



History

Substantive and Disciplinary Knowledge

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

Disciplinary knowledge in history is the interpretation of history, requiring skills of 'meta-cognition'- applying skills of analysis, interpretation, reasoning and argument.

In Birchington Primary school, we teaching substantive knowledge using these processes:

- Giving specific examples
- Repeat opportunities to develop schema
- Build upon prior knowledge
- Ensuring we use a core knowledge curriculum

Disciplinary knowledge is taught by:

- Learning about how historians study the past
- Learning how historians enquire about the past
- Understanding that learning from the past is very different skill from everyday thinking

Both substantive knowledge and disciplinary knowledge are important for a secure understanding of history. In history, we ensure that substantive knowledge (knowledge about the past) is taught through the strand of chronological understanding and communicating historically, which progress from Reception through to Year 6. It has been designed in a way which emphasize the key concepts and vocabulary. We look at the disciplinary knowledge through the strands of historical enquiry and interpreting history. While it is clear that the stands 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 strands.