

History

Areas of study KS1:

- Changes within living memory
- Significant events beyond living memory and the lives of significant individuals
- Significant events, people or places in their locality

Areas of study KS2:

- Changes in Britain from the Stone Age to Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- Viking and Anglo-Saxon struggle for control of England
- A local history study
- An aspect or theme extending beyond 1066
- An overview of the earliest civilisations and a depth study of at least one early civilisation
- Ancient Greece
- A non-European society

Substantive knowledge is the 'stuff' (or substance) of history. It is history content, like what happened in the Battle of Hastings.

Substantive concepts, such as invasion and civilisation are taught through explicit vocabulary instruction as well as through the direct content and context of the study.

The substantive concepts that we develop through our History curriculum are:

- Aviation
- Leadership & Democracy
- Legacy
- Beliefs
- Conflict

Disciplinary knowledge is knowledge of how historians find out about the past, and how they shape their arguments. We call it 'Working Historically'

Disciplinary knowledge-this is the use of that knowledge and how children construct understanding through historical claims, arguments and accounts. We call it 'Working Historically.'

The features of thinking historically in our History Curriculum are:

- Cause & consequence
- Change & continuity
- Historical significance
- Similarity & difference
- Sources & evidence
- Interpretations

Category of substantive knowledge	Summary	Second-order concepts (categories of disciplinary knowledge)	Summary
Knowledge of immediate topic/period	The aspects of the immediate topic which the school emphasises. Careful selection and emphasis here can help to determine what pupils learn of the other categories.	Cause and consequence	How historians construct arguments about the causes and consequences of events
Substantive concepts	Abstract concepts like 'empire', 'tax', 'trade' and 'king'. They are encountered regularly in history and if pupils have a secure schema for these then they are better prepared to learn new material.	Change and continuity	How historians construct arguments about the nature, pace and extent of change in the past
Chronological/ period knowledge	Knowledge of chronology both as an overview (i.e. where does the Battle of Hastings 'fit in' with what I already know) and features of periods (e.g. 11 th century warfare, problems of travel).	Historical significance	How historians and others attribute significance to past events or people, deeming them worthy of study or attention
		Similarity and difference	How historians construct arguments about the extent of similarity and difference between places, people and groups in the past
		Sources and evidence	How historians use sources as evidence to answer a question
		Interpretations	How historians construct their accounts of the past, including how and why these differ