

Substantive concepts are key concepts, such as ‘empire’, ‘monarchy’, or ‘invasion and settlement’, which children learn about during their study of primary History. Substantive concepts are fundamental elements of children’s historical knowledge, however they are abstract and therefore children may find them challenging to understand. The 2021 Ofsted research review into history states that, to be able to use them confidently, children need to have a secure knowledge of substantive concepts in different contexts. The BFPA History curriculum recognises the importance of developing children’s understanding of substantive concepts and consequently this is a strand which runs throughout our history curriculum. Our progression of skills and knowledge document clearly demonstrates how these substantive concepts are developed throughout the primary curriculum. Initially, in Key Stage 1 children will begin to develop their understanding of the substantive concepts of power and the achievements of mankind in How did explorers change the world?; How did we learn to fly? and What is a monarch? In Lower Key Stage 2 and Upper Key Stage 2, they deepen their understanding of these concepts and others while learning to identify changes in meaning in different time periods and contexts. For example, the concept of monarchy evolves over time; during the reign of Henry VIII the monarch enjoyed absolute power whereas by the 20th century the power of the monarch was devolved to the Government.



| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|---|--|--|---|---|--|
| <u>Power (monarchy, government and empire)</u> | | <ul style="list-style-type: none"> To begin to understand that power is exercised in different ways in different cultures, times and groups. To know that Britain was organised into kingdoms and these were governed by monarchs. | <ul style="list-style-type: none"> To understand the development of groups, kingdoms and monarchy in Britain. | <ul style="list-style-type: none"> To understand that societal hierarchies and structures existed including aristocracy and peasantry. | <ul style="list-style-type: none"> To understand the monarchy exercised absolute power. | <ul style="list-style-type: none"> To understand that there are changes in the nature of society |
| <u>Achievements and follies of mankind</u> | <ul style="list-style-type: none"> To know some inventions that still influence their own lives today. | <ul style="list-style-type: none"> To begin to identify achievements and inventions that still influence their own lives today. | <ul style="list-style-type: none"> To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain. | <ul style="list-style-type: none"> To be able to identify achievements and inventions that still influence our lives today from Roman times. | <ul style="list-style-type: none"> To understand the impact of war on local communities. | <ul style="list-style-type: none"> To understand that people in the past were as inventive and sophisticated in thinking as people today. |
| <u>Invasion, settlement and migration</u> | | | <ul style="list-style-type: none"> To know that there were different reasons for invading Britain. | <ul style="list-style-type: none"> To know that settlements changed over time. To understand the impact of settlers on the existing population. | <ul style="list-style-type: none"> To understand there are increasingly complex reasons for migrants coming to Britain. | <ul style="list-style-type: none"> To know about the positive and negative experiences that migrants to Britain face. |
| <u>Civilisation (social and cultural)</u> | | | <ul style="list-style-type: none"> To understand how invaders and settlers influence the culture of the existing population. | <ul style="list-style-type: none"> To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. | <ul style="list-style-type: none"> To understand the changes and reasons for the organisation of society in Britain. | <ul style="list-style-type: none"> To understand how society is organised in different cultures, times and groups. |
| <u>Trade</u> | | | <ul style="list-style-type: none"> To understand that trade began as the exchange of goods and trade develops in different times and ways in different civilisations. | <ul style="list-style-type: none"> To understand that the Roman invasion led to a great increase in British trade with the outside world. | <ul style="list-style-type: none"> To understand that the methods of trading developed from in person to boats, trains and planes. | <ul style="list-style-type: none"> To understand that the expansion of trade routes increased the variety of goods available and supported development of global trade. |
| <u>Beliefs</u> | | | <ul style="list-style-type: none"> To know how christianity spread. | <ul style="list-style-type: none"> To compare the beliefs in different cultures, times and groups. | <ul style="list-style-type: none"> To understand the changing nature of religion in Britain and its impact. | <ul style="list-style-type: none"> To be able to identify the impact of beliefs on society. |