Substantive Concepts

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| **Year Group**  | **Knowledge** | **Skills** | **Tier 3 Vocabulary** | **Tier 2 Vocabulary** |
| R | Talk about changes in their lifetime. Recall and tell stories about the pastName and label parts of historical buildings e.g. castles | Sequence events/photos in order of time.Explore and make predictions about objects/photos from the past.Role play life in the past/stories about the pastIdentify similarities and differences in their own lives e.g. from when they were a baby until now.Investigate changes in time passing e.g. season to season | Castle, drawbridge, moat, portcullis, tower, turret, bow, arrow, cannon, cannonball, soldier, knight, battle | Season, same, similar, different, life, past, now, then, before, old, new, photograph, map, baby, child, adult, parent, grandparent, remember, memories, precious, fragile, museum, clues, long ago |
| 1 | Changes within living memory, making links to changes within national lifeChanges in life in the homeExplain the lives of significant individuals in the past who have contributed to national and international achievement – Mary Anning | Identify some of the ways in which the past is represented e.g. in stories, songs, pictures, artefacts, written documents and recordingsSequence events or related objects in order of timeCompare aspects of life then and now, looking at similarities and differences.Answer questions related to different sources and objectsPlace historical people and events on a timeline | Artefact, inventor, invention, Mary Anning, fossil, palaeontologist, dinosaurs, sea, beach, shore, sea, spade, bucket, ice-cream, postcard, donkey, parasol, Punch and Judy, promenade | Yesterday, present, compare, change, time, history, living memory, cause, effect |
| 2 | Explain the lives of significant individuals in the past who have contributed to national and international achievement – Rosa Parks, Emily DavisonDescribe events beyond living memory that are significant nationally or globally – The Great Fire of LondonRecognise and explain why events happened and the impact they had.To explain significant historical events, people and places in their locality - Ann Glanville  | Place historical people and events on a chronological timeline (begin to build the timeline)Identify fact and fiction Sequence events or related objects in order of timeTo be able to consider the reliability of memoriesExplore and interpret sources of evidence, discussing the effectiveness of the sourcesAsk and answer questions related to different sources and objectsBegin to make suggestions about historical artefactsUse correct vocabulary when talking about the past and the passing of time | Primary/secondary evidence, thatched, Pudding Lane, St. Paul’s Cathedral, Samuel Pepys, Christopher Wren, Rosa Parks, suffragette, AD/BC | Diary, significant, international, national, global, historical, local, century, decade, political, equality, diversity, racism, suffrage, feminism, civil rights  |
| 3 | Explain what life was like in the Stone Age Describe changes in life in Britain from the Stone Age to the Iron AgeDescribe the achievements of the earliest civilisations e.g. Ancient Egyptians Describe who Julius Caesar was and his role in the Roman EmpireDescribe the impact of the Roman Empire on BritainExplain Britain resistance to invasionExplain the impact of invasion on Britain Understand the difference between BC/BCE/AD/CE | Sequence events or artefacts on a timelineIdentify key features and beliefs of historical periodsCompare and contrast aspects of life in different periodsIdentify reasons for and the results of people’s actions Analyse beliefs, behaviours and characteristics of people in the pastBegin to evaluate the effectiveness of different sources | Chronological, archaeology, archaeologist, artefacts, Stone, Age, Bronze Age, Iron Age, hunter/gatherer, flint, Neolithic, Skara Brae, fort, Celts, Boudicca, Roman, centurion, emperor, toga, gladiator, Hadrian’s Wall, invasion, colosseum, Empire, Ancient Egypt, pyramids, tombs, sphinx, civilisations, sarcophagus, mummification, Canopic jars, pharaohs, afterlife | Period, beliefs, opinion, religion, trade, consequence, point of view, domesticate, barter, conflict, contrast, culture, evidence, influence, BC/BCEAD/CE, perhaps, possibly, patriarch, civilisation  |
| 4 | Understand an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – Life in Tudor BritainDescribe the key events in the settlement of Britain by the Anglo-SaxonsExplain the struggle for the kingdom of England from Saxon times List the achievements of the Ancient Greek civilisationsExplain the influence of the ancient civilisations on the western world e.g art, architecture and literature | Explore and interpret sources of evidence, discussing the effectiveness of the sourcesCompare and contrast aspects of life in different periods using a range of sources and understand their reliabilityIdentify and give different reasons for the way the past is representedJustify explanations by making references to appropriate evidence | AngloSaxons, hoard, Angles, Jutes, Saxes, Bretwalda, Mercia, Christianity, Sutton Hoo, Tiw, Woden, Thor, Frig, St. Augustine, Bede, Dark Ages Vikings, King AlfredTudor, dissolution, Henry VII, Henry VIII, Edward VI, Elizabeth I, Mary I, Armada, Duke of Medina, Sir Francis Drake, Catherine of Aragon, Anne Boleyn, Jane Seymour, Anne of Cleves, Catherine Howard, Catherine Parr, yeoman Ancient Greece, Olympics, chariot, Parthenon, philosophy, Athens, Sparta, Trojan War, Marathon, Crete, Theseus, Minotaur, Persia, | Pagan, settlement, invaders, kingdoms, suffix, law and order, punishment, monastery, portrait, iconic, analyse, society, authentic, evidence, possessions, inventory, defeat, leisure, pastime, chivalry, feudal |
| 5 | To recall influences and events within Britain and the wider world leading to significant turning points in British history as well as the impact on the nation – Industrialisation and Education Reform in the Victorian times. Describe aspects of life in Ancient GreeceExplain the Viking struggle for the Kingdom of England to the time of Edward the ConfessorDescribe aspects of life in a non-European society that provides contrast with British history – BeninTo understand how the achievements of early civilisations has impacted on our lives today | Identify changes within and across the time period studiedIdentify cause and consequence including impact on society over timeTo evaluate the effectiveness of different sourcesAsk and answer a range of questions about the past and use a range of sources in their answerMake predictions about artefacts and their usesAnalyse beliefs, behaviours and characteristics of people, recognising that not everyone had the same views and opinionsInvestigate how a period of time can have both continuity and change and the result of this. Compare and contrast aspects of life in different periods and different cultures, exploring and identifying similarities and differences | Queen Victoria, Victorian, Education Reform, industrialisation, workhouses, Poor Law, Barnardo, Lord Shaftesbury,raids, longboat, Lindisfarne, Danelaw, Cnut, Jorvik, longhouse | Destitute, poverty, source, cause, consequence, influence, role, opinion, justify, prediction, architecture, colonies, warfare, mythology, democracy, reputation, monk, revolution, free trade, hierarchy Oba, Yoruba, Ife, edo, Eweka, Benin City, Ogsio |
| 6 | Describe key events in WW2 and what life was like on the Home FrontUnderstand a significant turning point in British historyExplain differing viewpoints of historical events or people offering reasons for different version of eventsRecall/list key historical dates and facts Offer reasoned explanations for the cause and effect of main events, situations and changes in the period studiedUnderstand and explain an historical event of significance in the local area (Mining heritage & the Levant mining disaster) Understand historical bias  | Identify between fact and fiction and be able to give reasons for use of propaganda.Justify explanations by making references to appropriate evidence and sources Suggest and investigate hypothesis about the past e.g. use of artefacts, ways of life and reasons for eventsFrame questions carefully to access specific and accurate informationMemorise dates of key eventsEmploy a wide range of historical vocabulary when presenting information about the pastTo be able to distinguish between different sources e.g. different versions of the same story and recognise historical bias | Holocaust, Nazi, genocide, air raid, Blitz, evacuation, rations, Home Front, An Gof, Flamank, Gwary, tinners, nobles, vagabonds, beggars, yeomen, craftspeople, poll tax, Cornubia, attainder,  | Propaganda, bias, viewpoints, misinformation, opinion, continuity, government, infamous, liberation, parliament, advocate, prior, expansion, allies, occupied, rebellion, taxes, taxation, injustice trade, Prime minister, dictator, empire, propaganda |