



The three types of knowledge

At Sonning CE Primary School, we focus on three different types of knowledge. Each subject will have a different ratio of distribution for these three types of knowledge, and the three types of knowledge can intersect at times.

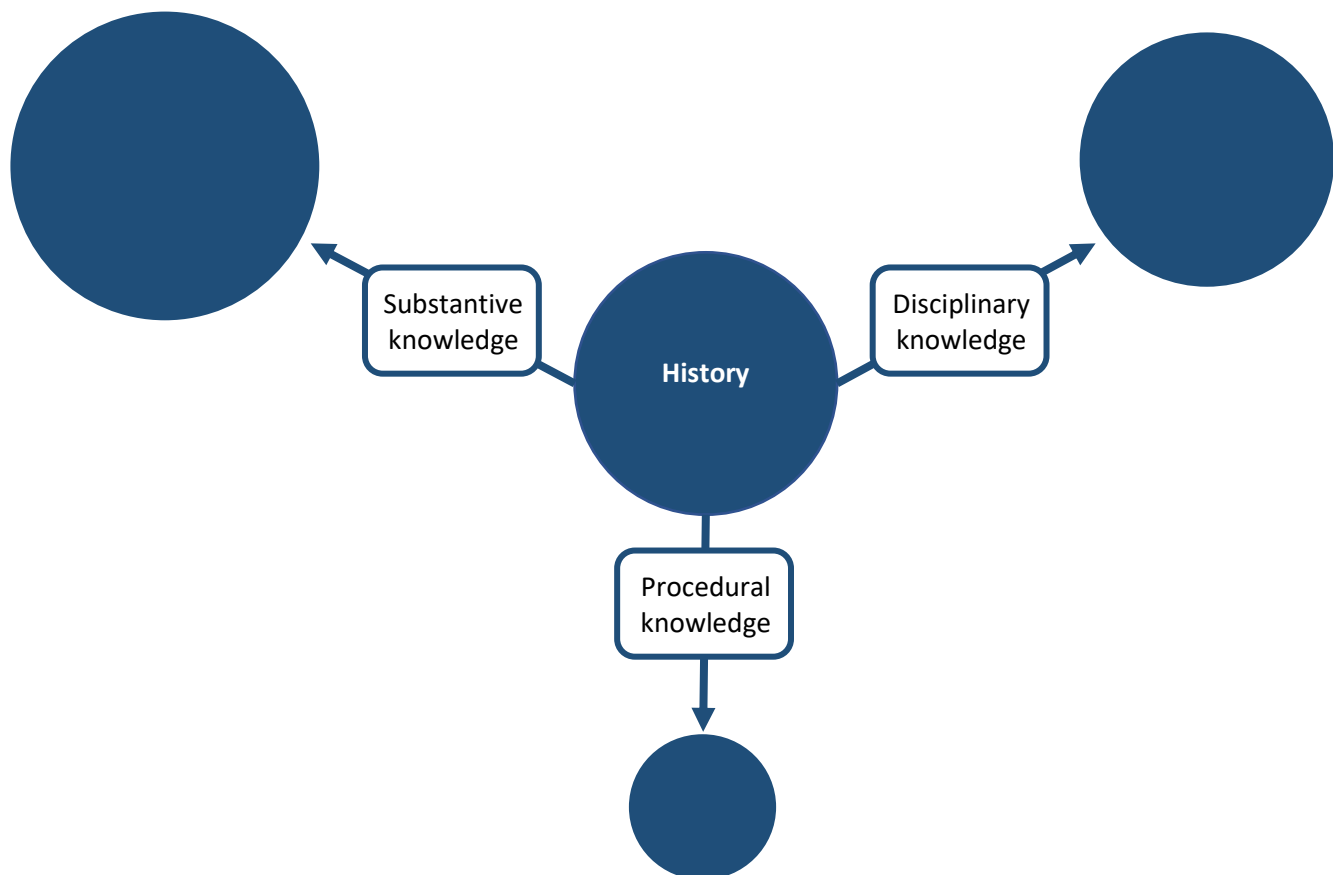
Substantive knowledge refers to the body of facts, principles, laws, descriptions, concepts etc. of a subject. In other words, this could be referred to as the facts and main knowledge that pupils might learn (e.g. The Great Fire of London occurred in 1666).

Disciplinary knowledge refers to the methods that establish substantive knowledge (i.e. how a historian learns about the past, including sources of evidence they use to ascertain facts). An understanding of the disciplines (methods of establishing facts) that shape a subject can help provide a lens or rationale for the way the subject is delivered. A pupil's capacity to learn and use disciplinary knowledge is highly dependent on the depth and security of their substantive knowledge, so there is often a focus on substantive knowledge first. As well as considering how a fact was established, disciplinary knowledge also includes considering its degree of certainty and how it continues to be revised.

Procedural knowledge refers to the skills or techniques needed to complete a procedure or task. It is the 'know how' of the processes required in a subject (e.g. Drawing a timeline and placing events on that timeline, or conducting an enquiry). Procedural knowledge is often incremental and requires regular practice.

Knowledge distribution

We recognise that different subjects have different weightings of substantive, disciplinary and procedural knowledge. The infographic below highlights what we consider to be the ratio of each form of knowledge within this subject:



Sonning Church of England Primary School

Curriculum Vision: History V1



Our vision

History at Sonning Church of England Primary School engages and enthuses children to learn about the past. Our curriculum allows pupils to learn about key periods of history, considering the concepts that run within and across units of study, and the ways in which that history was recorded. Pupils will develop an understanding of different methods of historical enquiry, including the use of evidence. History at Sonning Church of England Primary School allows children to understand and consider life in the past and the effect on others throughout history and today.

Early Years Foundation Stage (Acorn class)

In Early Years Foundation Stage (EYFS), our Reception pupils learn about themselves and their families, beginning to understand that events occurred in the past and before they were born. Pupils learn to ask questions about history and events, and become curious about key historical events. Pupils will learn about key events within the calendar, linked with British Values. Pupils learn key vocabulary allowing them describe events within a chronology, e.g. before, after, yesterday, next week.

Key Stage 1 (Beech and Chestnut classes)

In Key Stage 1 (KS1), pupils are taught to ask and answer questions and use specific sources to learn about key events in history. As well as developing knowledge about historical events or people, the children will develop their skills and vocabulary so that they are confident to discuss changes over time.

Key Stage 2 (Fir, Holly, Maple and Oak classes)

In Key Stage 2 (KS2), pupils build on the enquiry skills they have developed in KS1 to enable them to devise and answer historical questions and construct informed responses, which they have developed themselves. They will have knowledge of how to use a range of sources and think critically about drawing conclusions from them.

Building strong foundations through experiences

To complement the curriculum, there are visiting workshops, themed class events and educational visits, which enhance pupils' understanding and provide varied learning experiences.

Curriculum coverage

To ensure the National Curriculum is covered effectively, there is an edited version of the National Curriculum which has notes to highlight where in our Unit Maps a statement or section is covered.

Curriculum structure

History units are taught using blocking, with one covered every term. This allows time to go into depth in a unit, but having one unit per term ensures the time between units does not adversely affect the ability to build on prior skills and knowledge. We use retrieval practice, knowledge organisers and other methods to ensure that pupils are prepared for their subject and focus on the right objectives during lessons. Subject-specific vocabulary is taught and we aim to deepen understanding through questioning.

Our units are not taught chronologically as there are key concepts and themes that lend themselves more suitably to older pupils as they are more complex. Therefore, we teach units based on the objectives we aim to cover, and to help children understand the expansive nature of history. Later in the school, we cover the concept of the duality of events and how key events in history have occurred at the same (or crossover) periods of time.

Our Unit Maps, provide the overview for each subject's unit of lessons for a topic. This includes the following:

Building strong foundations for the years ahead (Matthew 7:24-25)

Love - Courage - Respect - Aspiration - Curiosity

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Curriculum Vision: History V1



Knowledge taught / prior knowledge

Knowing what core substantive knowledge to teach, as well as prior learning which we can build on, is essential to ensuring clear progression and depth of understanding in a subject.

Milestones and assessment opportunities

Our milestone objectives and assessment opportunities ensure that there is clear progression and we know how to assess those types of knowledge and outcomes within a unit.

Concepts

Each subject has concepts which run through every unit and year group. These concepts allow consistency of focus and progression within each concept from unit to unit and year to year. In History, our concepts are as follows:

Chronology	Change and Continuity	Cause and Consequence	Similarity and difference	Historical Significance	Sources and interpretations of evidence
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Vocabulary

As part of our focus on oracy, we have developed a list of Tier 2 and Tier 3 vocabulary to cover within a unit. This vocabulary also links into our knowledge organisers, so that the pupils have access to this essential vocabulary.

Cross curricular links

It is important to understand how subjects can work with each other, so there are specific links to other subjects outlined in the Unit Maps.

Links with our values, spirituality and organisations

Our school values are part of everything we do. To ensure that is seen within the curriculum, we make explicit links to our values, as well as British Values, spirituality and OECD and UN objectives.

Impact

We measure the effectiveness of our curriculum in the following ways:

- Pupil data tracking (PITA grids and Target Tracker)
- Book scrutiny
- Monitoring of lessons and planning (including from governors and external validation e.g. TKAT or WBC)
- Pupil conferencing.

Supplementary support

We utilise the following support within our curriculum for this subject:

- History.org subscription
- TKAT subject network meetings
- Local historians.
- Active members of the 'Mr T does History' Facebook group and the use of his published materials

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Overview of the units covered

	Autumn Term	Spring Term	Summer Term
Reception (Acorn)			
Year 1 (Beech)	Heroes and Villains: Dick Turpin 'Was Dick Turpin a hero or a villain?' (significant historical events and people, local history context)	Time traveller 'What was my Great Grandparents childhood like?' (changes within living memory)	History of Computing 'How have computers changed over 100 years?' (significant historical events and people/events beyond living memory)
Year 2 (Chestnut)		The Great Fire of London 'Why did the GFOL spread so quickly?' (events beyond living memory)	Rosa Parks and Emily Davidson 'What impact have Rosa Parks and Emily Davison's actions had on our lives today?' (significant individuals)
Year 3 (Fir)	Roman Empire 'How did the arrival of the Romans change Britain?' (Roman Empire and impact on Britain)	Anglo Saxons 'Who were the Anglo Saxons and how do we know what was important to them?' (Britain's settlement by Anglo Saxons and Scots)	Vikings 'How did the Vikings raid and invade?' (Viking and Anglo Saxon struggle)
Year 4 (Holly)		Egyptians 'How can we discover what Ancient Egypt was like over 5,000 years ago?' (Ancient Civilisations)	Ancient Greece 'What was life like as an Ancient Greek?' (Greek life and achievements and influence)
Year 5 (Maple)		Stone Age 'How did the lives of ancient Britons change from the Stone Age to the Iron Age?' (Changes in Britain from the Stone Age to the Iron Age)	Tudors 'How has the role of the Monarch changed from Tudor times to today?' (extended chronological study)
Year 6 (Oak)	Britain since 1900's World War and local Study 'Who were Sonning's War heroes?' (A local History study)		Maya Civilisations 'How can we solve the riddle of why the ancient Maya empire ended so suddenly?' (non-European study to contrast with Britain)

Building strong foundations for the years ahead (Matthew 7:24-25)

Love - Courage - Respect - Aspiration - Curiosity