

# Beit Shvidler History

## Substantive Knowledge

Substantive Knowledge is the knowledge that we want the children to gain by the end of Year 6. History at BSPS is divided into several key concepts:

Civilisation and Society    Conflict and Invasion  
Exploration and Invention    Hierarchy and Power  
Significant Figures and Events

## Disciplinary Knowledge

Disciplinary knowledge is how the children apply their knowledge as historical skills:

- Chronological Understanding
  - Similarity and Difference
  - Change and continuity
  - Cause and Consequence
  - Historical Significance
  - Interpretation of Evidence and Organisation and Communication
- About the Past - will run throughout all units

<b>Chronological Understanding</b>	Understanding of time – smaller and longer periods of time. Location of events, societies and people in time. Comparing events that were happening simultaneously in different locations. Understanding of different phases within periods. Identification of key features of a time phase.
<b>Understanding cause and Consequence</b>	Understanding of things that stayed the same and reasons for this. Knowledge of the causes and consequences of key events, actions and movements in different time periods.

<b>Change and Continuity</b>	<p>Understanding and evaluation of changes within and across time periods.</p> <p>Knowledge of aspects of a studied time period.</p> <p>Answering the question – what was it like to live in this period of time? Recognising how answers to this question may vary.</p>
<b>Historical Significance</b>	<p>Assessing the significance of a person/event/time period</p>
<b>Interpretation of evidence</b>	<p>Evaluating and interpreting historical events.</p> <p>Understanding that interpretations change across sources of evidence and periods of time.</p> <p>Understanding of why certain interpretations exist within a historical context.</p> <p>Finding suitable evidence – how do we find out about the past? Understanding of the many different sources and types of evidence and comparing their reliability. Formulating suitable questions and investigating how we might use the available evidence to answer these questions. Recognition of the limitations of evidence and the sources of omissions.</p>
<b>Organisation and Communication About the Past</b>	<p>Presenting information about the past in a variety of different ways. Selecting the best way to communicate information. Comparing information from different sources. Selecting the most relevant information. Choosing original and imaginative ways to communicate about the past. Organising information to formulate an impactful argument. Presenting all facets of an enquiry or argument.</p>