



The origins of the history curriculum are derived from the National Curriculum. History is a statutory component of the National Curriculum from KS1 to KS3. It is an optional (elective) subject at KS4.

History as a subject immerses pupils in unfamiliar worlds, and in the diversity and commonality of human experience across time and place. At the same time, history helps pupils to make sense of their own experiences, and of the world they inhabit. The study of history is complex and constantly evolving through new approaches, new lenses and new evidence. Every pupil is entitled to encounters with the richness of the past and the complexity of historical enquiry.

Substantive knowledge in history refers to knowledge about the past.

Disciplinary knowledge refers to knowledge about how historians and others study the past, and how they construct historical claims, arguments and accounts. This is not a set of generic skills, but a complex body of knowledge. Pupils need to build this knowledge over time by encountering a range of meaningful examples of how historians have studied specific aspects of the past and constructed claims and accounts about them.

When designing history curriculums, some history teachers also distinguish between:

- **core knowledge:** content that, within a particular lesson or topic, curriculum designers and teachers consider most important for pupils to secure in their long-term memory
- **hinterland:** background information that helps to make core knowledge meaningful by placing it within a rich context

2. The Trust Level PoS are derived from the NC and organised by taught content – consciously selected thematic units that teach pupils substantive knowledge as well as historical enquiry skills to develop their disciplinary knowledge.

Progression is mapped within the Trust Level PoS. You will need to consider the length of your pathway and therefore the amount of content that you will be able to effectively deliver and how this will be communicated to dual placement schools.

Planning should align with the EDI Framework and PoS should be used for identifying and closing gaps that any pupils may have within this subject area.

A formative assessment tool should be used to support the reshaping of any subsequent planning.

Subject overview

Aspects to consider

At Key Stage 3, this is further developed by layering in historical concepts pupils should study. At Key Stage 4, students should develop their disciplinary knowledge (using previous learning) to understand key historical events (selected and detailed within PoS).

Pupils get better at history as they develop their substantive and disciplinary knowledge. Curriculum design in history is not straightforward. The range, depth and security of pupils' existing knowledge helps them to learn new material. It is not possible to plot a simple, linear path through the curriculum.

Instead, leaders and teachers must make careful decisions about what content to emphasise in topics and lessons (sometimes referred to as 'core knowledge'). Leaders should focus on identifying the core knowledge that, if learned, will be most likely to help pupils make sense of future learning. Some aspects of historical knowledge that may be particularly important for future learning are:

- knowledge of the immediate topic or context
- knowledge of broad features of the period and overviews of developments
- knowledge of terms, concepts and phenomena that recur in later topics.

Leaders should also plan carefully to develop pupils' disciplinary knowledge (how historians study the past and construct accounts) over time.