



History

Substantive and Disciplinary Knowledge

Substantive Knowledge

Substantive knowledge in History is knowledge of the past and understanding the key concepts and vocabulary

Substantive Knowledge key themes at St Louis Catholic Academy are:

KS1:

- ancestry
- monarchy
- law
- tax
- parliament
- religion
- Civil
- power
- democracy
- civilisation
- empire
- invasion
- conquer
- protest
- civil rights
- equality

KS2:

- society
- migration
- religion
- trade
- conflict
- civilisation
- power
- hierarchy
- invasion
- law
- settlement
- monarchy
- civil war
- empire

Disciplinary Knowledge

Disciplinary Knowledge in History is the interpretation of history, requiring skills of 'meta-cognition', applying skills of analysis, interpretation, reasoning and argument. Pupils learn about how historians study the past, make

meaning and construct claims, argument and accounts within the historical context that they are studying.

Disciplinary knowledge studied through KS1 and KS2 include:

- Sources and evidence
- Types of arguments
 1. **Causation** – The concept of causation can be explained as the identification for reasons of a historical event or situations that have happened in the past.
 2. **Consequences** - The concept of causation can be explained as the identification for the results of a historical event or situations that have happened in the past.
 3. **Change and Continuity** - The concept of 'change and continuity' can be described as 'understanding how and why change occurs in history, why and how things stay the same and analysing trends across time.
 4. **Similarities and Differences** - The concept of 'similarity and difference' can be described as the ability to identify and explain similarities within and across periods and societies studied.
 5. **Historical Significance** - The concept of 'historical significance' can be described as 'understanding and suggesting reasons why events, periods, societies and people may be considered historically significant
 6. **Chronology** - The sequencing of events, stories, pictures and periods over time to show how different times relate to one another and contribute to a clear understanding of the past.

Both substantive knowledge and disciplinary knowledge are important for a secure understanding of History.

In History, we make sure that substantive knowledge (knowledge about the past) is taught through the element of chronological understanding and communicating as a historian, which progresses from EYFS to UKS2. It has been designed in a way that emphasises the key concepts and vocabulary. We look at the disciplinary knowledge through the elements of historical enquiry and interpreting history. While it is clear that the elements link specifically to the type of knowledge, within lessons both substantive knowledge and disciplinary knowledge may be taught, as lessons may include aspects from multiple elements.