Britain’s First Railways</b><br><i>How did railways transform Britain?</i><br><i>Context: A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – a significant turning point in British History. A local study – the Ironbridge bridge.</i><br>Look at the invention of steam power, the steam engine invented by <b>James Watts</b> and the impact this had on people’s life in Britain. We look at the achievements of <b>Abraham Darby (iii)</b> invention of a new way to make Iron and the impact this had on railways and trade.<br><b>trade</b> new inventions changed how Britain was able to trade goods<br><b>technology</b> how inventions changed travel   |   |

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|            | <p>behind the fall of the civilisation , drawing on what we know about why kingdoms/civilisations fall such as Romans.</p> <p><b>civilisation</b> Mayans were organised society with art, number, writing and architecture<br/> <b>government</b> hierarchical ruled by kings and priests.<br/> <b>religion</b> believed in gods and sacrifices. Temples were an important part every town/city.<br/> <b>agriculture</b> important to survival and their development<br/> <b>trade</b> made links with other peoples across the continent</p> <p><b>Retrieval/Connection opportunity:</b> Ancient Egypt and Romans and Greece and Anglo Saxons and Scots</p> <p><b>Disciplinary Knowledge-</b> why is it hard for historians to know about the lives of people in Indus valley.</p>  | <p><b>Retrieval/Connection opportunity:</b> Transport (Rainhill trials) and local study (Ironbridge)</p> <p><b>Disciplinary Knowledge-</b></p>  |
| Year5/ 6 B | <p style="text-align: center;"><b>Vikings and Anglo Saxons</b></p> <p><i>Context: Struggle for the Kingdom of England to the time of Edward the Confessor</i></p> <ul style="list-style-type: none"> <li>☒ Viking raids and invasion</li> <li>☒ resistance by <b>Alfred the Great and Athelstan</b>, first king of England</li> <li>☒ further Viking invasions and Danegeld</li> <li>☒ Anglo-Saxon laws and justice</li> <li>☒ <b>Edward the Confessor</b> and his death in 1066</li> </ul> <p><b>conflict</b> there was resistance to Viking invasions and raids by Alfred the Great and Athelstan<br/> <b>settlements</b> can need defending from people wanting to acquire land for themselves<br/> <b>invasion</b> Vikings invaded Britain and the reasons why<br/> <b>religion</b> Vikings had contrasting beliefs and customs to England<br/> <b>monarchy</b> King Alfred<br/> <b>church</b></p> <p><b>Retrieval/Connection opportunity:</b> Romans and Anglo Saxons and Scots</p> <p><b>Disciplinary Knowledge-</b> what did historians learn from the dig at Sutton Hoo?</p> | <p style="text-align: center;"><b>Ancient Greece</b></p> <p style="text-align: center;"><u>How did Ancient Greece shape the modern world?</u></p> <p>A study of Greek life and achievements and their influence on the western world. We look at the set up of society and how Greece was ruled, comparing to other civilisations such as Ancient Egypt and Romans. We look at the culture and way of life of the Greeks and their religious beliefs – comparing to other civilisations. We consider their inventions and trade and think about how this has influenced modern Greece and also its impact upon modern day Britain including art and architecture.</p> <p><b>civilisation</b> Ancient Greece was a refined civilisation with architecture, art, number and alphabet system<br/> <b>trade</b> they exported their pottery, wine and olives as it was in great demand which helped the Greek culture to spread<br/> <b>government</b> there was different types of governments that ruled in differing ways<br/> <b>religion</b> believed in different gods and goddesses<br/> <b>agriculture</b> farming was a key part of their daily life<br/> <b>technology</b> how it has influenced our modern day life</p> <p><b>Retrieval/Connection opportunity:</b> Mayans, Ancient Egypt , Romans</p> <p><b>Disciplinary Knowledge-</b></p> |