**Probus Primary School– History – Key Substantive Concepts**

Our curriculum is refined yearly, but it maintains a consistent knowledge base to ensure conceptual progression. We have identified a set of key historical substantive concepts that children will repeatedly revisit throughout their time with us.

Each study will not include every concept, but over time our children may have opportunities to revisit them. **For example, when studying The Moon Landings in KS1 our children will encounter the concept of Technology, and then, as our children learn more about the Early Civilisations-featuring Ancient Egypt in LKS2 and the Victorians in UKS2 they will revisit the concepts of Technology.**

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| **Year** | **Autumn** | **Spring** | **Summer** |
| **EYFS** | **Ourselves** | **Farm to fork** | **Seaside** |
|  | Discovery | Discovery  Technology | Discovery |
| **Unit** | **Torrey Canyon** | **Mary Anning** | **The Moon Landings** |
| **1** | * Discovery * Technology | * Discovery | * Exploration * Technology |
| **Unit** | **Guy Fawkes** | **Richard Trevithick** | **Moon landings** |
| **2** | * Discovery * Significance | * Invention/innovation * Technology | * Communication * Technology |
| **Unit** | **Stone Age to iron Age** | **Early Civilisations Featuring Ancient Egypt** | **Local History – Our Village & Surrounding Areas** |
| **3** | * Prehistory * Archaeology | * Civilisation * Archaeology * Technology | * Industry * Discovery |
| **Unit** | **Ancient Greece** | **Roman Britain** | **Roman Britain** |
| **4** | * Civilisation * Politics * Archaeology | * Empire * Civilisation * Invasion * Settlement | * Empire * Civilisation * Invasion   Settlement |
| **Unit** | **Anglo Saxon Britain** | **Viking Period** | **Golden age of Islam** |
| **5** | * Invasion * Settlement * Religion | * Invasion * Settlement * Trade * Exploration | Education  Civilisation  Religion |
| **Unit** | **Victorian Britain** | **Crime and punishment** | **Clay Industry in locale** |
| **6** | * Civilisation * Religion * Technology | * Crime * Punishment * Law | * Technology * Lifestyle |

* Substantive knowledge relates to abstract concepts which occur frequently throughout studying history, such as ‘empire’ and ‘technology’.
* Pupils develop their understanding through planned, repeated encounters with these concepts through a range of contexts.
* Substantive concepts have specific meanings in different contexts, rather than existing as definitions. Revolution is one example which represents an idea that has a different meaning depending to which period of time it refers: the French Revolution and Industrial Revolution, for example. Simply knowing the definition of ‘revolution’ does not enable pupils to fully understand the nature and essence of these two periods.