

History - Disciplinary Knowledge - Disciplinary Knowledge-Is skills our children develop how interpret the past – how do we know what we know? E.g. changes, continuation, causes, sources.

	Key stage 1	Lower key stage 2
Chronology	Use common words and phrases relating to the passing of time	Know that the past can be broken up into different eras, and be able to name key eras and place them chronologically
	Know where the people and events that they study fit within a chronological framework (including those taught in other subject contexts)	Establish clear narratives within and across periods studied
	Share accurate oral and written narratives of significant historical events	
Continuity and Change	Look closely at similarities and differences between ways of life in different periods	Identify similarities/differences between ways of life at different times
	Draw comparisons between similar individuals from different periods in history	Make connections and draw contrasts between ancient civilizations and societies that they study.
Cause and Effect	Question why things happen and give explanations	Recognise why people did things, why events happened and what happened as a result
	Identify what led up to or contributed towards significant historical events that they study	Use examples from the periods studied to explain how Britain has been influenced by the wider world
	Recognise and describe how and why significant historic events are remembered and celebrated	Recognise that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial
Historical Enquiry	Understand some of the ways in which we find out about the past	Understand how knowledge of the past is constructed from a range of sources
	Ask questions about the past	Construct informed responses by Selecting and organising relevant historical information
	Choose and use parts of stories and other sources to show that they know and understand key features of events	
Historical Interpretation	Identify different ways in which the past is represented	Understand that different versions of the past may exist, giving some reasons for this
	Distinguish between eye witness and secondary sources of information about events that have happened	Distinguish between historical facts and the interpretation of those facts

History - Substantive Knowledge - Substantive Knowledge— Is knowledge and ‘substance’ of our curriculum e.g. people, dates, features of something
Key Stage 1: Year A

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History - Substantive Knowledge - Substantive Knowledge— Is knowledge and ‘substance’ of our curriculum e.g. people, dates, features of something
Key Stage 1: Year B

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Events within living memory						Events within living memory						Events within living memory					
Where can we find out about the fire at Windsor castle?						What can I find out about my own medial history including immunisations?						What memories do parents and grandparents have of royal celebrations at Windsor including the coronation of Queen Elizabeth II?					
How did the Windsor Castle fire start and how did people react to the fire?						What do I remember about the Covid Pandemic?						What is similar or different about these events and our lived experience of the Platinum Jubilee?					
What do family members remember about the fire?																	

Significant individuals						Significant individuals						Significant individuals					
Samuel Pepys – What do we learn about the fire from Samuel Pepys? Is he a reliable source?						Edward Jenner & Professor Sarah Gilbert – In what ways are their contributions similar and different?						Queen Victoria & Queen Elizabeth II – How has life at the castle changed since Victorian times?					
King Charles II – What part did he play in dealing with the fire?						Florence Nightingale – Why is she known as the founder of modern nursing?											
Sir Christopher Wren – What role did he play in restoring London?						Dr James Barry – Why did this doctor need to lead a secret life?											
						Mary Seacole – Why is she considered by many to be an unsung heroin?											

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[illegible]

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Key Stage s: Year B

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