



# History Substantive Concepts

## Spotlight Threads – Year B



### Rulers:

Kings, emperors, pharaoh,  
monarchy

### Invasion:

War, battle, conflict, army

### Civilization:

City, society, culture,  
country

### Innovation:

Exploration, technology,  
transport, trade

**EYFS/1**

**2**

**3**

**4**

**5**

**6**

**Key:**

Transport

History  
Makers

Stone Age

Ancient  
Maya

Iron Age

The Vikings

e.g. civilization  
strong strand

1960s Toys

Pompeii

Indus Valley

Bronze Age

Ancient  
Rome

The Tudors

links to

The  
Normans

Titanic

Ancient  
Egypt

Ancient  
Greece

Anglo-  
Saxons

WW2



# History Disciplinary Pillars

EYFS/Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

\*Truro Museum link, e.g. Box loan or actual visit

## Sources

The **Vikings** and **WW2** focus for sources: Use WW2 evacuees resources from museum. Interpret/handle/discuss. **Viking** resources: both written and archeological: which is more important and why?

Focus on **\*Iron-Age** and **Anglo-Saxon** artefacts link. Build on the benefit/quality of the sources - compare/contrast to Stone-Age and Bronze-age. **Ancient Rome** - Truro museum artefacts link

Build on 2x civilization topics from year 3. **Ancient Maya** - Many artefacts (primary) to analyse and interpret **Bronze Age** - as above. See link. Which sources are more beneficial to historians than others?

Focus on 2x civilization areas **Stone-age**: artefacts discussed and interpreted, classified e.g. hunting/eating/household **Indus Valley** - focus on archeological evidence from (for e.g.) the excavated ruins of Mohenjo-daro

**Pompeii** - interpretation of primary sources of evidence from the site. Secondary accounts from eruption - e.g. Pliny the younger **Titanic** - Primary and secondary sources discussed (as above) - eye-witness accounts etc

UNPICK SOURCES/PRIMARY/SECONDARY LANGUAGE TO START  
links to all topics, e.g. handling of authentic older **toys\*** from the past. **Castles** - why are they a great real-life source of info.?

## Historical interpretations

Recognize both the *subjective nature* of historical evidence and the *validity* of multiple narrators. Understand oral history is not necessarily objective but depends on why the account was created. They also need to be aware that the different stories about the same event *can both be true depending on the point of view of the narrator, e.g. different interpretations of events during WW2.*

Throughout the three areas of history, chd develop their understanding that history is not always definitive. E.g. In **\*Ancient Rome** - chd to justify their reasons/rank reasons for why Romans left Britain.

As for year 3, primarily focus on **Ancient Greece**. Similar to year 3 - use museum box. to interpret sources/artefacts. When focusing on Trojan horse, interpret the evidence or lack of it and develop opinion (no right or wrong)

Primarily focus on **\*Ancient Egypt**: Use sources box and interpret the different sources/artefacts. Provide opinions and justification on what objects might be (link to artefacts from King Tut tomb).

**Pompeii** - interpretation evidence - e.g. Pliny the younger. What's your view? Agree, Build, Challenge. **History Makers** - Interpret the significance of their actions/impact. Begin to justify using evidence/facts about what they achieved.

UNPICK what historical interpretation is. Explain on basis of 'explaining meaning'  
e.g. view of what the older **toy** is\* Norman army - e.g. explain meaning of battle/army/life as a soldier etc

## Continuity and change

Change in Britain during **Viking** period. What continued? What parts of Britain were not affected? **WW2** huge change Britain and it's daily-life. Focus on threat of invasion and the changes this brought.

Focus and reflect on Bronze-age advancements during year 4. Then progress onto **Iron-Age** changes. Focus on knowledge of chronology and the changes over time. **Anglo-Saxon** continuation of families and social groupings + how changes were brought in via migration of different groups.

**Ancient Maya** - Change in technological advancements, e.g. use of maths/building construction. **Bronze Age** - what continued from Stone-age period? Discuss major changes, e.g. farming sophistication/tool-use development

**Stone-age**: key discussions over the changes in tools, social groups etc during the Stone-Age. **Indus Valley** - Huge changes in town-planning/housing construction etc

**Pompeii** - Discuss how the city was changed forever. **Titanic** - Changes in boat/liner design since the disaster. What elements continued? link to the cause/consequence of the disaster.

UNPICK continuity and change with the chd. Start by  
Change in **toys\*** through history. Any games continue in design? e.g. board games. **Transport**, e.g. how have cars and trains changed over time?

## Cause and consequence

Causes identified within **Tudors** and Henry sth decision-making + their impact/consequences of them. E.g. discuss consequence of religious changes. **Vikings** and **WW2** will also have teaching elements based around nature of invasion: the cause and dramatic consequences of this.

Primarily an **Ancient Rome** focus. Cause of why Romans came to Britain and why they left? Discuss multiple reasons and rank importance/significance. Consequences of Britain's building and societal make-up after they left.

Mainly larger focus for **Ancient Greece** unit. unpick in greater detail the reasons for the Trojan horse military move. Plus consequence form of invasion.

**Ancient Egypt**: what was the consequence (for the people of Egypt) for the way the Pharaoh's led? E.g. the consequences for disobedience? What was the purpose of the 'vizier'? Consequence for citizens - rules?

**History makers** - explore that there are often different causes to why significant people in history do what they do. What was the consequence of their actions on themselves, family and wider-world?

UNPICK what a CAUSE is and a CONSEQUENCE  
links to all of school-life to start the year off. What was the cause of castles being built? link to his. sig. of castles and their legacy

## Similarities + differences

The **Vikings** invasion **tactics/strategies** compared to the Ancient Rome and Greek style. Look at differences. WW" invasion strategy and analysis of its success/speed etc

Focus on sims and diff between **Iron-Age** innovation compared with earlier periods (Bronze and Stone). **Anglo-Saxon** sims and diff in how society was ruled + compare to early civilizations studied, e.g. how the Ancient Egyptians ruled.

Build on 2x civilization topics from year 3 (Stone-Age + Indus). Sim + diffs compared against **Ancient Maya** + **Bronze Age**. Focus on society/settlements to cities.

Focus on 2x civilization areas **Stone-age**: e.g. what are the sim + diffs of Stone-Age early society compared to now? **Indus Valley** - Sim + diffs with the Stone-Age - how much more advanced was this Bronze-age civilization?

**History Makers** - sims + diffs between these pioneers. Who was more successful? Justify **Titanic** - Sims + diffs between boat design then v now. Discuss safety improvements.

UNPICK what sims + diffs mean.  
links to all topics, e.g. sims and diffs between different toys + the different castle types. Why are they different?

## Historical significance (H.S)

H.S of the **Vikings** in Britain, e.g. impact on ruling in Britain + reasons for migration. **WW2** - huge focus on H.S. in all lessons, e.g. Hitler's rise to power and the H.S of the Battle of Britain.

**Iron-Age** - link the H.S to the developments in innovation/technology. **Anglo-Saxon** H.S of The Church and religious development. **Ancient Rome** - H.S of their expansion as an Empire and how this led to them leaving Britain.

**Ancient Maya** - the development of their civilization linked to society improvements (e.g. maths use, religion, architecture + power) **Bronze Age** - focus on H.S of settlers and how they transferred knowledge linked primarily to metallurgy

Focus on 2x civilization areas **Stone-age**: H.S of their society being nomadic + use of early stone tools **Indus Valley** - H.S. of drains, sewers and other advancements in city layout compared with 'western' societies at same time period.

**Pompeii** - H.S significance of Pompeii being 'lost' for 2000 years. H.S in understanding Roman society - elegant houses and villas. **Titanic** - H.S of the technology (most advanced for Sea transport), those that were chosen to be saved linked to economy/class.

UNPICK language of HISTORICAL SIGNIFICANCE  
e.g. what were castles so significant and important? What was significant about transport changes in modern times, e.g. technology improvements