



# Substantive and Disciplinary Knowledge in History



## Substantive Knowledge

This is the factual content and information that we want the children to know.

- Significant events
- Significant Individuals
- Civilisations
- British History
- Change

Year 1:

- Travel and Transport
- Henry Trengrouse
- Toys and Games

Year 2:

- The Great Fire of London
- Florence Nightingale
- Flora Day

Year 3:

- Ancient Egypt
- The Stone Age
- Tin mining in Cornwall

Year 4:

- The Roman Empire and Its Impact on Britain
- The Maya
- Anglo-Saxons and Vikings

Year 5:

- Norman Conquest
- Industrial Revolution
- Ancient Greece

Year 6:

- History beyond 1066 World War 2
- Civil Rights Movement
- Kingdom of Benin

## Disciplinary Knowledge

This is the procedural knowledge of knowing how to use the information.  
The practices of a specific subject to gain or use substantive knowledge.

In history:

How historians make use of historical information and learn about the past.

- **Cause** - To understand that events do not just happen and then end. To be know why things happened. To understand that causes develop over time.
- **Consequence** - To explain that an event can cause further issues (consequences) and these can be both good and bad. The ripple effect through time.
- **Change** - Understanding how to map time, to confidently grasp the past, present and future. To see that events and changes occurred at similar/different paces and at similar/different times across the world.
- **Continuity** - To be able to explain how the present is different from the past. To develop a nuanced understanding that there are similarities across different time periods to show that some aspects of history continued over time.
- **Similarities and differences** - Confidently describing the key features of the past, and communicating how life is different now, and how it was disparate for different countries, cultures and sections of societies.
- **Using sources of information** - To learn how historians use sources as evidence to construct, challenge or test claims about the past. Pupils must learn to use sources to establish evidence for a specific historical question.