



Our History Curriculum

Substantive and Disciplinary Knowledge

Substantive knowledge is the substance or content of our history learning; there are three categories of substantive knowledge;

- the historical knowledge that we gain about the immediate topic or period of time which we are studying
- the substantive concepts which may be explored over several different period of time which are more abstract such as the concept of empire or trade.
- chronological knowledge which includes an overview of periods of time and how they fit together as well as the internal chronology for example of a significant person's life.

Disciplinary knowledge is the knowledge which helps us to understand, debate and organise the substantive knowledge that we learn in history. They are the ways in which historians think or work.

Below is an overview of these and how they progress through our curriculum here at Abbots Ripton.

Disciplinary knowledge

Similarity and difference

Definition

In its simplest form, this concept is about how historians come to conclusions about what is the same and what is different. This could be related to the similarities and differences between groups of people, their lives, their homes and so on or places as well as similarities and differences in sources of evidence.

Similarity and difference are common words. The important aspect to stress is how to relate it to historical understanding and the wider sense of the historical period as a whole. In KS2, children will use the concept of similarity and difference in order to identify how periods of history differed, or were the same.

| Van Gogh Reception | Monet Years 1&2 | Kandinsky Years 3&4 | Picasso Years 5&6 |
|---|--|---|---|
| - Identify similarities and differences between themselves now and in the past as a baby. | - Identify similarities and differences between ways of life within or beyond living memory. - Understand that similarities and differences help us to make comparisons between life now and in the past. | - Compare and contrast two civilisations. - Explain the similarities and differences between two periods of history. | - Compare and contrast leadership, belief, lifestyle or significant events across a range of time periods. - Compare and contrast an aspect of history across two or more periods studied. |

Continuity and Change

Definition

Continuity and change is looking at aspects of history that either remain the same or change over time. It is also a way in which children can be taught trends and turning points over time. It is somewhat similar to similarity and difference but the key difference is the matter of it being tracked over time and not a snapshot. For children this can be described as continuity being where something 'continues' over time and change is the opposite of this.

| Van Gogh Reception | Monet Years 1&2 | Kandinsky Years 3&4 | Picasso Years 5&6 |
|--|---|---|---|
| - Identify how they have changed over time from a baby (in the past), to now. - Identify changes in the passing of time related to seasons. | - Describe changes within or beyond living memory. - Describe how an aspect of life has changed over time. | - Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them - Summarise how an aspect of British or world history has changed over time. | - Describe the causes and consequences of a significant event in history. - Frame historically valid questions about continuity and change and construct informed responses. |

Significance

Definition

In its basic form, someone or something is significant if they are ‘sufficiently great or important to be worthy of attention’. It is important to distinguish between significant and famous; historical significance is about exploring the reasons why some events or people are deemed significant by historians or others. In the curriculum, children are taught about individuals that are significant and both events and achievements that can be viewed that way. A significant person is someone who did something important that changed people’s lives at the time or after. A significant event is one that led to important changes in an aspect of life either at the time or in the future.

| Van Gogh Reception | Monet Years 1&2 | Kandinsky Years 3&4 | Picasso Years 5&6 |
|--|---|---|--|
| <ul style="list-style-type: none"> - Be able to say who, where or what is significant/important to them e.g. a parent, a birthday or a holiday. | <ul style="list-style-type: none"> - Understand the term significant and explain why a significant individual is important. - Explain why an event from the past is significant. - Use historical models to make judgements about significance and describe the impact of a significant historical individual. | <ul style="list-style-type: none"> - Explain the cause and effect of a significant historical event and person. - Explain in detail the multiple causes and effects of significant events. - Use a range of historical sources to present an argument for why an individual is of historic significance today. | <ul style="list-style-type: none"> - Explain why an aspect of world history is significant. - Present a detailed historical narrative about a significant global event. - Explore and explain how the religious, political, scientific or personal beliefs of a significant individual caused them to behave in a particular way. |

Cause and Consequence

Definition

Cause (why) and consequence (effect) is vital to understanding the historical narrative that children are taught; it is the focus on the causes of events that happen and then the consequences of them. There can be any number of causes and consequences around a single event that

relate to the short or long-term historical period in question. When learning about a historical event children need to understand that it didn't just happen – there were things that caused it to happen and then there were consequences of it happening.

| Van Gogh Reception | Monet Years 1&2 | Kandinsky Years 3&4 | Picasso Years 5&6 |
|---|--|--|--|
| - Talk about the significant events in the story of Bonfire Night and the causes of this event in the past. | - Understand that significant historical events include those that cause great change for large numbers of people. | <ul style="list-style-type: none"> - Describe how a significant event or person in British history changed or influenced how people live today. - Explain the cause, consequence and impact of invasion and settlement in Britain. - Describe a series of significant events, linked by a common theme, that show changes over time in Britain. | <ul style="list-style-type: none"> - Articulate the significance of a historical person, event, discovery or invention in British history. - Describe the growth of the British economy and the ways in which its growth impacted on British life. |

Sources and Evidence

What is it?

The use of sources is paramount to allow children to understand how our knowledge of the past has been gained. The evidence is what we gain from the sources to enable us to build up the knowledge base we need. It is vital for children to learn how to find the evidence from sources and then also what to do with it as part of the overall enquiry approach.

Over the course of their history education, children should be able to gain and use evidence from an increasing range of sources and be able to use them with more precision and confidence and combine them to produce more accurate representations of their understanding.

Evidence is a concept that must be present in every history topic that we teach. The children will develop the ability to find, collate and then interpret evidence as they go through school.



Which sources to use:

The key is to ensure that more than one type of source is used in each topic and through school and that children have the opportunity to learn from a range of them. It is also important that children learn to identify the limitations of the sources so they are able to understand why we don't have a complete picture of the past.

Primary and Secondary Sources

When we use evidence in history lessons, it's important to consider the type of source and what type of evidence it contributes to our understanding. Before starting, children must have the necessary background context to be able to understand the author of the source and, if relevant, their perspective to understand the way in which they present what happened. Remember, all sources are useful... even one written from a biased perspective! Children need to spend time understanding the author, content and nature of the source to really be able to use and apply it.

Definitions:

A **primary source** has a direct connection to the person, event or period in question. They could be documents, images, eyewitness accounts, archaeological finds or other works that provide first hand details.

A **secondary source**, on the other hand, is one step removed from a primary source. They can quote primary sources but include a layer of analysis and interpretation. A non-fiction book is a secondary source and will be an interpretation of a number of sources including other primary and secondary sources.

As children go through our school, they will become familiar with a greater range of sources of evidence that they know how to use. This begins with stories in EYFS and expands topic by topic. In Key Stage 2, the curriculum specifies: 'They should construct informed responses that involve thoughtful selection and organisation of relevant historical information.' and to fully engage with this element, children need to:

- understand the range of sources
- have a growing familiarity with how to learn from each type of source
- how to collate and contrast sources to draw out key evidence to use in answers



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|---|--|--|---|
| <ul style="list-style-type: none">- Know that we can learn about real events or people in the past through stories. | <ul style="list-style-type: none">- Express an opinion about a historical source.- Use a range of historical artefacts to find out about the past.- Examine an artefact and suggest what it is, where it is from, when and why it was made and who owned it. | <ul style="list-style-type: none">- Make deductions and draw conclusions about the reliability of a historical source or artefact.- Identify and discuss different viewpoints in a range of historical materials and primary and secondary sources.- Use historical artefacts to reveal information. | <ul style="list-style-type: none">- Ask perceptive questions to evaluate an artefact or historical source.- Identify different types of bias in historical sources and explain the impact of that bias.- Explore the validity of a range of historical reports and use books, technology and other sources to check accuracy.- Think critically, weigh evidence, sift arguments and present a perspective on an aspect of historical importance.- Find evidence from different sources, identify bias and form balanced arguments.- Use a range of historical sources or artefacts to build a picture of a historical event or person. |



Chronology

Definition

Chronology in history refers to the arrangement of events in the order in which they occurred. It is the study of how time is organised and divided in relation to historical events.

The goal of chronology in history is to place events in their proper order, so that they can be studied and understood in their historical context.

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|--|---|--|---|
| <ul style="list-style-type: none">- Use familiar contexts and stories about the past to build a sense of timescale e.g. before I was born.- Sequence events in their own lives in chronological order using the language of time such as first, next, then, after that, before, past. | <ul style="list-style-type: none">- Sequence significant information about the past in chronological order and place on a timeline.- Use sequencing words such as first, next, finally, then and after that, to order information chronologically. | <ul style="list-style-type: none">- Sequence significant dates about events within a historical time period on a timeline.- Sequence significant dates and information from several historical periods on a timeline. | <ul style="list-style-type: none">- Sequence and make connections between periods of world history on a timeline.- Articulate and present a clear, chronological world history narrative within and across historical periods studied. |