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 past  Name 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 past  Identify 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 life  Changes in life in the home  Explain 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 recordings  Sequence events or related objects in order of time  Compare aspects of life then and now, looking at similarities and differences.  Answer questions related to different sources and objects  Place 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 Davison  Describe events beyond living memory that are significant nationally or globally – The Great Fire of London  Recognise 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 time  To be able to consider the reliability of memories  Explore and interpret sources of evidence, discussing the effectiveness of the sources  Ask and answer questions related to different sources and objects  Begin to make suggestions about historical artefacts  Use 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 Age  Describe the achievements of the earliest civilisations e.g. Ancient Egyptians  Describe who Julius Caesar was and his role in the Roman Empire  Describe the impact of the Roman Empire on Britain  Explain Britain resistance to invasion  Explain the impact of invasion on Britain Understand the difference between BC/BCE/AD/CE | Sequence events or artefacts on a timeline  Identify key features and beliefs of historical periods  Compare and contrast aspects of life in different periods  Identify reasons for and the results of people’s actions  Analyse beliefs, behaviours and characteristics of people in the past  Begin 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/BCE  AD/CE, perhaps, possibly, patriarch, civilisation |
| 4 | Understand an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 – Life in Tudor Britain  Describe the key events in the settlement of Britain by the Anglo-Saxons  Explain the struggle for the kingdom of England from Saxon times  List the achievements of the Ancient Greek civilisations  Explain 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 sources  Compare and contrast aspects of life in different periods using a range of sources and understand their reliability  Identify and give different reasons for the way the past is represented  Justify 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 Alfred  Tudor, 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 Greece  Explain the Viking struggle for the Kingdom of England to the time of Edward the Confessor  Describe aspects of life in a non-European society that provides contrast with British history – Benin  To understand how the achievements of early civilisations has impacted on our lives today | Identify changes within and across the time period studied  Identify cause and consequence including impact on society over time  To evaluate the effectiveness of different sources  Ask and answer a range of questions about the past and use a range of sources in their answer  Make predictions about artefacts and their uses  Analyse beliefs, behaviours and characteristics of people, recognising that not everyone had the same views and opinions  Investigate 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 Front  Understand a significant turning point in British history  Explain differing viewpoints of historical events or people offering reasons for different version of events  Recall/list key historical dates and facts  Offer reasoned explanations for the cause and effect of main events, situations and changes in the period studied  Understand 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 events  Frame questions carefully to access specific and accurate information  Memorise dates of key events  Employ a wide range of historical vocabulary when presenting information about the past  To 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 |