



# History

## Substantive Knowledge Progression Map



### Substantive Knowledge

Substantive knowledge refers to the knowledge that children should take away from each unit after it has been taught. It consists of the core facts and historical knowledge of the period, such as historical narrative, significant events or people, period features, chronology and substantive concepts. In this progression map, you will find a concise summary of the substantive knowledge for each unit.

### Substantive Concepts

Substantive concepts are concepts that children will come across repeatedly throughout their education in history. They are words that are hard to define in one definition as they mean slightly different things in different contexts and periods of time. As a child progresses through their education, they will learn a little more about the concept each time they come across it, slowly building a coherent understanding of the concept throughout history. Substantive concepts should be taught within historical contexts to provide a strong base for children's understanding. Examples include Monarchy and Empire and subsidiary words, such as 'rule', 'monarchy', 'emperor' and 'democracy'. In the progression map below, you will find the substantive concepts addressed in each unit. Each substantive concept is covered more than once to ensure that children have plenty of opportunities to develop their understanding.


### Historical Enquiry

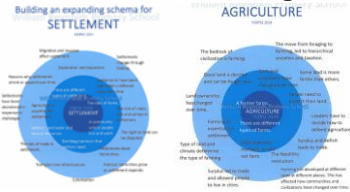
Historical enquiry refers to the skills historians use to critically examine evidence to make claims about historical events and to compare interpretations of the past and how they are constructed. Through historical enquiry, children learn about the nature of primary and secondary sources, begin to understand how our knowledge of the past is constructed, develop chronological understanding and make connections between time periods.


In the overview shown below, we have chosen a selection of units which will offer well-sequenced progression and a clearly mapped-out narrative. These selected units provide a breadth, richness and interconnectedness of British and world history.

	Autumn	Spring	Summer
<b>Year 1</b>	Changes within living memory- Toys How have toys changed over time?	Local Study- Significant Place Woodside (linked to Geography unit) <b>What are the differences between schools today and schools in the past?</b>  A study of the school and who it is named after	Significant individual- Christopher Columbus <b>Who was Christopher Columbus and what did he do?</b>
<b>Year 2</b>	Significant individual- Neil Armstrong (Connection to Christopher Columbus) <b>Who was Neil Armstrong and what did he achieve?</b>	Event Beyond Living Memory- Great Fire of London <b>What caused the Great Fire of London and what were the consequences?</b>	Local history- Significant local event- Opening of the iron bridge 1781 (Mini-unit) <b>Why was the iron bridge built?</b>
<b>Year 3</b>		Changes in Britain- Stone Age and Iron Age <b>How did Britain change from the Stone Age to the Iron Age?</b>	Depth study- earliest civilisations Egypt & an overview of where and when the first civilisations appeared.  <b>What were the achievements of the Ancient Egyptians?</b>
<b>Year 4</b>	The Roman Empire and its Impact on Britain Local Study- <b>Why did the Romans settle at Wroxeter?</b> (Extended unit)  <b>Why did the Roman Empire invade Britain and what was its impact?</b>	Non-European study- Mayans  <b>What was life like for the Mayans and how was it different to Roman Britain?</b>	
<b>Year 5</b>	Britain's settlement by Anglo-Saxons, Scots Anglo-Saxon and Viking Conflict  <b>How did control of Britain change after the Romans left?</b>		Local Study- A study of how area transformed over time from agricultural and industrial land to a residential area (Telford)  <b>How has our local area changed over time</b>
<b>Year 6</b>		A study of British history that extends pupils' chronological knowledge beyond 1066- Life in Victorian Britain  <b>How much change did the Victorians bring?</b>	Ancient Greek achievements and Greek influence  <b>What were the achievements of the Ancient Greeks and how have they influenced the western world?</b>

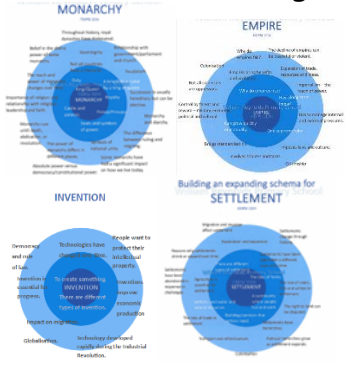


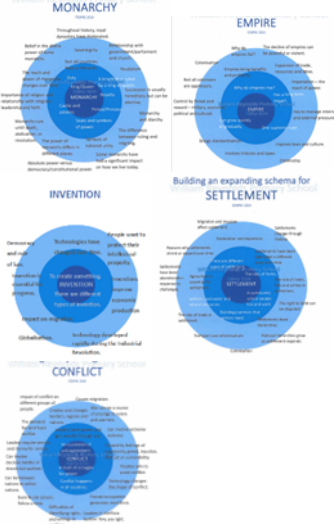
<b>Year 2</b>	Significant individual- Neil Armstrong (Connection to Christopher Columbus)	Event Beyond Living Memory- Great Fire of London	Local history- Significant local event- Opening of the iron bridge 1781 (Mini-unit)
<b>Unit enquiry</b>	Who was Neil Armstrong and what did he achieve?	What caused the Great Fire of London and what were the consequences?	Why was the iron bridge built?
<b>Substantive Concepts</b>	<b>Conflict, Invention</b>	<b>Settlement, Invention, Monarchy &amp; Empire</b>	<b>Settlement, Invention</b>
<b>Substantive Knowledge</b>  <p>The diagrams are: MONARCHY, EMPIRE, INVENTION, Settlement (with sub-heading 'Building an expanding schema for SETTLEMENT'), CONFLICT, and another INVENTION diagram.</p>	<p><b>Conflict</b> To know that America wanted to reach the moon before the Russians.</p> <p><b>Invention</b> To know some of the achievements in the history of flight.</p> <p>To know what equipment the astronauts used to safely land on the moon.</p> <p>To know that television and radio brought the events of the Moon Landing to a global audience.</p>	<p><b>Settlement</b> To know that London was a busy city where people lived and worked.</p> <p>To know that the River Thames runs through London.</p> <p>To know that the Thames was used for water and transport.</p> <p>To know that the fire started in a bakery in Pudding Lane.</p> <p>To know that the Thames was used to transport people and belongings to safety.</p> <p>To know that London housing was overcrowded and close together.</p> <p>To know that houses were made from wood and straw.</p> <p>To know that around 13000 houses were destroyed by the fire.</p> <p><b>Invention</b> To know that the firemen used water buckets filled with river water to put out fires in London.</p> <p>To know that dynamite and fire hooks were used to destroy buildings to stop the spread of fire in London.</p> <p>To know that, after the fire, Christopher Wren redesigned the destroyed St Paul's Cathedral.</p> <p>To know how the fire service improved as a consequence of the fire.</p> <p>To know that after the fire a new law was passed ensuring that new buildings were only made using bricks and stone.</p> <p><b>Monarchy and Empire</b> To know that King Charles II was King of England during the GFoL.</p> <p>To know that King Charles II ordered the use of dynamite and fire hooks to destroy houses and prevent the further spread of the fire.</p>	<p><b>Settlement</b> To know how bridges are used.</p> <p>To know that opening of the first iron bridge was a significant event in our local area.</p> <p><b>Invention</b> To know how bridges have changed over time.</p> <p>To know that the iron bridge (at Ironbridge) was the first iron bridge in the world.</p> <p>To know that the iron bridge (at Ironbridge) was invented to transport goods more easily across the River Severn.</p> <p>To know that Abraham Darby III constructed the iron bridge (at Ironbridge).</p>

<p><b>Year 3</b></p>	<p><b>Changes in Britain- Stone Age and Iron Age</b></p>	<p><b>Depth study- earliest civilisations Egypt &amp; an overview of where and when the first civilizations appeared.</b></p>
<p><b>Unit enquiry</b></p>	<p><b>How did Britain change from the Stone Age to the Iron Age?</b></p>	<p><b>What were the achievements of the Ancient Egyptians?</b></p>
<p><b>Substantive Concepts</b></p>	<p><b>Agriculture, Settlement</b></p>	<p><b>Agriculture, Settlement</b></p>
<p><b>Substantive Knowledge</b></p>  <p>The first diagram, 'Building an expanding schema for SETTLEMENT', shows a central circle 'Settlement' surrounded by concentric rings of related concepts like 'Hunting and gathering', 'Tool-making', 'Storage', 'Defence', 'Social organisation', 'Trade', 'Agriculture', 'Domestication', 'Irrigation', 'Farming', 'Pastoralism', 'Hunting', 'Fishing', 'Gathering', 'Hunting and gathering', 'Tool-making', 'Storage', 'Defence', 'Social organisation', 'Trade', 'Agriculture', 'Domestication', 'Irrigation', 'Farming', 'Pastoralism', 'Hunting', 'Fishing', 'Gathering'.</p> <p>The second diagram, 'AGRICULTURE', shows a central circle 'Agriculture' surrounded by concentric rings of related concepts like 'Domestication', 'Irrigation', 'Farming', 'Pastoralism', 'Hunting', 'Fishing', 'Gathering', 'Hunting and gathering', 'Tool-making', 'Storage', 'Defence', 'Social organisation', 'Trade', 'Agriculture', 'Domestication', 'Irrigation', 'Farming', 'Pastoralism', 'Hunting', 'Fishing', 'Gathering'.</p>	<p><b>Agriculture</b></p> <p>To know that the first man was known as a hunter gatherer</p> <p>To know that Stone Age man was not primitive: making and using tools, fashioned from flint and wood.</p> <p>To know the impact of farming esp. taming wild animals, growing wheat etc;</p> <p><b>Settlement</b></p> <p>To know that stone age men had proper burials, hunting ceremonies and an organised way of life.</p> <p>To know what life was like in the stone age from a study of Skara Brae.</p> <p>To know the characteristics of life in an Iron Age hill fort community.</p> <p>To know that the earliest settlers were hunter gatherers and lived in caves.</p>	<p><b>Agriculture</b></p> <p>To identify features that would and would not have been present in Ancient Egypt from an anachronism picture e.g. tractors.</p> <p>To locate the Nile valley on a world map and make deductions from map evidence.</p> <p>To know the importance of the Nile and the significance of annual floods.</p> <p>To know that the Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport.</p> <p>To know that most men were farmers and women spent much time baking bread and collecting water.</p> <p>To know how Ancient Egypt was similar to other ancient civilisations.</p> <p><b>Settlement</b></p> <p>To know that Ancient Egypt was a hierarchical society.</p> <p>To know some of the iconic features of Ancient Egyptian civilization.</p> <p>To know the religion and gods of Ancient Egypt.</p> <p>To know some of the items found in the tomb of a pharaoh (Tutankhamun)</p> <p>To know the features of a pyramid.</p> <p>To know that most houses were made of mud bricks and had storage silos for grain.</p> <p>To know the stages of mummification .and the journey to the afterlife.</p> <p>To know how Ancient Egypt was similar to other ancient civilisations.</p>

<p><b>Year 4</b></p>	<p>The Roman Empire and its Impact on Britain Local Study- (Extended unit)</p>	<p>Non-European study- Mayans</p>
<p><b>Unit enquiry</b></p>	<p>Why did the Roman Empire invade Britain and what was its impact? Why did the Romans settle at Wroxeter? (local study)</p>	<p>What was life like for the Mayans and how was it different to Roman Britain?</p>
<p><b>Substantive Concepts</b></p>	<p><b>Settlement, Invention, Monarchy &amp; Empire, Invasion</b></p>	<p><b>Agriculture, Settlement, Invention</b></p>
<p><b>Substantive Knowledge</b></p> 	<p><b>Settlement</b> To know some settlements of the Romans in Britain e.g. major cities, such as London (Londinium), Manchester (Mamucium), Chester and York (Eboracum), as well as Viriconium (Wroxeter).</p> <p>To know that the Romans left place-names, surviving buildings and also other influences such as Latin, calendar, money etc.</p> <p><b>Invention</b> To know that Romans invented roads and under floor heating.</p> <p>To know that the Romans built roads in Britain.</p> <p><b>Monarchy and Empire</b> To know that Claudius was the emperor of Rome during the invasion of Britain.</p> <p>To know that the Roman emperor was the ruler and head of state of the Roman Empire.</p> <p><b>Invasion</b> To know that Julius Caesar invaded Britain.</p> <p>To know that Claudius invaded Britain.</p> <p>To know that Britain was inhabited by Britons when the Romans invaded.</p> <p>To know that Boudica revolted against the Romans.</p>	<p><b>Agriculture</b> To know that the Mayans grew crops like maize (slash and burn technique) and irrigated fields.</p> <p>To know that the Mayans hunted e.g. for deer and traded.</p> <p>To know that society was hierarchical (king above craftspeople and merchants, then farmers then slaves at the bottom).</p> <p>To know that farming and trade links were established throughout the Maya Region.</p> <p><b>Settlement</b> To know some Mayan gods and sacrifices, food and diet.</p> <p>To know some Mayan temples.</p> <p>To know that human sacrifice was practised to appease their gods.</p> <p><b>Invention</b> To know that the Mayans invented the Mayan writing script.</p> <p>To know that Mayans built pyramids.</p> <p>To know that Mayans carved calendars out of stone.</p> <p>To know that the Anglo-Saxon chronicles tell us about life in Anglo-Saxon Britain.</p> <p>To know that the ancient Mayans made cacao into a spicy drink mixed with chilli.</p>



<p><b>Year 5</b></p>	<p>Britain's settlement by Anglo-Saxons. Scots Anglo-Saxon and Viking Conflict</p>	<p>Local Study- A study of how area transformed over time from agricultural and industrial land to a residential area (Telford)</p>
<p><b>Unit enquiry</b></p>	<p>How did control of Britain change after the Romans left?</p>	<p>How has our local area changed over time?</p>
<p><b>Substantive Concepts</b></p>	<p><b>Settlement, Invention, Monarchy &amp; Empire</b></p>	<p><b>Settlement</b></p>
<p><b>Substantive Knowledge</b></p>  <p>MONARCHY</p> <p>EMPIRE</p> <p>INVENTION</p> <p>SETTLEMENT</p> <p>Building an expanding schema for SETTLEMENT</p>	<p><b>Settlement</b></p> <p>To know that the Saxons arrived before the Vikings and the whole of the Saxon and Viking settlement lasted over several centuries.</p> <p>To know that that the Anglo-Saxons often arrived to raid but gradually settled;</p> <p>To know that the Anglo-Saxons came for a range of reasons partly because of pressure in their homelands but also because of the wealth expected from the new lands.</p> <p>To know that early Saxons worshipped Gods we name our days after (Tiw, Woden, Thor, Frig)</p> <p>To know some Saxon and Viking laws and justice.</p> <p>To know some types of housing, diet, religious beliefs e.g. Anglo-Saxon gods and conversion to Christianity.</p> <p><b>Invention</b></p> <p>To know that the Vikings invented and used long, swift ships called longships.</p> <p>To know that the Vikings invented longhouses.</p> <p><b>Monarchy and Empire</b></p> <p>To know that by the end of the 7C Anglo-Saxons were ruling most of Britain.</p> <p>To know that King Alfred reigned in 878.</p> <p>To know why King Alfred has been deemed to be 'great'.</p> <p><b>Invention</b></p> <p>To know that the Anglo-Saxons invaded Britain.</p> <p>To know where the Anglo-Saxons came from and why they invaded.</p> <p>To know that the Vikings invaded Britain.</p> <p>To know where the Vikings came from and why they invaded.</p> <p>To know that when the Vikings landed in 865 there were 4 Anglo-Saxon kingdoms.</p> <p>To know what is meant by 'Danelaw'</p>	<p><b>Settlement</b></p> <p>To know that the area now known as 'Woodside' was known as 'Madeley'.</p> <p>To know some features of Woodside that are no longer there today e.g. Brick kiln colliery or have been added e.g. Woodside housing estate.</p> <p>To know that the Kelly's Directory for Madeley (1913) give us a picture of the occupations people held in the past.</p> <p>To know of the 'Nine Men of Madeley' mining disaster.</p> <p>To know that Telford is a new town named after Thomas Telford.</p>

<p><b>Year 6</b></p>	<p>A study of British history that extends pupils' chronological knowledge beyond 1066- Life in Victorian Britain</p>	<p>Ancient Greek achievements and Greek influence</p>
<p><b>Unit enquiry</b></p>	<p>How much change did the Victorians bring?</p>	<p>What were the achievements of the Ancient Greeks and how have they influenced the western world?</p>
<p><b>Substantive Concepts</b></p>	<p><b>Settlement, Invention, Monarchy &amp; Empire</b></p>	<p><b>Settlement, Conflict, Invention, Monarchy &amp; Empire</b></p>
<p><b>Substantive Knowledge</b></p> 	<p><b>Settlement</b></p> <p>To know differences in: Jobs and Child Employment, Rich and Poor, Schooling. Migration of population from rural to towns and cities (Industrial Revolution).</p> <p>To know that different class affected people differently, e.g.: factory/mine owners grew rich on profits.</p> <p>To know what life was like in industrial towns and how demanding factory life was.</p> <p>To know the key features of a typical urban setting in an industrial town, eg: terraced housing, sanitation, yards, shared toilets, proximity to factory and pollution.</p> <p><b>Invention</b></p> <p>To know that the steam engine was invented during the Industrial Revolution.</p> <p>To know the main changes of the Victorian period, especially: transport, railways to bicycles and cars, industry: factories and mines, mainly in north; urbanisation etc.</p> <p>To know the effect the railways would have had on different occupations.</p> <p><b>Monarchy and Empire</b></p> <p>To know that that Victoria dominated the period synonymous with her long reign.</p>	<p><b>Settlement</b></p> <p>To know that our knowledge of the climate and geography of Greece today helps us understand the importance of: long indented coastlines, mostly mountainous interior, few areas of flat fertile land, abundant islands.</p> <p>To know some of the myths and legends of Ancient Greece.</p> <p>To know that Ancient Greek pottery explored aspects of Greek society such as warfare, mythology and the role of women.</p> <p>To know how Greek towns were arranged.</p> <p>To know Greek religion, jobs: experiences of men, women, and children, housing and diet.</p> <p><b>Conflict</b></p> <p>To know the consequences of the Battle of Marathon for Athens and those for Persia.</p> <p><b>Invention</b></p> <p>To know that the Olympic games were invented by the Ancient Greeks.</p> <p>To know that democracy was invented by the Ancient Greeks.</p> <p>To know that Ancient Greece was a time of massive growth in new ideas and ways of thinking e.g. philosophers and ideas such as democracy.</p> <p>To know that the Ancient Greeks designed buildings like the Parthenon which still influences modern architecture.</p> <p>To know that Ancient Greek theatres were incredible feats of engineering.</p> <p>To know that the Ancient Greeks influenced life today e.g. language, thinkers, architecture.</p> <p><b>Monarchy and Empire</b></p> <p>To know why the Battle of Marathon was fought and can give reasons for defeat of Persia, classifying not just listing, eg: Persian weaknesses, extent of Greece's colonies.</p>



### Answering the Enquiry Question- What the Children Will Know at the End of the Unit

Progress in history is defined as knowing more and remembering more. The children will be able to connect knowledge across units of work but this will not necessarily be evident in final answer to the enquiry.

At the end of each step of the enquiry, the children will be clear about the knowledge acquired in that lesson or series of lessons. What have we learnt that will be useful when we come to our final answer? This helps the pupils to plan for their final answer.

#### **Lesson summaries**

<p>KS1</p> <p>A conversation</p> <ol style="list-style-type: none"><li>1) What have we learnt today?</li><li>2) What is most important for our enquiry question?</li></ol> <p>The teacher writes key words and phrases that the children <u>produces</u> as a reference point. The teacher may also turn ideas into a final sentence for children to read and rehearse chorally.</p> <p><i>*Note that there is a difference between what they did as an activity and what was learnt.</i></p>	<p>LKS2</p> <p>A conversation</p> <ol style="list-style-type: none"><li>1) What have we learnt today?</li><li>2) What is most important for our enquiry question?</li></ol> <p>The teacher writes key words and phrases that the children <u>produces</u> as a reference point. The teacher may also turn ideas into a final sentence for children to read and rehearse chorally.</p> <p><i>*Note that there is a difference between what they did as an activity and what was learnt.</i></p> <p>This can be extended towards the children producing a series of sentences using a scaffold.</p>	<p>UKS2</p> <p>At this stage, pupils will be well versed at producing bullet points or a paragraph, with a maximum permissible length, summarising information and drawing out the key concepts.</p>
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#### **Answering the Final Enquiry (Outcome)**