The St George’s Substantive Content Progression Document – prior and future learning 2023



At St George’s School our Substantive Knowledge builds from the children’s own and family experiences of toys and trips to the seaside locally.

Planning has been created solely by teachers using the local area as the resource.

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| Substantive Content Learning Year 1 | |
| Crime and Punishment |  |
| Achievements |  |
| Religion | Victorians were predominantly Christian |
| Power and Society | There was a divide between rich and poor in the Victorian era – children would have had access to different toys |
| Settlements | Victorian seaside towns were different to seaside towns today – building, transportation and sea defences. |

In Year 2 we progress from three content areas to four and we build on knowledge of the Victorians by introducing Brunel. We have chosen him because the children can visit

The SS Great Britain and Clifton Suspension bridge easily and it can still be considered as local.

Florence Nightingale’s work will link Remembrance to significant figures to help the children to make links.

We have chosen Remembrance because the school is within walking distance of a war memorial. A trip to the memorial will being history to life.

We have chosen Rosa Parks to include equality and diversity into our programme and we wanted to add the Power and Society strand to the Year 2 programme.

We have a whole class set of Great Fire of London books to link reading to History. It also provided an opportunity to consider Crime and Punishment.

In addition, the Year 4 local study is the Monmouth Rebellion (1685) during which we will look at buildings in our town from this time. The two topics will be linked by this building study. We have used out locality to inspire and support our planning.

We have used Twinkl Planit and The History Society planning but adapted them to make them our own.

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| Substantive Content Learning Year 2 | |
| Crime and Punishment | The man accused of starting the Great Fire of London in 1666 was tried and sentenced to death. Subsequently, it has been discovered that evidence against him was false. |
| Achievements | Rosa Parks’ actions aided the dismantling of segregation.  Florence Nightingale campaigned to improve health standards. She led to change in hospital planning and organisation.  Isambard Kingdom Brunel was a Victorian who pioneered maritime engineering. He built pioneering bridges and tunnels and dramatically impacted transportation.  Remembrance Day marks the achievements of those who have lost their lives in war. |
| Religion |  |
| Power and Society | Rosa Parks invigorated the struggle for racial equality. |
| Settlements | In 1666 London homes were made of wood, tightly cramped and multi-storey. Following the fire, the design and layout of buildings in London changed after Charles II’s Declaration. Houses were made of brick rather than wood and were spaced father apart. |

In Year 3 we have chosen to introduce Civilisation and Empire at the same time. Time will be spent on world time lines and we will add KS1 learning to the world time line so the children can see how previous learning fits into the wider world view.

The Egyptians and Romans have many overlaps and can be compared and contrasted well so we have chosen to teach them in the same year group.

We have consulted and adapted planning from History Rocks for both topics for continuity and comparison.

We adapted the History Rocks planning to include our own fieldwork trip to a local Roman site to capitalise on our locality.

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| Year 3 Substantive Content Learning Year 3 | |
| Crime and Punishment |  |
| Achievements | Egyptians  Egypt became a ‘country’ (the first in the world)  Egyptians did record things down on their own version of paper called papyrus. The Egyptians were one of the first civilisations in the world to:   * Create their own form of paper which they exported all across the Mediterranean * Create a written language (multiple version of it, not just hieroglyphics) * Keep records of important things using the above two points   Egyptians were able to use the land around them to survive which is an achievement in itself.  The Egyptians developed a calendar system based around 365 days a year.  The pyramids .  Science and the body. A collection of papyrus papers called the Edwin Smith collection is one of the oldest surgical textbooks ever found and details incredible surgeries and medical knowledge. They learnt a lot about the body through mummification when they would cut open the body and take lots of different parts of it out.  Romans  Paved roads, central heating, water supplies, public baths, improved defence |
| Religion | Egyptians  Polytheism existed for thousands of years in Ancient Egypt , but it changed with one particular pharaoh – Akhenaten. He wanted to JUST worship the sun god Aten and forced ALL of the temples that worshipped other gods to close.  Ancient Egypt would eventually become Christian as the spread of the Romans helped Christianity to spread.  It would then change AGAIN to mostly Islamic by around AD 1200.  Romans  Religion changed though the Roman era . Romans didn’t like Christianity at first but later on, Christianity was adopted as the main religion and spread throughout the empire, even to Britain. However, it never lasted all that long in Britain as it was introduced late into Roman rule and pretty much disappeared (apart from smaller pockets) when the Romans themselves left Britain. |
| Power and Society | Egyptians  Three social classes:  Slaves, peasants, unskilled labourers (most ) artisans and merchants and manufacturers ( middle - fewer ) government officials, rich landowners, doctors priests (upper class – very few ) pharaohs (only one ) .  Egypt was quite unique in allowing women to become pharaohs as they were the first civilisation in the world to do so.  Romans  Emperor – empire . Large army.  The Roman Empire was derived from all sorts of different countries, but they all had different rights depending on whether they were ‘citizens’ of Rome or not. Citizens were people who were protected by Roman laws and could vote (except women who were never classed as citizens and had to have male guardians, couldn’t own land or engage with finances).  Most of the people who came over to Britain were soldiers. |
| Settlements | Egyptians  The Egyptian civilisation started life near rivers – water provided everything that they would need: fertile soil to grow crops, fish to eat, transport, water to drink etc.  Early civilisations existed quite close to each other.  Most people lived near the Nile and away from the desert), settlements could be walled with some 2-story houses. Not ALL settlements might have looked like this, but this is what we think is typical.  Mud bricks (mud bricks dried in the sun with added straw to make them sturdier), fountain (a *shaduf*), shades and walls – needed due to the climate.  Flat roof, steps, roof tiles, beds on the roof under shades.  Main living quarters are on the first floor.  (Potentially in case of flooding from the Nile.) If it has more than one floor – rich. Servant’s room on the ground floor.  Romans  People had been living in Italy LONG before the Romans, but they were just initially a small group of people who expanded further and further.  Romans invented and brought to Britain? (Concrete and brick houses) The Romans liked buildings that were strong and decorative and that showed how rich or powerful they were. Those who could afford it would have lived in ornate villas made out of brick, stone and marble, whereas the poor would live in more cramped wooden houses similar to the Celts.  With the Romans building towns and cities, they also created apartments to save space – the bottom floor would usually be a shop and the first floor had the best living conditions with subsequent levels becoming worse as they grew higher due to the lack of facilities and safety. Highlight that most people still lived in Roundhouses as most of the Romans who came were soldiers who would live in the forts, not civilians.  Roman homes in Italy different to homes in Britain due to climate.  Mosaics, multiple levels, courtyard, rainwater pools, open courtyard.  Richer Romans lived in villas.  Only around 1,000 villas have ever been found in Britain of a population of around 3-5 million, which isn’t a lot – mainly soldiers in Britain. |

We chose the Monmouth Rebellion as the trials were held within walking distance of the school and the Museum of Somerset hosts an excellent workshop re enactment event on site.

There is a section of the museum dedicated to the Rebellion.

We chose to place the Anglo Saxons and Vikings after the Romans for chronology.

The Year 4 trip to Pinkery provides an opportunity to stand on an Anglo Saxon burial ground.

For continuity with Year 3, History Rocks planning has been consulted and adapted for the Anglo Saxons, Vikings and Scots topic.

The Monmouth Rebellion is solely teacher planned. Espresso used for portrait enquiry.

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| Substantive Content Learning Year 4 | |
| Crime and Punishment | Anglo Saxons, Vikings, Picts and Scots  Anglo Saxons had brutal and public punishments – cut off body parts, stocks, cold water treatments, hot irons, hot coals, fines, branding and stocks.  Vikings – A THING . This was a ‘trial’ with a law speaker. Witnesses were allowed to speak. Punishments could be a fine or exile. A fight could be had to settle a dispute.  Monmouth Rebellion - 1685  The rebels were listed, tried by Judge Jeffreys and either executed (hanging) or exiled to Australia. Punishments were harsh and public. |
| Achievements | Anglo Saxons  Alfred the Great united England, he promoted education. He spread Christianity and developed a well organised army.  The Vikings  Travel and exploration could be seen as an achievement of endeavour as could their writing system (runes) and their engineering of Long Boats. |
| Religion | Roman era – Christianity brought to Britain. By the 4th Century Christianity had gained a strong following but Paganism beliefs still lingered.  The early Anglo Saxons were pagans (many gods – polytheism).. Over time, beliefs changed and many were converted to Christianity. The same is true of The Vikings.  Monmouth Rebellion 1685 – Church of England (Christian)  Charles II claimed to be Protestant but was Catholic. James II claimed to be Protestant but admitted to being Catholic and converted in 1669. James Scott was Protestant because his mother had been. Eventually William of Orange became King and he was Protestant. |
| Power and Society | Anglo Saxon - ruled by kings in kingdoms. Power could be challenged by battles. Continual battles between Kings, Viking leaders and rebels changed the landscape of kingdoms and land ownership.  More successful and strategic Anglo Saxon kings had more success such as Alfred the Great. Lesser Kings lost land and power.  Eventually, continual fighting led to the end of the era with the invasion of William the Conqueror.  There were Kings and Lords in Anglo Saxon times. There were three classes of men, working men, church men and warriors. Women were expected to be obedient and respectful but did have legal rights.  Vikings  Nobles, free people and peasants or slaves. Most lived by farming, hunting, grazing and fishing.  Women could be shield maidens and fight. Women were independent and had rights.  1685  The Monmouth Rebellion - battle of power over supporters of the Duke of Monmouth in the South West of England and supporters of the King (James II). Protestant supporters of the Duke of Monmouth were worried about the power and a possible bias towards Catholicism by James II. Legitimacy of the throne challenged to create change. Eventually, in an unsettled society, William of Orange challenged and took the throne. |
| Settlements | Vikings - small isolated farms or large estates. Trading centres. Raid ed and took land.  Anglo Saxons - small groups of tribes of families related to each other in villages near rivers or forests. Mostly lived in one room. Mostly self-sufficient. The hall was a place where ideas could be discussed within a tribe. Anglo Saxon kings ruled Kingdoms with their own laws and armies. |

The Mayans was placed in Year 5 to support the St George’s Geography Curriculum to provide context and a basis for making links across the curriculum.

History Rocks has been used as a planning tool as links are made to previous topics – The Vikings. The topic makes direct comparison between the Maya and the Vikings to revise and progress knowledge and understanding. The Explorer Guided reading text complements the topic in this year group and make links to Literacy through Guided Reading. There is an Explorer Literacy Tree Unit in Year 5.

Links can be made between the Maya and Stone age as metal was scarce and the Maya used stone carving tools.

The Stone Age to Iron Age fits well as in Year 5 the children read Stig of the Dump as a guided read. We felt it important to cover these topics and build their substantive knowledge across the whole time line before the children progressed to Year 6.

Planning ideas and resources come from a wide variety of sources: History Rocks, Twinkl, Mozaweb, BBC Bitesize, CPG texts, Mozaik 3D, myarchaeologost.co.uk and The Historical Association.

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| Substantive Content Learning Year 5 | |
| Crime and Punishment |  |
| Achievements | Mayans  Maths , number system, writing , calendar, architecture  The Mayans were expert mathematicians and astronomers. They used this expertise to make calendars  Stone Age to Iron Age  Creating fire, making sharp tools, taming horses to ride them, farmer rather than hunter / gatherer, invented wheel, pottery, using metals, trading , building houses  Megalithic structures - henges |
| Religion | Mayans  Gods , after life and priests , bloodletting , sacrifices  Mayan religion was extremely bloodthirsty, demanding human sacrifices and blood-letting rituals. The Mayans believed in an afterlife and that those who were sacrificed, as well as those killed in war and women who died in childbirth, went to ‘the place of misty sky’.  Stone Age  Don’t actually know what Stone Age people believed but we know they started burying their dead. Waylan’s Simthy Long Barrow. Only important people were buried because of the time and manpower it wold have taken. No sure how other people would have been buried or even if they were.  Bronze Age - round barrows (Amesbury Archer)  Iron Age and Celts – know more because of Romans and writing. Connected with nature and everything had a spirit. Nature of sacrifices and offerings. Lindow Man – possible sacrifice. |
| Power and Society | Mayans  Pakal the Great  At the top of Mayan society was the king and royal family who were believed to be closely linked to the gods. An educated elite of scribes, priests and nobles formed the ruling class. They occupied the finest buildings in the city.  Stone Age to Iron Age  Hunter gatherers - isolated to hill forts – community  In Stone Age both men and women would hunt and forage – if they could not find anything , they would not eat. Nomadic.  Bronze Age  Farming meant people stayed in one place. Created settlements. Growth of people with more power as they had access to more food and better materials. Resources = power.  Iron Age  People with power – leaders and rulers. The village living in a hill fort would be ruled by a man (king). The Celts had strong beliefs about family and passing on power and riches to sons who would become leaders. The Kings, perhaps with trusted friends, would decide on the laws for the village. People traded and had slaves. |
| Settlements | Mayan society was formed of a number of city states each with their own ruler. The Mayans were situated in modern day central America and covered 5 modern day countries.  Stone Age to Iron Age  Hunter gatherers to hill forts |

We have chosen the Year 6 topics for their scope for deep though, personal research and the opportunity for interpretation and communication.

There are many opportunities for personal research and debate.

Challenging topics such as antisemitism and social reform require maturity.

Returning to The Victorians will provide an opportunity for the children to analyse society and to show how much they can now do as compared to their studies in Key Stage 1.

It was important that we found opportunity to cover all of the substantive knowledge areas in this final year.

Many topics previously studied feed into these final plans as have been highlighted in planning and prior substantive knowledge can and will be used when drawing conclusions and substantiating arguments.

Planning / resources come from National Archives and History Rocks

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| Substantive Content Learning Year 6 | |
| Crime and Punishment | Punishments were harsh in the Victorian era. Workhouses, hard labour. Prison. Beatings. |
| Achievements | Victorian - social reform.  WWII - The Treaty of Versailles – what did it achieve? |
| Religion | WWII  Anti – Semitism in Nazi Germany. Propaganda.  Victorians  Victorian society predominantly Christian. |
| Power and Society | Victorians  Deep divide between rich and poor. Petitioning for social reform. Government. Poor Laws.  WWII  Hilter Power and Propaganda. Nazi party rule. Groups of society targeted for persecution. |
| Settlements | Victorian housing divide between rich and poor. Cramped conditions in inner cities, pollution and lack of sanitation. Movement to urban areas – industrial revolution. |