

# History: *Substantive and Disciplinary Concepts*

## Substantive Concepts

- Power
- Conflict & Invasion
- Exploration & Settlement
- Civilization
- Belief Systems
- Legacy
- Culture

## Disciplinary Concepts

- Chronology
- Interpretation
- Continuity & Change
- Significance
- Similarities & Difference
- Cause & Consequence

## EYFS

<b>Understanding the World</b>	
<b>Knowledge/Skills</b>	<b>Substantive Concepts</b>
<ul style="list-style-type: none"><li>• talk about the lives of the people around them and their roles in society; (family, jobs, people who help us)</li><li>• know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li><li>• understand the past through settings, characters and events encountered in books read in class and storytelling; (Guy Fawkes, Mary Anning, Neil Armstrong)</li></ul>	Civilization
	<b>Disciplinary Concepts</b>
	Chronology Interpretation Continuity & Change Similarities & Difference

# KS1

## History Block Roman Empire (in Britain)

Knowledge	Substantive Concepts
<ul style="list-style-type: none"> <li>To know when the Roman empire period was.</li> <li>To understand that the Romans built an empire.</li> <li>To know who founded Rome.</li> <li>To know that the Romans had several large armies with many soldiers.</li> <li>To know what life might have been like for a Roman soldier.</li> <li>To know that the Romans invaded Britain and when this happened.</li> <li>To know that there was resistance to the invasion of Britain by the Briton's (Boudicca).</li> <li>To know that slavery was commonplace.</li> <li>To know that Roman's had many Gods.</li> <li>To know that the Romans tried to invade Scotland (Hadrian's Wall)</li> <li>To know that Romans built towns across Britain (Bath, Mildenhall etc).</li> <li>To know that the Romans made changes to Britain <i>and that this represented a time of extraordinary change in engineering and that would not be seen again until the beginning of the 1700s.</i></li> </ul>	Power Conflict & Invasion Exploration & Settlement Civilization Belief Systems Legacy Culture
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## History Block Great Fires (London and Marlborough)

Knowledge/Skills	Substantive Concepts
<ul style="list-style-type: none"> <li>To know when the Great Fire of London happened.</li> <li>To know and order the key events of the Great Fire of London.</li> <li>To know that Samuel Pepys recorded the key events of both fires in a diary <i>and that this is one of the major sources of information about this event.</i></li> <li>To know who the King of England was.</li> <li>To know where the fire started and why.</li> <li>To know there was a Great Fire in Marlborough high street <i>and that Samuel Pepys also diarised this event.</i></li> <li>To understand the reasons behind why the Great Fire of Marlborough and London spread.</li> <li>To know how fire safety has changed since the fires.</li> </ul>	Power Legacy Culture
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## History Block Victorians

Knowledge/Skills	Substantive Concepts
<ul style="list-style-type: none"> <li>To know when the Victorian period was and to place the Victorian period in relation to other periods.</li> <li>To know who reigned during this period and that Queen Victoria was the longest reigning monarch until Elizabeth II.</li> <li>To know what everyday life was like for Victorian children.</li> <li>To understand that life differed greatly across Victorian society.</li> <li>To know that individuals can change aspects of society (e.g. Dr Barnardo).</li> <li>To compare modern and Victorian schooling (Sevington School).</li> <li>To know that St Katharine's was built in the Victorian times.</li> <li>To understand how attitudes to children and childhood changed over time.</li> </ul>	Power Civilization Belief Systems Legacy Culture
	<b>Disciplinary Concepts</b> Chronology Interpretation Continuity & Change Significance Similarities & Difference Cause & Consequence

## History Block Travellers and Adventurers: Mary Anning, Mary Seacole, Christopher Columbus and Rosa Parks

Knowledge/Skills	Substantive Concepts
<ul style="list-style-type: none"> <li>To know who Mary Anning was and how her discoveries changed how we view our world. <i>To understand why she was unknown in many years.</i></li> <li>To know who Mary Seacole was and how she nursed wounded soldiers. <i>Why is she less famous than Florence Nightingale?</i></li> <li>To know who Christopher Columbus was and his discoveries. <i>To develop an understanding of discovery and asking the question can you discover a country where people are already living?</i></li> <li>To know who Rosa Parks was, why she is famous and how she was treated.</li> </ul>	Power Exploration & Settlement Belief Systems Legacy Culture
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## Lower KS2

History Block <b>Britain's Settlement by the Anglo-Saxon</b>	
Knowledge/Skills	Substantive Concepts
<ul style="list-style-type: none"> <li>To know when the Anglo-Saxon period was.</li> <li>To know and understand some of the reasons why the Romans left Britain <i>and that some stayed behind</i>.</li> <li>To know where the Anglo Saxons came from and some of the reasons for their exploration</li> <li>To understand the belief systems of the Anglo Saxons (<i>and how these were different to the people who came before them</i>)</li> <li>To know about everyday life in Saxon Britain for ordinary people</li> <li>To know who Alfred the Great was</li> <li>To understand the significance of the discover of Sutton Hoo.</li> <li>To know who invaded Britain next and how the Saxons attempted to defend themselves</li> <li>To understand that the Anglo-Saxon period has left a legacy in the words that we still use today.</li> </ul>	Power Conflict & Invasion Exploration & Settlement Civilization Belief Systems Legacy Culture
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History Block <b>Stone Age – Iron Age</b>	
Knowledge/Skills	Substantive Concepts
<ul style="list-style-type: none"> <li>To develop an understanding of the term pre-history and understand where the Stone Age and Iron Age sit on our timeline.</li> <li>To understand what life was like for everyday Stone Age hunter gatherers (Skara Brae)</li> <li>To know that stone age life was more complex than simple hunter gathering (Oxen wood visit to the spinney)</li> <li>To know that the discovery of bronze gave way to the end of the Stone Age?</li> <li>To know that everyday life changed when people learned how to farm?</li> <li>To know that stone and iron age peoples built monuments that still stand today and that these were special places linked to their beliefs.</li> <li>To know what life was like for everyday people living in an Iron Age hillfort (Oxenwood)</li> </ul>	Exploration & Settlement Civilization Belief Systems Legacy Culture
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## History Block **Earliest Civilizations: Egyptians**

Knowledge/Skills	Substantive Concepts
<ul style="list-style-type: none"> <li>To know when the Ancient Egyptian period was and to know who the Ancient Egyptians were.</li> <li>To understand the importance of the River Nile to society in Ancient Egypt.</li> <li>To understand that Ancient Egyptian kings were called Pharaohs.</li> <li>To understand the belief systems of the Ancient Egyptians.</li> <li>To know that royal and important Ancient Egyptians built pyramids for the afterlife.</li> <li>To know why the Ancient Egyptians mummified people.</li> <li>To know what was discovered inside Tutankhamun's tomb and how this helps us to know more about the Ancient Egyptians.</li> <li>To know about the discovery of the Rosetta stone and how this helped to unlock the information held within hieroglyphics.</li> <li>To know who Cleopatra was and how this links to the Roman Empire.</li> </ul>	Power Civilization Belief Systems Legacy Culture
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## History Block **Tudors**

Knowledge/Skills	Substantive Concepts
<ul style="list-style-type: none"> <li>To know when the Tudor period was and why it was named (<i>battle of Bosworth and Henry VII</i>).</li> <li>To know who Henry VIII was and that he had 6 wives (<i>local knowledge – Wolf Hall</i>)</li> <li>To know that this was a period of religious change leading to the formation of the Church of England.</li> <li>To know the story of the Mary Rose and the theories about why it sank (visit to Portsmouth).</li> <li>To know what the artefacts of the Mary Rose tell us about everyday life on board the ship.</li> <li>To know who succeeded Henry VIII (<i>Edward, Mary and Elizabeth</i>) and that this eventually heralded the beginning of the Elizabethan period.</li> </ul>	Power Conflict & Invasion Civilization Belief Systems Legacy Culture
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## Upper KS2

History Block <b>Britain at War</b>	
Knowledge/Skills	Substantive Concepts
<ul style="list-style-type: none"> <li>To know when the Second World War took place and some of the causes.</li> <li>To know key figures from the period including: Neville Chamberlin, Winston Churchill, Adolf Hitler, Franklin Roosevelt &amp; Joseph Stalin and why they are significant.</li> <li>To know what the 'Phoney War' was.</li> <li>To know that the bombing of cities was known as 'The Blitz' and that children were evacuated because of this</li> <li>To know that Britain and the allies bombed German cities</li> <li>To know the 'Battle of Britain' was fought in the air and the significance of this to the outcome of the war.</li> <li>To know that food was rationed in the UK and the reasons why.</li> <li>To know that women played a key part in the war and this led to the calls for change after the war.</li> <li>To know in broad terms what the Holocaust was and that Jews were persecuted across occupied Europe.</li> <li>To know why Anne Frank is a significant figure.</li> <li>To understand that propaganda played a key part on both sides.</li> </ul>	Power Conflict & Invasion Civilization Belief Systems Legacy Culture
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History Block <b>Ancient Greece</b>	
Knowledge/Skills	Substantive Concepts
<ul style="list-style-type: none"> <li>To know when the Ancient Greek Period was.</li> <li>To know there were five periods in Ancient Greece:</li> <li>To know that Ancient Greece was the first democracy</li> <li>To know the stories of key Greek Myths and Gods including Zeus, Athena, Heracles &amp; Troy &amp; Trojan Horse</li> <li>To know who Alexander the Great was and that he had the largest empire in the ancient world.</li> <li>To know that slavery was a common everyday part of the Ancient Greek World.</li> <li>To know that the first Olympic Games took place in Ancient Greece.</li> </ul>	Power Conflict & Invasion Civilization Belief Systems Legacy Culture
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## History Block **How have events since 1945 shaped the world we live in today**

Knowledge/Skills	Substantive Concepts
<ul style="list-style-type: none"> <li>• To know that 1945 (and was the end of WWII) is within living memory and that the world has changed rapidly in this time.</li> <li>• To know that the Civil Rights movement took place the United States and lead to protests in other countries including the UK.</li> <li>• To know key figures from the Civil Rights movement including: Martin Luther King Jr and Rosa Parks.</li> <li>• To know that discrimination took place based on gender, race and religion.</li> <li>• To know that the Bristol Bus Strike was a consequence of a policy of racial discrimination and led to change.</li> <li>• To know who Nelson Mandela was and why he is a significant figure.</li> <li>• To know that music was a catalyst for change between 1945 and the present day.</li> <li>• To know that the space race was a period of rapid technological development.</li> </ul>	Power Civilization Legacy Culture
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## History Block **Vikings**

Knowledge/Skills	Substantive Concepts
<ul style="list-style-type: none"> <li>• To know when the Viking period took place in Britain.</li> <li>• To know that the Viking and Saxon period of history was intertwined and included periods of war and peace.</li> <li>• To know where the Vikings came from and why they came to Britain.</li> <li>• To know that the Vikings used Long Ships and were accomplished sea farers.</li> <li>• To know that the stereotype of a Viking warrior with a horned helmet is a myth.</li> <li>• To know that Vikings were farmers and traders as well as warriors.</li> <li>• To know some Norse Myths and Gods including Thor, Odin and their legacy in today's world.</li> <li>• To know what everyday life was like in a Viking village.</li> <li>• To know how the Viking / Saxon period ended with the Battle of Hastings</li> </ul>	Power Conflict & Invasion Exploration & Settlement Civilization Belief Systems Legacy Culture
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