

Wychwood Primary School – Substantive Concepts Progression

Monarchy

EYFS	KS1	LKS2	
<ul style="list-style-type: none"> -Learn about Bonfire Night and understand who King James was. -Know that we have a Royal Family and recall some simple facts about the Queen. -Learn about Buckingham palace e.g. Queen’s guards. -Begin to understand at a simple level the Queen’s coronation and that the eldest child will be next to inherit the throne. -Through reading stories from other cultures, know that other countries and cultures have/have had monarchies. 	<ul style="list-style-type: none"> -Understand the role King Charles played in the reforms after Fire of London. -Explain what a monarchy is. -Compare and contrast two monarchs – Elizabeth I and Queen Victoria. Identify similarities and differences between the two. -Know the role of the monarchy in modern society. 	<ul style="list-style-type: none"> -Know how and why the Tudor family came to reign in England. -Know who Henry VIII was and the significance of his reign. -Know and understand how the monarchy has changed since Tudor times. 	<ul style="list-style-type: none"> -Know who Alfred the Great was. -Describe what England looked like in time of Anglo Saxons – seven Kingdoms and a struggle for overall power. -Know who Athelstan, the first King of England was. -Understand the resistance from Alfred and Athelstan to the Vikings e.g. describe the struggle for land and power. -Explain how the Anglo Saxon Kings shaped England today and formed the country of England. -Explore how the relationship between Anglo Saxons and Vikings changed over time e.g. the introduction of Danelaw. -Know who Edward the Confessor was and the role he played in the build up to 1066. -Describe events of Battle of Hastings and know that current monarchs can trace lineage back to William the Conqueror. -Compare to today. Describe how the role of a monarch and the scale of their rule/power has changed. -Explain meaning of the word empire in relation to British rule. Understand how this changed after the war. Know that some countries wanted independence

			from British rule and the transition from this to the Commonwealth.
--	--	--	---

Trade

<p>EYFS</p> <ul style="list-style-type: none"> -Know that we buy some foods from other countries and this is called trade. -Explore what the term 'fair trade' means and why this is important. -Discuss the impact of buying food from other countries. -Know that we wouldn't have some foods if we wasn't for trade as they can't be grown in this country. 	<p>KS1</p> <ul style="list-style-type: none"> -Know that early explorers often travelled to bring back goods to trade with others. -Understand that one of the reasons for travel was to trade. -Describe how the rise in transport being more accessible e.g. ships and trains meant more goods could be traded. -Understand that today, transport is still used for trade and discuss the positive and negative impact of this. 	<p>LKS2</p> <ul style="list-style-type: none"> -Know that the Mayans had various goods that they traded. -Know that the Mayans traded in different mediums (cacao beans for everyday use). -Understand that as the empire grew, so did the need to trade, e.g. requesting certain materials from villages or food for markets in main cities. -Compare to trade today. Describe main changes e.g. in the past it would be on foot/boat and now it can be done online. -Know that people began to trade more goods and travel further distances in the Bronze Age. Goods traded included tin, cooper, finished bronze as well as foods such as salt. Understand that tin and copper (used to make bronze) wasn't available everywhere in Europe and so people began to trade goods for high value items that they desired. 	<p>UKS2</p> <ul style="list-style-type: none"> -Know that Baghdad became a central position for trade routes. -Describe how trade enabled Baghdad to gain power. -Explore the Silk Road trade routes and how it enabled trade from East to West. Explain the significance of this. -Know which commodities were traded and why they were valuable. Describe how this has changed today e.g. why aren't spices as valuable today.
---	--	---	---

Wychwood Primary School – Substantive Concepts Progression

Law

<p>EYFS</p> <ul style="list-style-type: none"> -Know that we have laws and understand at simple concept that these are rules we have to follow. -Know what happens if you break the law and understand the role of a police officer. 	<p>KS1</p> <ul style="list-style-type: none"> -Understand that the law can change because of a disaster or major incident. -Describe the changes in law after the Fire of London. -Describe the introduction of wearing seatbelts as a new law. Discuss how some laws have improved over time. -Understand that law changes were brought about because of significant people/protests/movements. 	<p>LKS2</p> <ul style="list-style-type: none"> -Build on knowledge in KS1 about how laws can be introduced in times of peril. -Describe law changes in WW2 – men being called for war, rationing, evacuees. -Compare this to recent event's in children's own lives – the introduction of certain laws during Covid and national lockdown. 	<p>UKS2</p> <ul style="list-style-type: none"> -Continue to build on knowledge that laws can be introduced at various points for various reasons. Know that after the war laws were introduced because of the need to rebuild Britain. -Some laws did not change immediately after the war -e.g. rationing. Explain why this was and the impact of this. -Explore other laws that followed the war e..g creating new homes for people and the introduction of National Health Service. -Explain the impact of Sex Discrimination Act and Race Discrimination Act. Know some of the events that led to this e.g. women's rights movement and civil rights movement.
---	---	--	---

Wychwood Primary School – Substantive Concepts Progression

Invasion

EYFS

-When learning about WW2, understand at a simple level, that countries were invaded.

KS1

-Understand that in wars, people invade other countries and have a simple understanding of why e.g. to gain land, money and power.
-Explain how castles were built to defend against invasions. Discuss how this improved over time. Explain the importance of needing castles for monarchs in the past and how this is different to today.

LKS2

-Know when and why WW2 started.
-Understand why countries would go to war and look at this in the context of WW2. Describe why Germany invaded other countries.
-Know how invasions of other countries has changed over time. Understand that in WW1, invasions were done on foot/horsebacks to begin with and transitioned to tanks/planes. In WW2, invasions were more reliant on planes, bombing and amphibious assaults i.e. beach landings.
-Understand the purpose of these invasions. Know that Germany were invading to take over the land and Britain were invading German occupied countries to take it back for the original rulers.
-Know that invasions can take different forms ranging from sending a spy to thousands of troops on a beach landing.
-Know that the Romans invaded multiple countries/regions to gain power/wealth/land/resources which enabled them to build their empire.

UKS2

-Know why the Vikings invaded England.
-Describe how the Vikings invaded and why they were successful.
-Know reasons why Angles and Saxons invaded England and where from.
-Know that invasions took place across the seven Kingdoms in a bid for power.
-Compare back to invasion in LKS2. Compare the reasons for invasion and the ways people invaded.

Wychwood Primary School – Substantive Concepts Progression

		<p>-Understand that having more advanced military tactics and equipment can be key for a successful invasion (as in the case of the Romans).</p>	
--	--	--	--

Religion

<p>EYFS -</p>	<p>KS1 -</p>	<p>LKS2 -Understand key beliefs of Mayan religion. Describe some rituals that took place and the purpose. -Know different Egyptian Gods and understand their beliefs in the afterlife. -Know different Roman Gods and explain how the Roman Gods impact on life today e.g. days of the week, months of the year.</p>	<p>UKS2 -Know and explain beliefs and religion of Ancient Greeks. -Know that the Ancient Greek religion was polytheistic. -Know that the Greeks believed that each part of their life was ruled by a different God e.g. weather, health, money etc. -Understand difference between Ancient Greek religion and mythology. -Know and explain beliefs of Islam. Know the difference in the prophet and caliphs. -Describe the change in Anglo Saxon religion from Paganism to the conversion to Christianity. -Compare Pagan festivals to modern celebrations and note the similarities and differences.</p>
--------------------------	-------------------------	---	--

Wychwood Primary School – Substantive Concepts Progression

Settlements

<p>EYFS</p> <ul style="list-style-type: none"> -Know where they live and describe what it is like. -Talk about why they like their home and what makes it a good place to live. -Talk about our school and what makes it a good place to come to school. 	<p>KS1</p> <ul style="list-style-type: none"> -Know why people settled in the Wychwoods. -Explain why people like to live in the Wychwoods today and why people continue to choose to 'settle' here. 	<p>LKS2</p> <ul style="list-style-type: none"> -Describe the transition from a nomadic way of life (hunter gatherers) to settlements. Explain that this happened due to the introduction of early farming and people created settlements because they didn't need to move for food. -Examine benefits of settlements – more time for other skills such as pottery and weaving. -Explain the impact of the discovery of metal in Bronze Age – creating tools, creating jewellery etc. More tools meant they could work productively and communities grew in size. -Explain how in settlements, those with knowledge of how to make the tools, grew in power and wealth and the emergency of conflicts began. -Know that conflicts continued into the Iron Age which lead to building of Hill Forts. Describe why people did this – to protect themselves, their land and their possessions. -Know the importance of location in regards to settlement. Explain why the Egyptians settled by the Nile. 	<p>UKS2</p> <ul style="list-style-type: none"> -Discuss the features that make a location a desirable settlement. Link to local area. -Know that over time traits for a desirable location to settle have changed. Explain why. E.g. in the past land for farming and a water source were important for survival whereas now, people might consider access to a shop or school. Link to local area. -Explain why Angles, Saxons and Vikings wanted to settle in England. -Know the Anglo Saxons had settlements and describe village life. Discuss the impact of village life over nomadic lifestyle studied in LKS2. List advantages of living in a settled community. -Understand that in Anglo Saxon settlements there was a hierarchy of power.
--	---	---	---