

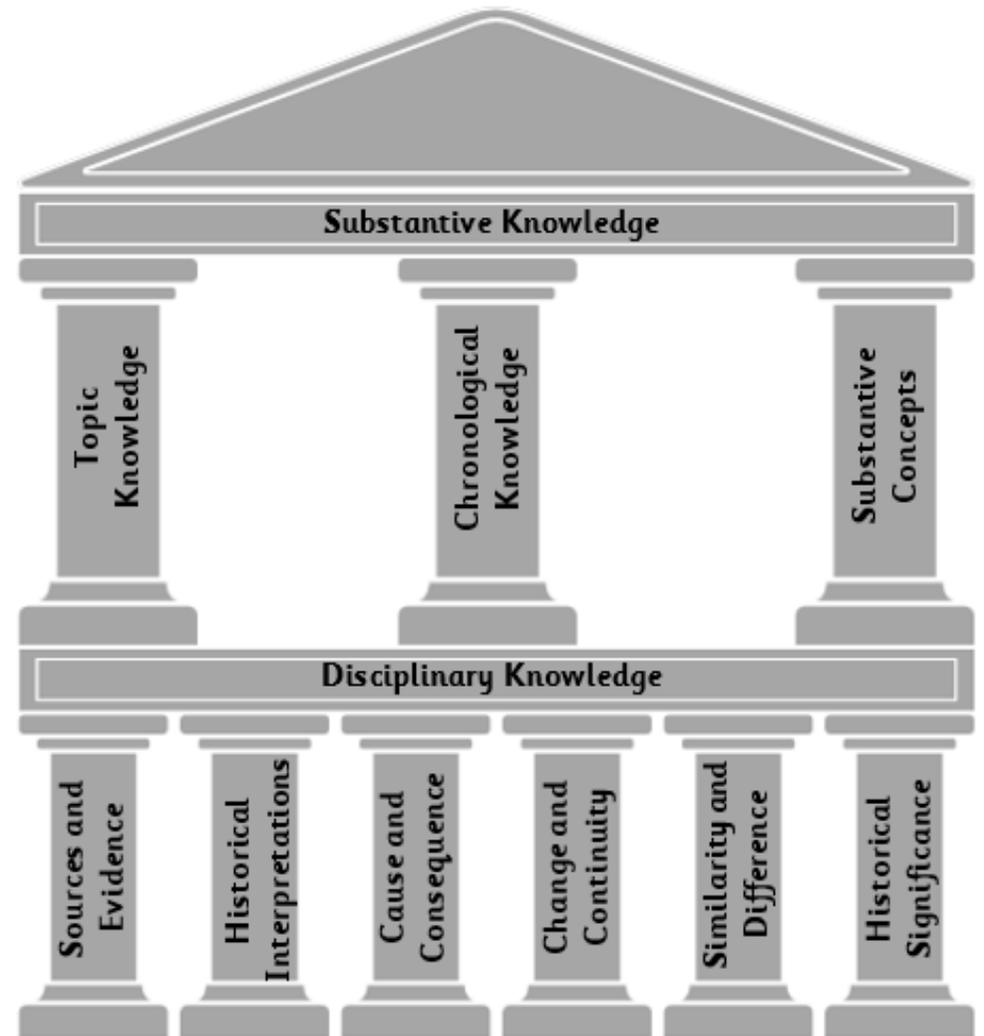


Substantive Knowledge: the historical facts we teach that form the narratives of the curriculum

- Topic Knowledge - History NC Aim: gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.
- Breadth – History NC Aims: know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- Substantive/Abstract concepts – History NC Aim: gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- Chronological Knowledge: Children should understand:
 - Sequencing – Arranging something in a specific order (In Chronology)
 - Scales – A scale is a set of numbers that help to quantify objects, in this case, it allows us to quantify chronology more accurately.
 - Concurrence – Two or more events or circumstances happening or existing at the same time, but do not meet – use maps to support multiple timelines existing at the same time.
 - Interaction – Two or more events or circumstances that happen or exist at the same time, that do meet – use maps to reinforce this.
 - Interval - An intervening time between two points.
 - Duration – A time during which something continues.
 - Interval and Duration allows us to interpret the chronology more effectively.

Disciplinary Knowledge: is how we make use of the facts that are learned. Simply, these are the concepts that turn a list of facts into historicised knowledge.

- History NC Aim: understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses
- History NC Aim: understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed





Progression in Substantive Knowledge			
Substantive knowledge is their knowledge about the past (Substantive history is the content of history, what history is "about". Concepts like peasant, empire, and civilisation, particulars like the great fire of London, the Viking Invasion and WWII, and individuals like Florence Nightingale, King Harold and Winston Churchill are part of the substance of history).			
	KS1	LKS2	UKS2
Topic Knowledge (Specific Topic Knowledge can be found in MTPs on Pages ?? to ??)	<p>Changes within living memory:</p> <ul style="list-style-type: none"> • Transport over time? (Some beyond living mem) <p>Local History:</p> <ul style="list-style-type: none"> • Ralph Ward Jackson <p>Significant events from beyond living memory:</p> <ul style="list-style-type: none"> • Great Fire of London <p>Lives of significant individuals in the past:</p> <ul style="list-style-type: none"> • Mary Seacole and Florence Nightingale. • -Monarchs of England – QEI & QV • Lowry. 	<p>The Roman Empire and its impact on Britain:</p> <ul style="list-style-type: none"> • Roman invasion on Britain. <p>Britain's settlement by Anglo-Saxons and Scots:</p> <ul style="list-style-type: none"> • Anglo-Saxon Invasions <p>Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor:</p> <ul style="list-style-type: none"> • Viking raids on Britain <p>An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066:</p> <ul style="list-style-type: none"> • Industrial Revolution <p>A local study:</p> <ul style="list-style-type: none"> • Hartlepool Headland <p>Ancient Greece:</p> <ul style="list-style-type: none"> • Ancient Greeks 	<p>Changes in Britain from the Stone Age to the Iron Age:</p> <ul style="list-style-type: none"> • Stone Age to Iron Age <p>Early civilisation:</p> <ul style="list-style-type: none"> • Ancient Egyptians <p>Contrasting Non-European Society:</p> <ul style="list-style-type: none"> • Mayans <p>A local study:</p> <ul style="list-style-type: none"> • Invasions of the North of England <p>An aspect or theme of British history that extends pupils' chronological knowledge beyond 1066:</p> <ul style="list-style-type: none"> • World War II <p>Medicine – Thematic</p>
Chronological Knowledge	Concepts	Concepts	Concepts
	Vocabulary	Vocabulary	Vocabulary
	Key Questions	Key Questions	Key Questions
	<ul style="list-style-type: none"> • Develop an awareness of the past. • Use common words and phrases relating to the passing of time. • Know where all people/events studied fit into a chronological framework. • Identify similarities/differences between periods. • Know that living memory is a measure of time can be remembered. • Beyond living memory are events from further in the past. • Understand that time is linear and moves in one direction. • Know that each day, week etc is the same length. 	<ul style="list-style-type: none"> • Locate events from period studied on time line in relation to other studies. • Understand that time can be divided into BCE/CE • Establish clear narrative within period studied. • Understand that durations of time for events and people's lives is variable in length. • Know that the intervals between events is variable. • Know that history can be seen on different scales. 	<ul style="list-style-type: none"> • Locate current study on time line in relation to other studies (using key periods as reference points: BCE, CE, Romans, Anglo-Saxons, Vikings) • Establish clear narratives within and across periods studied. • Know and sequence key events of time studied using relevant dates and terms. • Understand that time can be split into different periods. • Relate current studies to previous studies make connections and comparisons between different times in history and trends over time • The scale of history varies between periods taught (duration). • Periods overlap and interact with each other. • Multiple events occur concurrently and may or may not be linked.
	<p>Vocabulary</p> <p>10 years is a decade, 100 years is a century, within living memory (100 years), beyond living memory (over 100 years ago), sequence, events, recent memory, further in the past,</p>	<p>Vocabulary</p> <p>beyond common era (BCE), Common Era (CE), 1000 years is a millennium, era, period, connection, duration, interval, scale, meanwhile</p>	<p>Vocabulary</p> <p>duration, concurrence (timemaps), trends</p>
	<p>Key Questions</p> <p>When did it happen? How long did it take? How do we know?</p>	<p>Key Questions</p> <p>How would you describe this period? What do we know about this time? What does BCE/CE mean?</p>	<p>Key Questions</p> <p>How long ago did this event take place? How was life different/same? What was the sequence of key events during this period? What else was happening at the same time as this event?</p>



Progression in Disciplinary Knowledge				
Disciplinary knowledge is knowledge of how historians investigate the past, and how they construct historical claims, arguments and accounts (also known by the term 'historical enquiry') to refer to the complex tools, methods and assumptions that historians draw on.				
	EYFS	KS1	LKS2	UKS2
Sources and Evidence	Can talk about a source when using it.	Knows what is meant by a source.	Knows what is meant by a source and can use a range of sources to build a picture. Knows the importance of using a variety of sources to make a judgement about the past.	Recognise what is meant by a source. Can explain the importance of using a variety of sources to make a judgement about the past. Show an awareness of bias and how this impacts our understanding of the past. Bring knowledge gathered from several sources together to make a judgement
Historical Interpretation	Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past).	Identify different ways in which the past is represented.	Understand that different versions of the past may exist.	Understand that different versions of the past may exist, giving some reasons for this.
Cause and Consequence	Question why things have happened and give explanations.	Recognise why people did things, why events happened and what happened as a result. Know about the cause of an event that they are studying.	Identify why people did things, why events happened and what happened as a result. Know cause of event and consequences of events that they are currently studying and those they have studied in the past. e.g. Great Fire of London from KS1 Roman Invasion on England.	Identify and give reasons for, results of, historical events, situations, changes. Know the cause of an event and the consequences from teaching this year AND be able to explain why. Great Fire of London Viking Raids WW2
Change and Continuity	Look closely at similarities, differences and changes. Develop an understanding of growth and change over time. Name the members of their immediate and extended family.	Know some simple aspects of daily life studied for a time period that they are studying. Identify similarities and differences between ways of life at different times. Know some things which have changed /stayed the same.	Describe / make links between main events, situations and changes within and across different periods/societies. Identify similarities and differences between daily lives.	Make links between periods of history studied. Know of main changes/constants and compare with other periods studied. Describe changes through use of general abstract terms such as 'gradual' or 'rapid', 'important' or 'unimportant'
Similarities and Differences	Know about similarities and differences between themselves and others and among families, communities and traditions.	Identify similarities / differences between ways of life at different times. Make simple observations about different types of people, events, beliefs within a society.	Identify similarities and differences between daily lives, including social, cultural, religious and ethnic diversity.	Know similarities and differences between daily lives, including social, cultural, religious and ethnic diversity in Britain and the wider world.
Historical Significance	Recognise and describe special times or events for family or friends. Know the name of a significant event – Eg. Birthday, Christmas, Bonfire Night Eid, Divali	Talk about who was important eg in a simple historical account. Know the name of a significant person and explain why they are significant. EG. Mary Seacole, Florence Nightingale.	Identify historically significant people and events in situations. Know some important events, places and people. Eg. Florence Nightingale Industrial Revolution	Identify historically significant people and events in situations and explain what makes them significant. Know, make links and draw comparisons between some important events, places and people. Medicine through time Invasions of the North of England WW2



		Autumn				Spring			Summer			
KS1	Cycle A	What was significant about the changes that Ralph Ward Jackson made to Hartlepool? (Local Significance)				What was similar and different about Queen Elizabeth I and Queen Victoria? (Significant Individuals – National Impact)			What were the consequences of the introduction of the steam train to Britain? (Changes within and beyond living memory – Global)			
		Sources & Evidence	Continuity and Change	Historical Significance		Historical Interpretations	Similarity and Difference	Historical Significance	Sources & Evidence	Continuity and Change	Cause and Consequence	
	Cycle B	What does the work of Lowry tell us about how life in Britain has changed? (Changes to national life within living memory)				Why are Florence Nightingale and Mary Seacole significant to health care? (Significant Individuals – Global Impact)			What were the causes and consequences of the Great Fire of London? (Significant National Event – Beyond Living Memory)			
		Sources & Evidence	Continuity and Change	Similarity and Difference		Historical Interpretations	Similarity and Difference	Historical Significance	Historical Interpretations	Cause and Consequence	Historical Significance	
		Autumn				Spring			Summer			
LKS2	Cycle A	What was the consequence of the Roman Invasion on Britain? (Impact on Britain)				How were Roman and Saxon Britain different? (Settlements)			What was the significance of the Viking raids on Northern England? (Invasion)			
		Sources & Evidence	Continuity and Change	Cause and Consequence		Sources & Evidence	Continuity and Change	Similarity and Difference	Historical Interpretations	Historical Interpretations	Continuity and Change	Historical Significance
	Cycle B	What significant impact can we see in Britain today from Ancient Greece? (Impact on Britain)				What caused the people of Hartlepool to be known as 'The Monkey Hangers'? (Significant local history beyond 1066)			What changed and what stayed the same as a result of the Industrial Revolution in Britain? (Significant British history beyond 1066)			
		Sources & Evidence	Similarity and Difference	Historical Significance	Cause and Consequence	Sources & Evidence	Historical Significance	Cause and Consequence	Historical Interpretations	Historical Interpretations	Cause and Consequence	Continuity and Change
		Autumn				Spring			Summer			
UKS2	Cycle A	Was Tutankhamun the most significant Pharaoh? (Achievements of Early Civilisation)				How did life in Britain change between the stone age and the iron age? (Changes in Britain)			How has medicine changed over time? (Changes in social history beyond 1066)			
		Sources & Evidence	Similarity and Difference	Historical Significance		Sources & Evidence	Continuity and Change	Similarity and Difference	Sources & Evidence	Continuity and Change	Similarity and Difference	
	Cycle B	What was the cause and consequence of WWII? (Significant turning point in British History)				How was Maya and Roman Britain similar and different? (Non-European society – contrasts with British history)			What caused the North of England to be raided so many times? (Invasion)			
		Historical Interpretations	Continuity and Change	Cause and Consequence	Historical Significance	Sources & Evidence	Continuity and Change	Similarity and Difference	Historical Interpretations	Historical Significance	Cause and Consequence	

Personal History	Local History	British History	World History	(National Curriculum Links)
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