



HISTORY

The study of the past - learning about people, places, events and changes.

1. **Substantive knowledge** - this is the subject knowledge and explicit vocabulary used about the past. Common misconceptions are explicitly revealed as non-examples and positioned against known and accurate content. Misconceptions are challenged carefully and in the context of the substantive and disciplinary knowledge. In CUSP History, it is recommended that misconceptions are not introduced too early, as pupils need to construct a mental model in which to position new knowledge.

We have defined substantive concepts that are the suggested vehicle to connect the substantive knowledge. These are defined at the start of every study in the Big Idea.

BIG IDEAS - SUGGESTED SUBSTANTIVE CONCEPTS					
Community	Knowledge	Invasion	Civilisation	Power	Democracy
<p>This gives us a focus on a large group of people living in a place.</p> <p> </p> <p>This can be within a large area, such as the community of people during the Great Fire of London or the Windrush Generation.</p> <p> </p> <p>It can also be the evolving communities of the people in Palaeolithic, Mesolithic and Neolithic times.</p> <p> </p> <p>Community can also be the people affected in World Wars.</p>	<p>This gives a focus on the difference knowledge makes to people.</p> <p> </p> <p>The migration of people and their knowledge of technology, such as smelting bronze, led to a change in the way people lived their lives.</p> <p> </p> <p>Knowledge brings about change.</p> <p> </p> <p>This can be seen through the emergence of great civilisations, such as the Ancient Egyptians.</p> <p> </p> <p>It can also be the rise of knowledge and invention, such as the Maya or Ancient Greeks.</p>	<p>Taking over another country or region with an armed force.</p> <p> </p> <p>Hitler's iniquitous beliefs led him to invade Poland and France.</p> <p> </p> <p>Invasion is a substantive concept throughout history.</p> <p> </p> <p>It can mean a small-scale forceable take-over of a village or town, or in the larger scale of a city-state or country.</p>	<p>A large group of people who follow similar laws, religion and rules.</p> <p> </p> <p>Larger than a community.</p> <p> </p> <p>Great civilisations have cities, architecture, laws, culture and art.</p> <p> </p> <p>Ancient Egyptians, Greeks and Maya were great civilisations.</p> <p> </p> <p>They advanced their society through knowledge and power.</p>	<p>The power to advance technology, architecture and the arts.</p> <p>or</p> <p>the power over people and places.</p> <p> </p> <p>Power to build The Parthenon, great theatres and the Lighthouse at Alexandria.</p> <p> </p> <p>Power struggle: Athens vs Sparta or Anglo-Saxons and Vikings.</p> <p> </p> <p>Kings, queens and leaders used power to achieve their goals, such as Queen Victoria and her desire to rule an Empire.</p> <p> </p> <p>Alexander the Great unified power in Ancient Greece.</p> <p> </p> <p>War with the Persians.</p>	<p>A form of government voted for by the people.</p> <p> </p> <p>Democracy has many forms through time.</p> <p> </p> <p>In Ancient Greece, certain people in Athens could vote, but it wasn't a true democracy.</p> <p> </p> <p>Democracy hasn't always been equal.</p> <p> </p> <p>Democracy today is typically represented by a government who are voted for by the majority of people in that country.</p> <p> </p> <p>The opposite to democracy is dictatorship or tyrannical leadership.</p>

2. **Disciplinary knowledge** – this is the use of that knowledge and how children construct understanding through historical claims, arguments and accounts. We call it ‘Working Historically.’ The features of thinking historically may involve significance, evidence, continuity and change, cause and consequence, historical perspective and contextual interpretation. Content infused and adapted from *HA – Teaching History 179 and 180, 2020*.

SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A HISTORIAN					
Historical enquiry					
Structured and relevant enquiry that sets pupils on a historical quest. Each knowledge note has a learning question that gives the pupils the opportunity to attempt and apply their understanding of the substantive knowledge (what pupils KNOW) in a disciplinary way (what pupils DO). These cumulate towards a more expert understanding of the big idea.					
Chronology	Cause & consequence	Change & continuity	Similarity & difference	Evidence	Significance
<p>The science of time</p> <p>How events and significant people are placed in time.</p> <p>Chronological order means to place people or events in a sequence which represents the passing of time.</p> <p>Use time related words, such as before, during and after.</p> <p>BC = Before the birth of Christ. Also known as BCE = before the common era.</p> <p>AD = Anno Domini (the number of years after the death of Christ).</p> <p>Also known as CE = common era.</p> <p>There is no year 0, only 1 BC and AD 1.</p>	<p>The reason and result of the things that happened in history</p> <p>Causation is about why events occurred and situations happened.</p> <p>How ideas connect and interrelate.</p> <p>Grouping causes into categories, such as personal belief, military action, economic drivers or deliberate acts.</p> <p>Causation is best used to think historically when the narrative of the study is secure and the big ideas are coherent, such as significant people, places, events and time.</p> <p>Consequence is the result of the cause.</p>	<p>How key people, places and events changed or stayed the same over time</p> <p>How much really changed over and across time?</p> <p>What kind of change was occurring? Was it social, military, economic?</p> <p>Pace and process: how quickly did things change? Lee, P. (2005) recommends stopping pupils thinking of historical change like a volcano - instant and destructive.</p> <p>Continuity</p> <p>Latin: <i>continuitatem</i> – a connected series. What remained the same?</p> <p>What factors were the same? Trade? Ideas of race?</p>	<p>Similarity</p> <p>Compare similarities at the same time - what stayed the same and why?</p> <p>For example, you could compare Athens and Sparta at the same time.</p> <p>Difference</p> <p>Compare difference at the same time – what was different between people and places – why was that?</p> <p>For example, you could examine the beliefs of Nazi Germany and the allies.</p>	<p>How we know about the past</p> <p>A source presents a viewpoint, position angle or bias from the time it was created.</p> <p>Unwrapping a source tells pupils more about the attitudes, beliefs and culture of that time.</p> <p>Relics can be used and are sources</p> <p>objects, artefacts and architecture don't carry a conscious testimony (Adapted from Ashby, 2017).</p> <p>Primary sources</p> <p>original documents, images or artefacts that provide a first-hand testimony to help inform the related study.</p> <p>Secondary sources</p> <p>books and articles about a study that may not have been created at the time.</p>	<p>Why people, events and ideas are important in our studies</p> <p>The choice to study certain people and events because of their importance over time.</p> <p>Latin: <i>significare</i></p> <p>to make signs or point out.</p> <p>Significant people and events are chosen by others to tell a historical narrative.</p> <p>Why have they been chosen? What is significantly good or bad about these people and events?</p> <p>Also consider ‘silences’</p> <p>(the not told history) as an opposite and equal to significance. (Trouillot and HA 181,2020)</p> <p>What stories were not told or are now emerging, such as the Windrush generation.</p>

3. **Historical analysis** is developed through selecting, organising and integrating knowledge through reasoning and inference making in response to our structured questions and challenges. We call this 'Thinking historically'.
4. **Substantive concepts**, such as invasion and civilisation are taught through explicit vocabulary instruction as well as through the direct content and context of the study.

PRINCIPLES

CUSP History draws upon prior learning, wherever the content is taught. For example, in the EYFS, pupils may learn about the past and present through daily activities, exploring through change, and understanding more about the lives of others through books and visitors as well as their own experiences. These experiences are drawn upon and used to position new learning in KS1.

The structure is built around the principles of advancing cumulative knowledge, chronology, change through cause and consequence, as well as making connections within and throughout periods of time studied.

CUSP History is planned so that the retention of knowledge is much more than just 'in the moment knowledge'. The cumulative nature of the curriculum is made memorable by the implementation of Bjork's desirable difficulties, including retrieval and spaced retrieval practice, word building and deliberate practice tasks. This powerful interrelationship between structure and research-led practice is designed to increase substantive knowledge and accelerate learning within and between study modules. That means the foundational knowledge of the curriculum is positioned to ease the load on the working memory: new content is connected to prior learning. The effect of this cumulative model supports opportunities for children to associate and connect with significant periods of time, people, places and events.

CUSP History strategically incorporates a range of modules that revisit, elaborate and sophisticate key concepts, events, people and places.

A guiding principle of CUSP History is that pupils become 'more expert' with each study and grow an ever broadening and coherent mental timeline. This guards against superficial, disconnected and fragmented understanding of the past. Specific and associated historical vocabulary is planned sequentially and cumulatively from Year 1 to Year 6. High frequency, multiple meaning words (Tier 2) are taught alongside and help make sense of subject specific words (Tier 3). Each learning module in history has a vocabulary module with teacher guidance, tasks and resources.

CUSP fulfils and goes well beyond the expectations of the National Curriculum as we believe there is no ceiling to what pupils can learn if the architecture and practice is founded in evidence-led principles.