

# National Curriculum and EYFS Framework

## Substantive Knowledge

### Generative Knowledge

- **Substantive Concepts** embedded within units and revisited many times - e.g. invasion, empire, society, trade, king, democracy
- **Chronological knowledge** - understanding broad characteristics and having an overview knowledge of historical periods (e.g. Romans, Ancient Egypt)

### Fingertip Knowledge

- Knowledge of key facts and dates from units (e.g. Romans, Ancient Egypt)

## Disciplinary Knowledge

### The Approach to Historical Enquiry

'Asking historical questions, using sources and communicating ideas'

### Disciplinary Concepts

Second-order concepts:

'Historical Interpretations', 'Change and Continuity', 'Similarities and Differences', 'Cause and Consequence', 'Understand Significance of Events and People'.

## **Understanding Different Types of Knowledge in History**

**Substantive Knowledge** This is factual knowledge of the past - key events, place, people etc - and includes two types - 'generative knowledge' and 'fingertip knowledge':

**Generative knowledge** is the essential, underpinning, in-depth knowledge of a topic or time period that supports further historical learning and thus supports pupils to generate more knowledge. Generative knowledge can be categorised into 'substantive concepts' (abstract concepts such as invasion, tax, trade, monarch or empire) and chronological knowledge (knowledge relating to broader developments and the features of historical periods).

- I. Substantive Concepts are concepts concerned with the subject matter of history, such as rights, peace, invasion, trade, war, empire and monarchy. They are embedded throughout the curriculum so that each one is planned to be encountered multiple times throughout the curriculum. Substantive concepts are best understood with repeated encounters in specific, meaningful contexts, rather than being taught in an abstract way. Substantive concepts are classed as generative knowledge because they support the learning of new material. For example, understanding the concept of invasion from an earlier topic supports understanding of the next topic which involves invasion.
- II. Chronological knowledge is also generative knowledge. This is the specific knowledge of the broad characteristics of historical periods and supports pupils to build coherent schema for particular topics.

**Fingertip knowledge** is the knowledge of the key facts and dates which pupils need in their minds, or at their fingertips, whilst undertaking historical enquiries, without which they would be incapable of constructing answers. Without essential fingertip knowledge, working memory is overloaded when undertaking enquiries, and it is thus useful to have this fingertip knowledge in knowledge organisers. Fingertip knowledge must be taught and pupils must retain it during their enquiry. However, gaining this type of knowledge is not the ultimate long term aim of the primary classroom, and it may not be needed beyond the current topic.

## **Disciplinary Knowledge and Historical Enquiry**

**Disciplinary knowledge** is knowledge about how historians investigate the past, and how they construct historical claims, arguments and accounts - i.e. it is the knowledge of how to undertake a historical enquiry. Pupils learn disciplinary knowledge within relevant historical contexts (i.e. the substantive topics such as Ancient Greece) - through application to substantive knowledge. Units of learning are framed around central Big Questions which focus a unit of work on elements of this disciplinary knowledge. This knowledge of historical enquiry frames what pupils learn about the past, supporting them to consider the status of historical claims. It enables them to place their historical knowledge in a broad context. It helps pupils to understand the different version of the past can be constructed, and that historical narrative is partially dependent upon viewpoint.

Disciplinary knowledge is concerned with developing historical rational and critical thinking within enquiry, and can be categorised into 7 Disciplinary concepts that are systematically developed in our history curriculum:

- Historical Enquiry - asking questions, using sources and evidence to construct and challenge the past, and communicating ideas
- Cause - selecting and combining information that might be deemed a cause and shaping it into a coherent causal explanation • Consequence - understanding the relationship between an event and other future events.
- Change and continuity - analysing the pace, nature and extent of change.
- Similarity and difference - analysing the extent and type of difference between people, groups, experiences or places in the same historical period.
- Historical significance - understanding how and why historical events, trends and individuals are thought of as being important.
- Historical interpretations - understanding how and why different accounts of the past are constructed

<b>National Curriculum Programmes of Study</b>							
		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
		<i>Pupils should be taught about:</i>		<i>Pupils should be taught about:</i>			
<b>Historical Knowledge</b>	<b>Knowledge &amp; Understanding of British History</b>	<ul style="list-style-type: none"> <li>• Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life</li> </ul>		<ul style="list-style-type: none"> <li>• Changes in Britain from the Stone Age to the Iron Age</li> <li>• The Roman Empire and its impact on Britain</li> <li>• Britain’s settlement by Anglo-Saxons and Scots</li> <li>• The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</li> <li>• A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</li> </ul>			
	<b>Local History</b>	<ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality</li> </ul>		<ul style="list-style-type: none"> <li>• A local history study</li> </ul>			
	<b>Knowledge &amp; Understanding of Wider World History</b>	<ul style="list-style-type: none"> <li>• Events beyond living memory that are significant nationally or globally</li> <li>• The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods</li> </ul>		<ul style="list-style-type: none"> <li>• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley, Ancient Egypt, The Shang Dynasty of Ancient China</li> <li>• Ancient Greece – a study of Greek life and achievements and their influence on the western world</li> <li>• A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</li> </ul>			
<b>History Skills and Concepts</b>		<ul style="list-style-type: none"> <li>• Be aware of the past, using common words and phrases relating to time</li> <li>• Fit people and events into a chronological framework</li> <li>• Identify similarities and differences between periods</li> <li>• Use wide vocabulary of everyday historical terms</li> <li>• Ask and answer questions</li> <li>• Choose and use from stories and other sources to show understanding</li> <li>• Understand some ways we find out about the past</li> <li>• Identify different ways in which past is represented</li> </ul>		<ul style="list-style-type: none"> <li>• Continue to develop chronologically secure knowledge of history</li> <li>• Establish clear narratives within and across periods studied</li> <li>• Note connections, contrasts and trends over time</li> <li>• Develop the appropriate use of historical terms</li> <li>• Regularly address and sometimes devise historically valid questions</li> <li>• Understand how knowledge of the past is constructed from a range of sources</li> <li>• Construct informed responses by selecting and organising relevant historical information</li> <li>• Understand that different versions of the past may exist, giving some reasons for this</li> </ul>			

HISTORY KNOWLEDGE PROGRESSION - Substantive Knowledge						
	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Knowledge and Understanding of British History	<p>Houses and Homes – Then &amp; Now</p> <p>Changes with respect to house and homes and how these reveal changes to aspects of national life.</p> <p>Great Fire of London The causes, events and consequences of the Great Fire of London</p>	<p>Transport and Travel</p> <p>How changes with respect to transport have impacted on aspects of national life.</p> <p>Seaside Holidays The change and continuity of the British seaside holiday over a period of time.</p>	<p>Pre-Historic Britain - Stone Age to Iron Age: Changes in Britain from the Stone Age to the Iron Age, including the chronology and changes during this time period, the lifestyle of stone age man and farming.</p>	<p>Roman Britain What happened when the Romans came to Britain. The Roman Empire, its invasion of Britain and the effects. The success if its armies, Boudica's rebellion, Roman life, , beliefs and the legacy of the Romans. Why the Romans eventually left.</p> <p>Raiders or Traders The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; their life, kingdoms, culture and Christian conversion.</p> <p>The arrival of the Normans and the battle for the English crown. The building of castles and life in medieval England.</p>	<p>The Tudors The life and times of the Tudors, including the Battle of Bosworth field, the Reformation, the succession for the crown and the 'golden age' of Elizabeth I.</p>	<p>World War 2 An aspect or theme in British history that extends pupils' chronological knowledge beyond 1066, focussing on the World War 2 – the causes, evacuation, the Home Front and importance of propaganda.</p>
Local History	<p>Houses and homes in their own locality.</p>	<p>Transport and Travel</p> <p>The significance of the automotive industry in Birmingham.</p>	<p>Birmingham Changes in the development of Birmingham (Geography unit)</p>	<p>Local Castles – Kenilworth/ Tamworth</p>		
Knowledge and Understanding of Wider World History	<p>Explorers Significant events, people and places – Ibn Battuta, Amelia Earhart, Neil Armstrong. How they have contributed national and international achievements</p>		<p>Ancient Egypt The importance of the River Nile, the Great Pyramids, mummification and the life of ancient Egyptians.</p>		<p>Ancient Greece – Greek states and the wars between Athens and Sparta, a study of Greek life and achievements and their influence on the western world.</p>	<p>The British Empire Focussing on the rise and fall of the British Empire and its impact on world history. The influence of the East India company and the subsequent scramble for Africa.</p>

**Substantive Skills and Concepts**

	<b>Key Stage 1</b>	<b>Lower Key Stage 2</b>	<b>Upper Key Stage 2</b>
<b>Chronological Knowledge</b>	<p>Understand the difference between the past and present and describe simple features of themes, events and people from the past and present.</p> <p>Sequence people, events, objects and photos and fit them onto a preprepared timeline with a scale.</p> <p>Use a range of words and phrases relating to the passing of time (e.g. nowadays, yesterday, when I was younger, a long time ago, before I was born, when my parents were young, previously, in the past etc), and recount changes in own life.</p>	<p>Identify historical details and demonstrate some overall chronological awareness of themes, societies, events and people.</p> <p>Sequence the most significant people, events, objects, themes, societies and periods studied so far, and fit them onto a timeline accordingly, using dates, period labels, appropriate historical terms and the timeline division of BC and AD.</p>	<p>Identify historical details, provide coherent overviews and demonstrate secure chronological awareness of themes, societies, events and people.</p> <p>Sequence a range of key people, events, objects, themes, societies and periods studied in Key Stage 2, and independently fit them onto a timeline accordingly, using dates, period labels, appropriate historical terms and the timeline division of BC and AD.</p>
<b>Disciplinary Knowledge - - knowledge of second order concepts and the approach of historical enquiry. Children should know how to....</b>			
<b>Historical Enquiry – Using Sources and Communicating Ideas</b>	<p>Ask questions and produce answers to a few historical enquiries.</p> <p>Choose and use information from stories, photos, images, artefacts, oral accounts and historical buildings to answer historical enquiries.</p> <p>Communicate ideas about the past in writing, drawing, drama and ICT.</p>	<p>Devise a range of valid questions for different historical enquiries, and construct substantiated, informed responses.</p> <p>Use a range of historical sources when answering historical enquiries, including stories, archive materials, photos, images, artefacts, historical buildings, oral accounts and music.</p> <p>Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT.</p>	<p>Independently plan historical enquiries and construct substantiated, informed, valid conclusions.</p> <p>Use, understand the uses of and comment on the value of a range of historical sources when answering historical enquiries, inc stories, archive materials, photos, images, artefacts, historical buildings, oral accounts &amp; music.</p> <p>Communicate ideas and research about the past using different genres of writing, drawing, story-telling, diagrams, data-handling, drama and ICT.</p>
<b>Cause and Consequence</b>	<p>Recognise why people did things, why events happened and what happened as a result, identifying basic causes &amp; effects.</p>	<p>Identify and comment on the importance of causes and consequences of historical events and changes.</p>	<p>Identify, give reasons for &amp; explain the significance of causes &amp; consequences of historical events/changes.</p>
<b>Change and continuity</b>	<p>Identify similarities and differences between ways of life at different times.</p>	<p>Make valid statements about the main changes occurring within and across periods.</p>	<p>Make valid statements about the changes occurring within &amp; across periods, and compare the importance and nature of these changes.</p>
<b>Similarities and Differences</b>	<p>Make simple observations about different types of people, events, beliefs within a society or time period, identifying simple similarities and differences.</p>	<p>Make observations about similarities and differences between people, groups, experiences or places in the same historical period.</p>	<p>Describe and explain the similarities and differences between people, groups, experiences or places in the same historical period.</p>
<b>Historical Significance</b>	<p>Identify and talk about important aspects of a theme, period, society or person.</p>	<p>Identify and explain why aspects of a theme, period, society, person or historical account are significant; begin to describe how these aspects influence life today.</p>	<p>Identify and explain why aspects of a theme, period, society, person, historical event or development are significant; describe how these aspects influence life today.</p>
<b>Historical Interpretations</b>	<p>Identify that there are different ways that the past is represented, including written sources, visual sources and artefacts.</p>	<p>Understand that different versions of the past exist, and explore possible reasons for this.</p>	<p>Understand that different versions of the past exist, explaining how &amp; why this is possible, appreciating that historical figures had points of view.</p> <p>Understand that some accounts of history may be affected by historical propaganda, opinion or misinformation.</p>

<b>REC</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>	<b>YEAR 6</b>
	<b>HOUSES AND HOMES</b>	<b>TRANSPORT AND TRAVEL</b>	<b>ANCIENT EGYPT</b>	<b>ROMAN BRITAIN</b>	<b>ANCIENT GREECE</b>	<b>THE BRITISH EMPIRE</b>
	<b>EXPLORERS</b>	<b>SEASIDE HOLIDAYS</b>	<b>STONE AGE TO IRON AGE</b>	<b>ANGLO-SAXONS, VIKINGS AND NORMANS</b>	<b>THE TUDORS</b>	<b>CIVIL RIGHTS</b> <b>WORLD WAR 2</b>