









Oakmeadow Substantive Knowledge








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| EYFS | <p>Understand the past is something that has already happened. The present is now.</p> <p>Develop understanding through beginning to identify some similarities and differences between things in the past and now.</p> <p>Begin to identify links with themselves and own families, growth and changes in the natural environment.</p> <p>Use traditional tales to support understanding - stories from the past, difference from spoken to written stories. Variation in versions. Story language - a long time ago, once upon a time. Develop understanding of celebration of events from the past at specific times of year and the similarities and differences in the way we do so e.g. Remembrance, Christmas.</p> |
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| EYFS | All About Me | Once upon a time Remembrance | People who help us | Spring into life |
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| CONCEPTS | INVASION WW11 | Monarch – kings in queens | Agriculture | Agriculture |
| | Talks about past and present events in their own life and the lives of family members. | Understand the past through settings, characters and events encountered in books read in class and storytelling. Know there are real events from the past— Remembrance Day and that | Know some of the roles people around them have in society and how they have changed over time. | Farm visit Lives of people and role in society. Changes from the past. |





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| | | things from the past are remembered at different times of the year. Comment on images of familiar situations in the past – Christmas. | | |
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| YEAR 1 | Our Local Area Events beyond living memory significant historical events, people. Why do we wear poppies on Remembrance Day? | Significant historical events, people and places in their own locality Eric Lock | Changes within Living Memory- toys | Changes within Living Memory- Saltburn seafront |
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| CONCEPTS | INVASION | Agriculture | ECONOMIC/TRADE | MONARCH ECONOMIC/TRADE |
| | Understand that things are remembered at different times of the year. The reason poppies are used to remember those who have given their lives in battle is because they are the flowers which grew on the battlefields, after World War One ended. | Understand difference between schools today (in our local area) and in the time of your parents and grandparents. To understand some of the difference between a school day in the past to present day. To know if there were any times in the past hen life at (our local) | Understand how toys today comparison with toys in the past. Some of the similarity and difference are colour, shape and material. In the past, games and toys that children played with were spinning top, dolls, cars, marbles, tiddlywinks, wind up toys. | In the past children played with different games and toys depending on whether they were a girl or boy/ rich or poor. In the Victorian times, lots of seaside towns built piers out into the sea. People enjoyed strolling along them to breathe in the fresh, healthy sea air. |

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| | Remembrance Day is held on the 11th of November - the 11th day of the 11th month of the year. | school was particularly unusual and why. | | Other popular forms of entertainment included: watching Punch and Judy puppet shows; eating an ice cream (sometimes called a hokey pokey); riding on donkeys; building sandcastles on the beach with a bucket and spade; eating fish and chips; watching variety acts at a music hall such as: singers, dancers or comedians. |
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| YEAR 2 | Significant historical events, people and places in their own locality -Scott of the Antarrtic | The lives of significant individuals in the past who have contributed to national and international achievements. Christopher Columbus | Events beyond living memory that are significant nationally or globally The Great Fire of London |
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| CONCEPTS | JOURNEYS ECONOMIC/TRADE | EMPIRE JOURNEYS MONARCH SETTLEMENT | SETTLEMENT EMPIRE MONARCH ARCHEOLOGY |
|  | Know why Scott is famous. Know some of the features of Antarctica and appreciate why exploration of that place would be dangerous. Grasp the nature of the journey to the South Pole. | Christopher Columbus was born in the Italian Genoa in 1451. Columbus sailed ships & learned about map. Columbus wanted to find a new route to the Far East, to bring back silks and spices. Columbus knew that the world was round and so thought to sail west. In 1492, the king and queen of Spain gave him three ships: The Nina, the Pinta, and the Santa Maria and 30 | Know when the Great Fire of London took place and place it on a timeline. Know how London was different in 1666 to London today- houses made of timber, no cars, buses or lorries back then. Know that Samuel Pepys lived in London during the time of the Great Fire of London and that he kept a diary. |





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| | <p>Know a little of Scott’s background, early career, personality and times in which he lived. Know about the courage and determination of five brave men who gave their lives in a great adventure.</p> <p>Know that Amundsen arrived at the South Pole before Scott. The Norwegian flag flying at the South Pole when Scott arrived.</p> <p>Amundson took fewer men and used more huskies to pull the sleds.</p> <p>Know how Scott was viewed in 1912 and can contrast that with his image 100 years late</p> | <p>men for each ship. Columbus arrived in the Bahamas in 1492 but thought it was the Indies.</p> <p>Opinion on Columbus is divided and understand some valid reason why. e.g. He wasn’t the first to go to America. He only found America by accident He treated the natives badly, taking their land for Spain and forcing some into slavery.</p> | <p>Know how the fire started, where it spread to. Understand how much of London was affected and how the fire ended.</p> <p>Understand why the Great Fire lasted so long, such as housing, firefighting techniques, the actions of the king and other officials, and the weather. Know about some of the things that were changed to make sure a fire on such a large scale could never happen again.</p> <p>Know that Samuel Pepys’ dairy records that King, Charles II, was seen helping to put out the fire. The king made the decision to blow up the houses, gun powder, to stop the spread of the fire.</p> |
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| YEAR 3 | Changes in Britain from the Stone Age to the Iron Age. | Ancient Egypt The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of |
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| Concept | SETTLEMENTS AGRICULTURE CIVILISATION ARCHEOLOGY | SETTLEMENTS ARCHEOLOGY AGRICULTURE CIVILISATION |







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| | <p>The Stone Age began about 2.6 million years ago, The earliest settlers were hunter gatherers and lived in caves.</p> <p>The Stone Age is divided into three separate periods, namely the Paleolithic (Old Stone Age), Mesolithic (Middle Stone Age), and Neolithic (New Stone Age). Each period is based on the degree of sophistication used by humans to fashion and use stone tools.</p> <p>The Stone Age marks a period of prehistory in which humans used primitive stone tools. Lasting roughly 2.5 million years, the Stone Age ended around 5,000 years ago.</p> <p>The discovery of Skara Brae was quite recent and that changed our view of early communities about 10,000. Stonehenge was built about 5,000 years ago, in stages and this was one of many similar constructions from that time.</p> <p>Characteristics of life in an Iron Age hill fort community include roundhouses, rectangular buildings; deep storage pits. The pits were filled with grain and then sealed.</p> <p>Maiden Castle is the largest Iron Age Hill Fort in Britain and is in Dorset near the south coast. The hill forts developed in the Late Bronze Age and Early Iron Age. The enormous ramparts and ditches would have been dug out by hand, to provide refuge in times of crisis.</p> <p>Sites like Maiden Castle show that things were far from peaceful across Britain long before the Romans invaded in AD43. Tribes would have been frequently at war with their neighbours.</p> <p>When the Romans invaded in AD43 they went straight to crush the tribes of England.</p> | <p>Ancient Egypt is a period about 5,000 years ago.</p> <p>Egyptian civilization developed along the Nile River because the river's annual flooding ensured reliable, rich soil for growing crops.</p> <p>Egyptian rulers used the idea of divine kingship (king regarded as god) and constructed monumental architecture to demonstrate and maintain power. The tomb of Tutankhamun and the Pyramid of Giza are examples of this. Egyptians believed in afterlife and Pharaoh's were buried with objects.</p> <p>The Egyptians kept written records using a writing system known as hieroglyphics.</p> <p>Ancient Egyptians developed wide-reaching trade networks along the Nile, in the Red Sea, and in the Near East.</p> |
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| YEAR 4. | YEAR 4 The Roman Empire & it's impact on Britain. | YEAR 4 Mayan Civilisation c. AD 900 a non-European society that provides contrasts with British history |
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| Concept | EMPIRE INVASION SETTLEMENT | CIVILISATION SETTLEMENT AGRICULUTE |
| | <p>Know the Romans started life as the Romans from 753BC and they lived in Italy before to other countries. The city of Rome was at the centre of the huge empire. An Empire is an extensive group of states or countries ruled over by a single monarch.</p> <p>The first invasions (55BC and 54 BC) took place because Julius Caesar was ambitious and wanted power and glory. The second invasion was 98 years later, in AD43. Claudius had just become Emperor and wanted to consolidate his rule with a military victory. (Jesus had been crucified in AD30.)</p> <p>Roman army was the largest fighting force, with skilled warriors & organised formations.</p> <p>Significant changes during this time from Celtic, Iron-Age settlement to the emergence of towns and villas.</p> <p>Romans had a sophisticated society - amphitheatres, baths and forum. Society was diverse and the poor lived very differently.</p> <p>Running such a vast empire came with problems: cost, defence, in fighting.</p> <p>Our lives today are influenced by the Romans. There is a range of legacies including roads, place-names, Hadrian's wall; surviving buildings and also other influences such as Latin, calendar, money etc.</p> | <p>The Mayan's greatest cities had 10,000s of inhabitants (possibly 200,000) and that the civilisation lasted 2,000 years and was at its height AD300-900. They built some of the largest cities in the world at the time. They were one of the most sophisticated societies of their age with a strong belief system.</p> <p>Mayans knew how to grow crops like maize (slash and burn technique) and irrigate fields, and how to hunt e.g. for deer, and to trade.</p> <p>Mayan society was hierarchical (king above craftspeople and merchants, then farmers, then slaves at the bottom). Kings lived in palaces and common people lived in wood and thatch huts and were concerned mainly with farming.</p> <p>Mayan cities had stepped pyramid topped by a temple; palaces of the royal court; temples and plazas, and ball courts.</p> <p>Mayans had a script, also known glyphs, and developed a number system.</p> <p>There civilization had dignity and respect. Mayas appeased their gods with the human blood collected from the human sacrifice.</p> <p>There are many explanations (e.g. drought, over-population, warfare, poor land, popular discontent,</p> |

disease) as to why the Maya civilization disappeared but cannot be certain as to the reason, without written records.

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| YEAR 5 | Britain's settlement by Anglo-Saxons and Scots. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire. Anglo-Saxon invasions, settlements and kingdoms: place names and village life. | The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. Viking raids and invasion | Ancient Greece – a study of Greek life and achievements and their influence on the western world Democracy, medicine, water & air |
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| Concept | INVASION SETTLEMENT CHURCH MONARCH ARCHEOLOGY | INVASION TRADE JOURNEYS MONACH SETTLEMENT AGRICULTURE ARCHEOLOGY | CIVILISATION ECONOMIC/TRADE ARCHEOLOGY SETTLEMENT |
| INNOVATION | <p>Around AD450, the Anglo -Saxons left their homes in Germany, the Netherlands and Denmark and sailed over to Britain on wooden boats.</p> <p>By the end of the 7C Anglo-Saxons were ruling most of Britain.</p> <p>Britain was divided into different kingdoms and this led to the creation of county boundaries.</p> <p>Understand that Britain was on the cusp of Christianity at the time.</p> | <p>Know where the Vikings came from and why they attacked. Know that the Vikings were a real threat from the sea.</p> <p>The initial period of raiding shows just one short period of Viking contact with Britain that lasted nearly 3 centuries from 789 to 1066 .</p> <p>Understand Viking ships and prowess of their crew.</p> <p>Vikings kept coming to Britain for almost 300 years first as raiders then as conquerors.</p> <p>Danelaw as an area of Viking settlement.</p> <p>Trade routes established - more than simple raiders; they also traded.</p> | <p>Ancient Greeks who lived over 2,500 years Ago. Ancient Greece was at its height in C5th - C6th BC-the Golden Age. It consisted of city states such as Athens and Sparta, who were rivals. Key periods In Ancient Greece are: Trojan Wars; start of Olympics; Golden Age of Athens; Battle of Marathon; Building of Parthenon.</p> <p>Know there is vast archaeological evidence as well as written and spoken, eg: myths and legends and surviving buildings.</p> <p>The Battle of Marathon took place in 490 BC during the first Persian invasion of Greece. It was fought</p> |

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| | <p>Know that by around 955 the descendants of King Alfred 'the great' built kingdom of England.</p> | | <p>between the citizens of Athens, aided by Plataea, and a Persian force commanded by Datis and Artaphernes.</p> <p>The victory over Persia opened up opportunities to focus on domestic issues. It was a time of massive growth in new ideas and ways of thinking, such as philosophers and ideas such as democracy. This would not have been possible without the slave culture which gave men time to think and cultivate interests.</p> <p>Olympics were held in large stadium and were not just athletic events.</p> <p>In Ancient Greece a clever system was designed as a safeguard for protecting democracy, it was a harsh and unforgiving punishment.</p> <p>The Greeks have influenced our lives today: language, architecture, thinkers.</p> |
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| YEAR 6 | Local history study: Darwin's early life and how Shrewsbury shaped his early interests. Voyage of the Beagle | How did life in Britain change significantly during the Victorian period? Rich vs poor, urban areas & factories, living conditions, the importance of the railways |
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| Concept | ECONOMIC/ TRADE CHURCH SETTLEMENT INVASION | SETTLEMENTS ECONOMIC/TRADE MONARCH |



Know how settlements change through history. The role of rivers, hills and valleys in settlement. How settlements need water and natural resources. Know that settlements have been defended in different ways over time and the role of trade. Understand why settlements have been abandoned. Understand why present-day Shrewsbury chosen as an important place of settlement. Shrewsbury began as an Anglo-Saxon town. It was first mentioned in the year 901. Learn about the impact of the Saxons and know that at the end of the 9th century, Alfred was on the throne and Shrewsbury would have consisted of little more than a wooden tower and stockade on its highest point, perhaps where the castle stands today. Learn about the impact the Norman settlement had on Shrewsbury and its surrounding areas. The Normans ruled Shropshire like the whole of Britain: a time of invasion and battle fortification. In the town, they found a suitable site and dug a moat, erecting a keep – this is now the site of Laura’s Tower.

Consider some of the changes during the Tudor times. Many successful cloth-merchants and wool-merchants – like the Owens and Irelands – built the wealth of black-and-white buildings for which Shrewsbury is famous.

The Industrial Revolution during Georgian and Victorian times affect Shrewsbury. Learn about rapid expansion of the railways, which brought widespread changes that shaped modern Britain as we know it, and the impact this had on trading in the local area.

Queen Victoria (1837 -1901) dominated the period with her long reign. The main changes included transport, railways to bicycles and cars, industry; factories and mines, mainly in north; urbanisation etc. This was a period of rapid change but didn’t affect everyone equally.

Know how transport changed during the Industrial Revolution. Industrial realised that better transport was needed for the transport of heavy goods. Understand the technological developments that changed transport and travel during the Industrial Revolution: James Watt's steam engine. How it worked, and how it was initially used in factories and to haul goods and raw materials short distances.

Know about how technological developments made steam engines light enough to be used as railway locomotives. This was the first steam-powered railways in Britain.

Know about the period known as 'Railway Mania', when several rival companies expanded the railway networks across the country, changing the lives of Britons. Transport changed dramatically and there were winners and losers with the coming of the railway. Brunel and Robert Stephenson were opponents throughout their ground-breaking work during the Victorian railway revolution. The railways affected rich people’s leisure activities, especially seaside holiday. Know how the first underground railways were developed in London to address a number of problems.

Industry changed most rapidly in the northern towns based on coal, water and good transport system to supply imports from nearby ports. Factory life was demanding but little alternative – children worked in factories.

Towns grew quickly and without much planning. Many people moved from countryside to towns despite the harsh conditions there -sanitation, yards, shared toilets, proximity to factory and pollution.



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| | | Compulsory education came with the Victorians, contrast with earlier non-compulsory provision, paid provision. Even with 1870 Act many children still went to work. |
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