



## History knowledge framework

These two types of knowledge should be learnt in combination – pupils hold their substantive knowledge more securely for having thought about it through a disciplinary lens, and they cannot build disciplinary knowledge without substantive knowledge to inform their thinking.

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| <b>Substantive knowledge</b>  | <p>Knowledge, we know to be true about the past:</p> <ul style="list-style-type: none"><li>• <b>Chronological knowledge:</b> the dates of historical events and periods, knowledge of the features and characteristics of periods, broad knowledge of developments across periods.</li><li>• <b>Substantive concepts:</b> e.g. invasion, government, empire, trade. A clear schema for these substantive concepts, built up from multiple examples across time and place, which are encountered through the course of the curriculum.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Disciplinary knowledge</b> | <p>Knowledge about how historians investigate the past and how they construct historical claims, arguments and accounts.</p> <p>Knowledge of how historians establish facts and knowledge through the second-order concepts:</p> <ul style="list-style-type: none"><li>• <b>Cause and consequence</b> - how historians judge why an event occurred and the consequences. How they analyse and categorise causes and consequences.</li><li>• <b>Similarity and difference</b> - how historians make judgements about the extent of similarity and difference within or between groups, places or societies in the same period.</li><li>• <b>Historical significance</b> – how historians and others ascribe significance to historical people or events e.g. extent of impact.</li><li>• <b>Continuity and change</b> – how historians make judgements about the extent, nature or pace of change across time e.g. looking at those dimensions which remain stable while others alter, and examining the varying pace, direction and nature of those alterations. How particular developments were experienced and understood by those who lived through them.</li><li>• <b>Sources and evidence</b> – how historians use sources to investigate the past.</li><li>• <b>Historical interpretations</b> - how historians use sources to make claims about the past. How and why historical interpretations are different.</li></ul> |