












Whole school Substantive Concepts

settlement 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.	agriculture Essential to settlement. NO need for nomadic lifestyle. People settle by rivers for fertile land.	religion way for people to make sense of world around them and explain bad fortune. Religious beliefs and rituals vary.	trade the action of buying and selling goods and services. Essential part of settlements. Affected by transport and invention.	technology 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	civilisation 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	empire 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 .	invasion Other people coming to a settlement to settle or rule. Can often be unwanted and cause conflict	conflict a serious disagreement or argument and can lead to violence. People may disagree with their leader or occur through religion or invasion.
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monarchy Kings or queens who may reign or rule over people. Succession is often hereditary . Symbols of power.	kingdom A single land ruled by a king or queen who have a duty to the kingdom.	Government 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.
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	All About Me	People who help us	Once Upon a Time
EYFS	Gain a sense of their family tree and build an idea of home and where they live. settlement 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. settlement idea of home and where I live. Buildings and service that settlers need. agriculture 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. monarchy kings/queens rule over people kingdom the land a king or queen rules over. They can need defending. Settlement a place where people live
Year One	Childhood then and now How was childhood different for our grandparents and what is the same? <i>Context: Changes within living memory</i> <i>Significant historical events, people and places in their own locality.</i> We compare what has always been the same in childhood and what has changed since children's grandparents were children.	Holidays Have holidays always been the same? <i>Context: Changes within living memory</i> <i>Significant historical events, people and places in their own locality.</i> We compare what has stayed the same about holidays and what has changed since our grandparents were children. We look at traditional UK seaside towns during the 'holiday boom' and compare them to now.	Great Fire of London How do historians know about the fire of London? <i>Context: Significant event beyond living memory</i> <i>Lives of significant people .Significant historical events, people and places in their own locality.</i> We look at what happened and the causes and consequences of the fire. We compare the king to past and present. We also look at the impact of the 'Great Fire of Newport' upon the town.
	trade - has changed since grandparents childhood and so the high street has changed. technology - toys, household objects, shopping has changed since my grandparents childhood. settlements -where people live. They change over time. How Newport has changed. agriculture – farms are where food is grown. Towns were built near farms in past. Newport is a farming town now and in the past. Monarchy – the change in monarch since grandparents were children and how they are celebrated with street parties. Compare coronations. Disciplinary Knowledge – sources artefacts, photographs, eye witnesses . Retrieval/Connection opportunity: All about Me	technology – changes in transport have changed how and where people go on holiday settlements – not all settlements are the same and life can be different there. Seaside towns have changed over time. religion – some reasons we have certain holidays are for religious festivals Church – Easter and Christmas, Harvest Disciplinary Knowledge – sources artefacts, paintings, photographs, postcards. Retrieval/Connection opportunity: Childhood then and now – what was life like for your grandparents? What stayed the same and what is different?	monarchy - King Charles I was in power and ruled England. settlement – London was built on a river, it was large and old settlement. London was rebuilt. kingdom - England was ruled by King Charles I and only he had the power to action the pulling down of houses. technology - fire fighting equipment was different. Buildings were built differently in the past. Disciplinary Knowledge – Samuel Pepys' diary, paintings, artefacts. Retrieval/Connection opportunity Once upon a time – what do kings/queens do? People who help us – Who are some people who help us? How do we contact them?
Year Two	Guy Fawkes and Gun Powder plot What does the Gun Powder plot tell us about life in England at the time? <i>Context: Significant event beyond living memory</i> Lives of significant people We look at the reasons behind the plot and compare monarchs then and now.	Transport What is the impact of the first flight the Rainhill trials on life today? <i>Context: Significant event beyond living memory</i> Lives of significant people We look at the changes in transport due to the accomplishments of the Wright brothers first flight and the Rainhill trials. We look at what has stayed the same (need for travel) and what has changed (types of transport and their impact).	Explorers What did the voyages of Columbus and Shackleton achieve? <i>Context: Lives of significant people</i> We compare the voyages of Christopher Columbus and Shackleton. We compare the reasons for their voyages and their success/impact. We compare their technology thinking about their place in history. We discuss why the voyages are remembered today. We use the types of sources available to understand about the chronology of each explorer.
	monarchy The king ruled England and told them which religion to follow. religion Religion was very important to people in England at the time. There were two different religions with different beliefs. conflict There were disagreements between the two religions and many people did not want to follow the King. This was the cause of the plot. government Helped the King to rule people and make decisions about the country and its people. Disciplinary knowledge – . How do historians know about the plot? Letters and paintings. Retrieval/Connection opportunity: Great fire of London – what made this event significant? Are there similarities as to why they were remembered? What was the role of monarch/government in each event?	technology Transport has changed over time and impacted on the way people live. trade Transport has changed over time and impacted on how we get our food/goods agriculture The change in transport means we can get food from farms not in the UK Disciplinary Knowledge – Historians can use photographs, videos and artefacts. Retrieval/Connection opportunity: Holidays – how and why have holidays changed over time?	trade some explorers went on their voyages to trade goods. technology different explorers had different technology. It is has changed over time. settlement a place where a group of people live and geographical location is important. Columbus wanted to discover other unknown settlements. Monarchy - King George gave Shackleton a flag to fly on the ship showing the importance of this journey to the king and to his people. King and Queen of Spain funded Columbus' voyage showing they places great importance on his potential Disciplinary Knowledge – photographs, paintings, maps, artefacts can be used to find out about the past. Retrieval/Connection opportunity Transport - Why do we remember the Wright brothers and George Stevenson?
Year 3/ 4 A	Stone to Iron Age How did life change for early humans from the stone age to iron age? <i>Context: Changes in Britain from the Stone Age to the Iron Age</i> We look at the life Neolithic hunter-gatherers and early farmers. We compare and contrast with developments in technology, religion and settlements during the Bronze Age through to Iron Age.	Romans To what extent did the Roman invasion change Britain? <i>Context: The Roman Empire and its impact on Britain</i> We look at Julius Caesars attempted invasion and the reasons behind it. We compare the Roman empire and its army to way of life in England at the time. We also learn about the successful invasion of Claudius and the resistance including Boudica. We look at the impact of the Romans upon Britain technology, culture and beliefs, including early Christianity	Anglo Saxons and Scots Was England always a Christian country? <i>Context: Britain's Settlement by Anglo-Saxon's and Scots</i> We look at life in Britain after the Roman withdrawal. We learn about the Scots invasion from Ireland to North Britain (now Scotland). We learn about Anglo-Saxon invasions, settlements and kingdoms: place names and village life as well as Anglo-Saxon art and culture. We look at Christian conversion of the time – Canterbury, Iona and Lindisfarne
	settlement No settlements in Stone Age. During the Iron Age there were Hill Top forts. Fortified walls and hill tops for protection from invasion. agriculture Once humans could farm, they no longer needed to hunt and gather and follow the food and they settled. religion early religion began as a way to explain hardship. No organised or shared beliefs/worships or gods between tribes. Mostly believed in many gods and would give them gifts to appease. During the Iron Age the Celts had more organised beliefs and had religious leaders called Druids. technology the hand axe was the most important invention during Stone Age. Technology was very basic and made from resources in environment. Changed over time where farming equipment and jewellery became more advanced through the finding of iron and bronze. Kingdom Once settled, Tribal Kingdoms formed in Iron age who were ruled by Chieftian. Invasion People began to invade because they had surplus food and items wanted. Trade – during Iron age began to trade the surplus food and jewellery with other tribes. Disciplinary knowledge –Why did people settle at Skara Brae? What archaeologists and historian found out. Artefacts of weapons , coins (during Iron age had leaders names inscribed on them) Retrieval/Connection opportunity: Ancient Egypt and Civilisations – what makes a civilisation? Numbers, monetary system, organised leadership (monarchy/government), organised religion, agriculture, trade.	invasion Romans invaded Britain to increase empire and instill their culture upon Britain. Settlement – Britain was a tribal and divided nation whilst the Romans were a united force. Romans built big cities such as London influenced by Roman culture and society. Religion Roman's had their own Gods but later introduced Christianity. conflict 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. Boudica rebelled against them. Hadrian's wall was build by Picts to stop the Romans invading the north. empire Romans had a single ruler who was appointed and ruled over many lands. Romans had a huge empire lasting for a long time but came to an end. civilisation Roman technology , cultures and beliefs and contrast to British at time of invasion. They were an organised society. Disciplinary knowledge - Roman sites. What was the impact of the Romans upon Shropshire? (Wroxeter, Roman roads and shropshire hill forts) . Retrieval/Connection opportunity: Stone Age to Iron Age (comparison) and Ancient Egypt . Explorers topic – reasons people go on voyages.	invasion Scots and Angles invaded England once Roman empire fell as they were now vulnerable. settlement Anglo Saxons lived in small villages kingdom England was divided into many kingdoms ruled by their own kings. religion Mostly Pagan at the start of the period – believed in many gods, omens, magic and rituals. Towards the end of the period, Britain became mostly Christian. A Roman monk called Augustine was sent to tell Anglo-saxons about Christianity. Each kingdom slowly began to convert. Agriculture – land was good for farming and attracted tribes to invade Britain. Disciplinary knowledge - Writing by The Venerable Bede - detailed the history of the conversion of the English to Christianity from the time of St Augustine. What did historians learn from the dig at Sutton Hoo? Retrieval/Connection opportunity: Roman Britain – why did Rome invade? What influence did they have? Why was there conflict? Ancient civilisations – compare life in Anglo Saxons to the Ancient civilisations. What was different? The same?
Year3/ 4 B	Overview of Ancient civilisations What did the earliest civilisations have in common? <i>Context: The achievements of the earliest civilizations</i> 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. What similarities did the different civilisations have?	Ancient Egypt Why was the Ancient Egyptian civilisation so successful? <i>Context: The achievements of the earliest civilizations – depth study</i> Depth study of Ancient Egypt. Consider the way in which we have found out about the past through looking at the findings of Howard Carter about Tutankhamen. Look at the Egyptian way of life, beliefs and how they were ruled. settlement All settled along the Nile as a great source for food and made fertile land. civilisation They were an organised society with laws and trading system, culture, art, writing system.	

	<p>settlement people settled in places with good resources and geographical features for farming and trading.</p> <p>civilisation Organised societies with leadership, religion, number and letter systems, art.</p> <p>kingdom King/queen ruled over the civilisation. Kingdoms may be big or small.</p> <p>monarchy Many ancient cultures had a monarchy of kings or queens that reigned over kingdoms and succession was hereditary.</p> <p>religion An important part of these early civilisations. Had different beliefs and customs. Often believed in many gods and sacrifice and rituals were often a part.</p> <p>trade Traded or barter goods with other civilisations .</p> <p>agriculture civilisations were often settled around rivers so they could grow food.</p> <p>Disciplinary Knowledge- what did historian’s learn from tombs, temples, artefacts, writing?</p> <p>Retrieval/Connection opportunity: compare way of life in Britain during the Stone Age and discuss the chronology.</p>	<p>kingdom Ruled by the king/queen or had absolute authority (called a pharaoh)</p> <p>monarchy reigned over kingdom and succession was hereditary. Sons were preferred successors.</p> <p>religion believed in gods, sacrifices, places of worship and beliefs in afterlife. They had religious leaders called priests who were very important.</p> <p>trade traded or bartered goods with other civilisations.</p> <p>agriculture role of the river Nile to the advancement of the civilisation and trade. Most people were farmers.</p> <p>Retrieval/Connection opportunity: compare way of life in Britain during the Stone Age and discuss the chronology.</p> <p>Disciplinary Knowledge- artefacts found by Carter as archaeologist and how this helped influence Historians knowledge of the pharaohs.</p>	
Year 5/ 6 A	<p>Mayans Why have archaeologists disagreed about what the Indus valley was like? <u>Context:</u> A non-European society that provides contrasts with British history – one study chosen from: Mayan civilization c. AD 900</p> <p>We study the Mayan culture and compare to other advanced civilisations such as Ancient Egypt and contrast with what life was like in Britain at the same time. We study their religion and the government and draw comparisons with Ancient Greece as another civilisation ruled by government, not monarchy. We learn about their food and the calendar system – as examples of them being an advanced civilisation. We make comparisons between the Roman empire and the many individual city state of the Maya.</p> <p>Settlements – settlements were large and there were many cities with large populations.</p> <p>civilisation Mayans were organised society with art, number, writing and architecture such as pyramids and designed a calendar.</p> <p>government hierarchical ruled by kings and priests. Each city was a state and each ruled by its own government. Not an empire.</p> <p>religion believed in many gods and sacrifices. Temples were an important part every town/city.</p> <p>agriculture important to survival and their development. Historians believed droughts and lack of food meant some cities were abandoned. Grew and made cacao.</p> <p>trade made links with other peoples across the continent. Used cacao beans as currency – they bartered with it.</p> <p>Retrieval/Connection opportunity: Ancient Egypt and Romans and Greece and Anglo Saxons and Scots</p> <p>Disciplinary Knowledge- how do historians know about the lives of people in Indus valley? What can we learn from artefacts and architecture?</p>	<p>Vikings and Anglo Saxons What was King Alfred’s greatest achievements? <u>Context:</u> Struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>We learn about the invasion and raids of the Vikings to Anglo Saxon Britain. We look at the resistance by Alfred the Great and the land settlement of Danelaw. We learn about the first king of England King Athelstan. We learn about the Viking invasions and Daneglad and the Anglo-Saxon laws and justice . We find out who Edward the Confessor was and his death in 1066.</p> <p>conflict there was resistance to Viking invasions and raids by Alfred the Great and Athelstan</p> <p>Kingdom – England was divided into Kingdoms each ruled by their own king.</p> <p>invasion Vikings invaded Britain to pillage resources and to settle/reign here</p> <p>religion Vikings had contrasting beliefs and customs to Anglo Saxons who were now Christians.</p> <p>monarchy each kingdom had a king. Succession was hereditary. King Alfred is known for being the first to successfully defeat the Vikings invasion of his kingdom.</p> <p>Trade Vikings were keen traders and came over to pillage resources and did so with force.</p> <p>Retrieval/Connection opportunity: Romans and Anglo Saxons and Scots – why did they invade? Why was there conflict? How did life in Britain change throughout this time?</p> <p>Disciplinary Knowledge- The Anglo- Saxon Chronicle – a collection of records in Old English chronicling the history of the Anglo Saxons. The account of the Viking raid on Lindesfarne. What did this tell historians?</p>	<p>Local study – Ironbridge What was the impact of Bedlam furnace on Shropshire? Year 5</p> <p>We look at the achievements of important people in our local area such as Thomas Telford and the Darby family and the impact this had on railways and trade. We look at Ironbridge as a symbol of this achievement.</p> <p>technology the Darby family changed the way iron was made so it was stronger, cheaper and more verstaile</p> <p>settlements people settled in ironbridge due to the river and local mines close by</p> <p>Trade the new technology impacted upon trade due to its use in train travel and steam engines.</p> <p>Retrieval/Connection opportunity : Rainhill trials – what happened?</p> <p>Disciplinary Knowledge – Bedlam furnace photographs</p>
Year5/ 6 B	<p>Britain’s First Railways How did railways transform Britain? What was the impact of the railway on people living in the UK? <u>Context:</u> 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.</p> <p>Look at the invention of steam power, the steam engine invented by James Watts and the impact this had on people’s life in Britain. We remember the achievements of Abraham Darby (iii) invention of a new way to make Iron and the impact this had on railways and trade and holidays.</p> <p>trade new inventions changed how Britain was able to trade goods, faster connections</p> <p>Civilisations – gave ability for leisure and day trips to the seaside</p> <p>technology the railways changed travel and trade</p> <p>Agriculture and transport - didn’t need farms in the centre of the cities and diets changed through transporting seafood</p> <p>Government – allowed members to travel and gain support, give out leaflets, travel to London quicker</p> <p>Retrieval/Connection opportunity: Transport (Rainhill trials) and local study, holidays in Britain (Ironbridge) Geography – time zones were removed after the invention and had to run to the same times.</p> <p>Disciplinary Knowledge-</p>	<p>Ancient Greece How has Ancient Greek influenced the English language? <u>Context:</u> A study of Greek life, achievements and the impact on western world</p> <p>We look at the features of life in Ancient Greece and how it was ruled, comparing to other civilisations such as Ancient Egypt and Romans. We compare with the Mayan civilisation also ruled by a government. We look at the culture and way of life of the Greeks and their religious beliefs – comparing to other civilisations. We look at Greek mythology as an aspect of their culture/society. 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, language and architecture.</p> <p>civilisation Ancient Greece was a refined civilisation with architecture, art, number, myhtology and alphabet system. Much of this can be found today in modern cities architecture and our art and language.</p> <p>trade they exported their pottery, wine and olives as it was in great demand which helped the Greek culture to spread.</p> <p>government there was different types of governments that ruled in differing ways.</p> <p>religion Believed in many gods and goddesses .</p> <p>agriculture farming was a key part of their daily life.</p> <p>technology how it has influenced our modern day life</p> <p>Retrieval/Connection opportunity:: Mayans, Ancient Egypt , Romans – compare and contrast the different aspects of these civilisations.</p> <p>Disciplinary Knowledge- architecture, artefacts, paintings</p>	<p>Local study – Ironbridge What was the impact of Bedlam furnace on Shropshire? Year 5.</p> <p>We look at the achievements of important people in our local area such as Thomas Telford and the Darby family and the impact this had on railways and trade. We look at Ironbridge as a symbol of this achievement.</p> <p>technology the Darby family changed the way iron was made so it was stronger, cheaper and more verstaile</p> <p>settlements people settled in ironbridge due to the river and local mines close by</p> <p>Trade the new technology impacted upon trade due to its use in train travel and steam engines.</p> <p>Retrieval/Connection opportunity : Rainhill trials – what happened?</p> <p>Disciplinary Knowledge – Bedlam furnace photographs</p>

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<p>conflict</p> 	<p>Monarchy</p> 	<p>kingdom</p> 	<p>government</p> 	<p>empire</p> 	<p>Invasion</p> 