

Substantive Concepts in History

The following concepts relate to four broad areas of **substantive knowledge**. Key substantive concepts have been grouped into these four areas. These concepts are embedded throughout the curriculum so that each one is planned to be encountered multiple times throughout the curriculum. Substantive concepts are best understood through repeated encounters in specific, meaningful contexts. A deep understanding of these concepts is crucial for pupils as they move through their education, as each supports the learning of new material.

For example, a pupil's knowledge of the Roman invasion of 43CE will enable them to continue to build upon that knowledge when they encounter the Viking invasions of 793CE. They will be able to identify what is similar and what is different about these invasions, and through this nuance, develop a richer understanding of the concept of invasion. They will understand that not all invasions just happen once or in the same way - the Vikings engaged in multiple raids, with a very different military strategy to the Romans - nor are they always by the same people.

Community and culture



architecture, art, civilisation, communication, economy, inspiration, myth, nation, religion, settlement, story, society, trade

Conflict and disaster



conquest, liberation, occupation, military, peace, plague, surrender, treaty, war, invasion

Exploration and invention




discovery, migration, navigation, progress, tools


Hierarchy and power





country, democracy, empire, equality, government, law, monarchy, oppression, parliament, peasantry, politics, prejudice, slavery, poverty, protection, tyranny

Progression of Substantive Knowledge (Single Age)

Concept	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Community & culture</p>  <p>architecture, art, civilisation, communication, economy, inspiration, myth, nation, religion, settlement, story,</p>			<p>Aspects of everyday life from the past, such as houses, jobs, shops, objects, transport and entertainment, may be similar or different to those used and enjoyed by people today.</p> <p>Material objects can provide valuable information about everyday life in the past.</p> <p>People and events are important and remembered as part of history.</p> <p>Throughout history, changes have been made, which some people agree with and others don't.</p> <p>Many newspapers, worldwide, tracked Amy Johnson on her voyage to Australia. The newspapers described the scenes Amy Johnson was greeted by each time she landed her plane. The newspapers documented the struggles that Amy Johnson faced during each stage of the journey.</p>	<p>Key individuals and events from the past have had an impact on our local area.</p> <p>The Normans changed the English landscape through their building works which showed their power. Normans also changed the English language over time, and English diets.</p> <p>Lillian Bilocca (26 May 1929 – 3 August 1988) was a British fisheries worker and campaigner for improved safety in the fishing fleet as leader of the "headscarf revolutionaries" – a group of fishermen's family members.</p> <p>Hull is and was an important port as it is located at the meeting of the River Hull & Humber Estuary and Hull had walls built around it to protect it.</p> <p>In the 17th century, Hull had the second biggest arsenal outside of London as it was a well-</p>	<p>Tribal communities appeared around 4000 years ago in Britain and supplanted the hunter-gatherer lifestyle.</p> <p>Bronze Age communities created permanent settlements made up of a number of families and created burial mounds and monuments.</p> <p>Hillforts were Iron Age settlements; the height of a hillfort gave tribespeople a good view of the surrounding area and the ditches and ramparts around the edge provided protection.</p> <p>Romanisation occurred when Roman beliefs, technology and culture were adopted by Britons after the invasion of AD 43.</p> <p>Archaeological evidence from the Ivory Bangle Lady indicates that wealthy people of African descent lived in Roman Britain,</p>	<p>Everyday life was susceptible to significant change from invading peoples. However, sometimes invaders adopted the local culture.</p> <p>Migration to Britain throughout history has resulted in everyday life changing due to contact with other European and non-European cultures.</p> <p>Although the Vikings initially raided England and returned home with their spoils, during the 9th Century they began to invade with the purpose of settling, and eventually integrated into English society, becoming farmers and engaging in trade.</p> <p>Everyday life was susceptible to significant change from invading peoples. However, sometimes invaders adopted the local culture.</p> <p>Although the Vikings initially raided England and returned home with</p>	<p>Ancient civilisations were dependent on geographical features such as access to water and fertile land.</p> <p>The ancient Egyptians lived along the river Nile, and were one of the longest lasting ancient civilisations, covering just over 3000 years. There were distinct periods within this time.</p> <p>The Nile was vitally important to the development and continued success of Ancient Egypt as it enabled effective mass agriculture, which in turn meant the Nile took on significant cultural and religious importance.</p> <p>Sources tells historians that: temples and necropolises show religion was important; many people lived in cities; wealthy people lived more luxurious lives than poorer people; ancient Egyptians enjoyed music, dancing and playing games.</p> <p>The home front referred to the civilian population and activities</p>	<p>The sources show us that medicine was a distinct area of practice for ancient Athenians, and that they used collected observations to assist with diagnosis and treatment. This approach can be seen in modern medicine today.</p> <p>The Greeks' influence on theatre, architecture, literature and sports can still be seen today through the Socratic method in education, Greek inspired buildings and the Olympics.</p> <p>The Greeks' influence on mathematics, philosophy and medicine can still be seen today in modern practice and schools across the country, such as Pythagoras' theorem and geometry still being taught in schools, and the modern application of the Archimedes screw, and the Archimedes principle.</p> <p>The ancient Kingdom of Benin,</p>

<p>trade</p>				<p>positioned port and was well-defended.</p>	<p>Hull is still renowned as a maritime city and the industry has seen growth in recent years with new investments.</p> <p>Hull was originally settled by monks and was renamed Kingston Upon Hull by Edward I.</p> <p>Merchants had large houses along the River Hull, where they lived and worked; staithe gave them access from their houses to the river.</p> <p>Docks were built both in the city centre and then later along the Humber Estuary.</p> <p>Short term consequences affect people at the time an event happens and long term consequences can affect people for a long time after an event.</p>	<p>their spoils, during the 9th Century they began to invade with the purpose of settling, and eventually integrated into English society, becoming farmers and engaging in trade.</p> <p>After invading York, the Vikings built farms in the countryside and more Vikings came to settle there, while York became an important market for local goods and for items traded from overseas.</p> <p>Tudors believed in the four humours, and a range of methods used to address illness: surgery, bloodletting and herbal remedies. Pupils will know that these methods were rarely effective due to inaccurate knowledge.</p> <p>The appetite for popular entertainment grew as peace and prosperity enabled greater leisure time for the wealthier citizens in the Tudor period. Pupils should be able to give examples of popular pastimes (e.g tennis, the theatre).</p>	<p>within a country during wartime. It included the various efforts and sacrifices made by non-military individuals to support the war effort (e.g working in munitions factories, rationing resources, and maintaining morale) as they are all crucial elements in sustaining a nation's strength during times of conflict.</p> <p>WW2 changed women's lives in the short term and the long-term. Short-term consequences included changes in employment opportunities, with women replacing men who had gone to war, often in male-dominated workplaces. In the long-term, it led to an increase in support for women's rights and equality, as well as long term changes in the workforce.</p> <p>Crime and punishment have been consistent aspects of society over time, but there have been changes to types of crime, attitudes towards crime, and types of punishment.</p> <p>Common crimes have remained the same, such as theft or murder. However, each period of history had unique crimes that were reflective of their society at the time (witchcraft, being Catholic and murder).</p> <p>Punishments over time have changed considerably, in reflection of cultural changes and understanding of criminal behaviour. The death penalty has been abolished, and trials no longer exist.</p>	<p>ruled by an oba, existed on the coast of West Africa (now Nigeria) from 1170-1888AD. The kingdom was well-known for its strong trade links with other countries, which gained the kingdom great wealth and power, and for its guild system of craftspeople.</p> <p>The city of Benin was carefully planned, built and protected. It impressed European visitors.</p> <p>Trade, both local and international, was important as part of the Kingdom of Benin.</p>
<p>Conflict & disaster</p>  <p>conquest, liberation, occupation, military, peace, plague, surrender, treaty, war</p>			<p>An early understanding of conflict is developed through storybooks.</p>	<p>Knowledge of conflict for key activists</p> <p>William the Conqueror gained the name Conqueror from his invasion and conquest of England in 1066.</p> <p>Cities around the world have been fortified using walls, which were used to protect them and the resources within them.</p> <p>Charles I wanted to enter Hull to claim the arsenal, which was kept there, but was unsuccessful on two occasions in 1642.</p>	<p>After the Romans' successful invasion of Britain in AD 43, many tribes refused to obey Roman rule, whereas others embraced the Roman ways of life. These power struggles caused conflict, death and destruction, and changed the way of life for the defeated Celts.</p> <p>Walled defences were built around Hull in the 14th century; these were demolished when the city centre docks were built.</p>	<p>Following the Romans' departure, tribes of settlers fought for control over Britain for 600 years.</p> <p>The Vikings arrived in AD 789. Four years later, they launched an attack on the monastery at Lindisfarne.</p> <p>The Viking invasion and Anglo-Saxon defence of England led to many conflicts.</p> <p>The Norman Invasion of 1066 was the last invasion of Britain.</p> <p>The Vikings attacked Lindisfarne monastery in 793CE. They stole treasures and killed and enslaved the monks, then returned to their homelands in Scandinavia. This is considered to be the start of the Viking Age in Europe.</p> <p>The Vikings invaded York in November, AD866. At the time, York was the capital of the Anglo-Saxon kingdom of Northumbria. The Vikings changed the Anglo-Saxon name of Eoforwic to the Danish name, Jorvik (believed to mean 'wild boar creek').</p>	<p>War, oppression, conflict and rebellion can cause damage to buildings and property; kill, injure and oppress people or change people's beliefs, ways of life and identity.</p> <p>The Germans bombed British towns and cities as part of their air raids, a campaign known as the Blitz. The primary goal was to weaken the morale of the British people and force the United Kingdom to surrender. The Germans also targeted industrial areas and infrastructure in hope they could disrupt the British war effort by damaging factories and hindering production.</p> <p>Propaganda was employed to garner public support for rationing and to encourage a sense of unity and shared sacrifice among the population. It was used to foster a sense of national pride and solidarity, encouraging individuals to willingly accept rationing as a means of supporting the troops and ensuring the equitable distribution of resources.</p> <p>Propaganda was used to support evacuation efforts by creating a positive image of the evacuation process and emphasizing its importance for the safety of children. By shaping public perception through public messaging, the government aimed to alleviate fears and doubts among parents, making them more willing to participate in the mass evacuation efforts designed to protect civilians, especially children, during the war.</p>	<p>The Bristol Bus Boycott of 1963 arose from the refusal of the Bristol Omnibus Company to employ Black or Asian bus crews. It was considered influential in the passing of the Race Relations Act in 1965, which made 'racial discrimination unlawful in public places'.</p> <p>The Grunwick strike (1976-1978) was sparked by the dismissal of Devshi Bhudia. Grunwick workers were migrant workers, taking jobs of low status and low pay. The strike was initially supported by the wider trade union movement but was then dropped as it was deemed to fail.</p> <p>Passed in 1988, Section 28 stated that schools as part of local authorities shall not 'intentionally promote homosexuality'. The resulting protest saw the rise of now famous groups like Stonewall.</p> <p>In the 1990s, hundreds of disabled people protested against inaccessible public transport and existing law, which allowed people to discriminate on the grounds of disability. The Disability Discrimination Act became law in 1995.</p>

<p>Exploration & invention</p>  <p><i>discovery, migration, navigation, progress, tools</i></p>			<p>Changes within living memory include advances in technology, exploration, workplaces and houses.</p> <p>There are similarities and differences between childhood today and childhood in the 1950s .</p> <p>Amy was Britain's most famous female pilot; she was born in Hull 1st July 1903. She got her pilot's licence, She worked in an office before she had an interest in flying. She bought a Gypsy-Moth plane, called it Jason, flew solo and wanted to break the world record of flying from London to Australia in 1930.</p> <p>Heading for Bagdad Amy Johnson flew through a sandstorm nearly 500 miles across a desert. Landing in Rangoon Amy Johnson's plane Jason was badly damaged from facing monsoon. Teachers and pupils from a school helped to mend her plane by sewing 20 men's shirts to the wing.</p> <p>Aircrafts are used for many different reasons: to move people from place to place, to move goods from place to place, for entertainment, by the emergency services and military. Aeroplanes, other aircraft include helicopters, gliders, hot air balloons, fighter jets, biplanes, stunt planes, and even hovercrafts.</p>	<p>Significant individual achievements include great discoveries and actions that have helped many people.</p> <p>There were many technological and social developments during Elizabeth's reign, but they were not a result of the Queen's rule as she was a constitutional monarch.</p>	<p>Neolithic communities built permanent settlements and new tools, homes and food producing techniques were invented.</p> <p>Bronze Age life is defined by the use of metals, including bronze, to make tools, weapons and objects.</p> <p>Invention and ingenuity through the Bronze and Iron ages led to the development of tools and weapons, subsequent improvements in farming as well as development of arts and crafts.</p> <p>Roman invention, ingenuity and structures were superior to those which already existed in Britain.</p>	<p>Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world.</p> <p>The Anglo-Saxons arrived in Britain as they wanted to find farmland after flooding in Scandinavia. They wanted to make new homes and settlements.</p> <p>The Elizabethan period in particular saw an increase in exploration due to Elizabeth's focus on naval power, empire, Spain and trade (NEST).</p>	<p>The characteristics of the earliest civilisations include cities, government, language, writing, customs, numerical systems, calendars, architecture, art, religion, inventions and social structures, all of which have influenced the world over the last 5000 years.</p> <p>An achievement or discovery may be significant because it affects the lives of other people or the natural world; moves human understanding forward; rights wrongs and injustices or celebrates the highest attainments of humans.</p> <p>Ancient civilisations shared many similar features such as impressive buildings, forms of written communication, organised religion and social hierarchy.</p>	<p>Human invention and ingenuity have changed the living conditions, health, safety, quality of life and cultural experiences of people over time and throughout the world.</p> <p>The achievements and influences of the ancient Greeks on the wider world include the English alphabet and language; democracy, including trial by jury; sport and the Olympic Games; the subjects of mathematics, science, philosophy, art, architecture and theatre.</p>
<p>Hierarchy & power</p>  <p><i>country, democracy, empire, equality, government, law, monarchy, oppression, parliament, peasantry, politics, prejudice, slavery, poverty, protection, tyranny</i></p>		<p>A monarch is a king or queen who rules a country.</p>	<p>Monarchs are a form of royalty. They can rule countries. Not every country has a monarch.</p>	<p>Hierarchy is a way of organising people according to how important they are or were. Most past societies had a monarch or leader at the top of their hierarchy, nobles, lords or landowners in the middle and poor workers or slaves at the bottom.</p> <p>Monarchy is a form of government where supreme authority belongs to one person (a monarch). The power of a monarchy can vary, from absolute power, to being a figurehead with little influence on the way the country/ empire is run.</p> <p>William the Conqueror introduced the feudal system, a social hierarchy that separated people by their job, family and wealth.</p> <p>The Normans changed the English landscape through their building works which showed their power. Normans also changed the English language over time, and English diets.</p> <p>Elizabeth II was a constitutional monarch; a constitutional monarch cannot create laws, and has much less power than an absolute monarch.</p> <p>The word 'suffrage' means having the right to vote in political elections. The Suffragettes campaigned for women to have this right. After peaceful methods of campaigning had failed to bring about any result, the movement became more violent. Women householders over the age of thirty gained the vote in 1918 and all women over the age of 21 in 1928.</p> <p>Rosa Parks (1913—2005) helped initiate the civil rights movement in the United States when she refused</p>	<p>In the Bronze Age there was a difference between the wealth and status of people. People who controlled metal mines were rich and powerful. People without access to metal ores were poor.</p> <p>The Roman Empire grew over time, as the Roman army fought wars and conquered lands around the Mediterranean Sea.</p>	<p>Athelstan was a successful leader who defeated Viking and Celtic kings during the Battle of Brunanburgh. He was the first king who became known as 'King of all England'.</p> <p>The Tudors came after the Romans, Anglo-Saxons, Vikings and Normans. Pupils will know the order of Tudor monarchs and develop their understanding of the concept of monarchy by knowing that a throne can be won in battle as well as inherited.</p> <p>Tudor peasants had different houses and ate different food compared to their noble counterparts, due to the disparity in wealth and their place in the hierarchy.</p> <p>Henry VIII broke with Rome in order to remarry and secure an heir. They will know that Edward and Mary's reign saw significant religious persecution whereas Elizabeth's reign saw a return to greater religious tolerance.</p>	<p>Power in ancient civilisations drove the growth of empires and the development of trade, wealth, arts and culture, society, technology and beliefs.</p> <p>Misuse of power and poor leadership caused these aspects of civilisation to decline.</p> <p>Common leadership traits include personal charisma; strong beliefs; the right to rule, including by democratic vote or the divine right of kings and personal qualities, such as determination and the ability to communicate. Motives include birthright; the desire to acquire land, money and natural resources or the defence of personal, religious or political beliefs.</p> <p>Sources tells historians that: temples and necropolises show religion was important; many people lived in cities; wealthy people lived more luxurious lives than poorer people; ancient Egyptians enjoyed music, dancing and playing games.</p> <p>Hierarchy structures in ancient civilisations include (from most to least powerful) a ruler; officials, nobles or priests; merchants, workers and peasants and slaves. This was true of Ancient Egypt.</p>	<p>The consequences of resistance, refusal and rebellion against leaders or hierarchies are far reaching and can include war, conflict, oppression, change and improvements in people's lives.</p> <p>Leaders and monarchs have changed the course of history in a variety of ways e.g invasion, oppression, spreading new political or religious ideologies.</p> <p>Ancient Greece was made of multiple city states during the Classical period; they shared some similar attributes such as having a form of government and having laws, but they differed in the detail of these aspects.</p> <p>Athens was a democracy, and Sparta was an oligarchy. However, many Spartan laws and practices (treatment of women and education) were more equitable than their Athenian counterparts. Both states had a clear social hierarchy.</p> <p>Athenians had a clear social hierarchy with male citizens at the top of this hierarchy. Democracy did not extend to all people in Athens.</p> <p>Civil rights are guarantees of equal social opportunities and equal protection under the law, regardless of race, religion or other personal characteristics.</p> <p>Suffrage is the right to vote in political elections. Women in England, Wales and Scotland received the vote on the same terms as men in 1928.</p> <p>In the Kingdom of Benin, Oba was an absolute monarch. He had</p>

				<p>to give up her seat to a white man on a Montgomery, Alabama bus in 1955.</p> <p>The Civil Rights Act was passed by the U.S. Congress in 1964. Its purpose was to end discrimination based on race, colour, religion, or national origin.</p> <p>The people of Hull were parliamentarians and were opposed to the king.</p> <p>Charles I spent lots of money, including on wars abroad. He dissolved parliament for 11 years - ruling without them.</p> <p>John Hotham's role as Governor of Hull was revoked by Charles I but he was made Military Governor of Hull in 1642.</p>				<p>divine powers and controlled all aspects of empire especially trade.</p> <p>Symbolism and religion were used to project an image of power and might in the Kingdom of Benin.</p>
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