

# History Feedback Prompts

## Substantive Knowledge

Substantive knowledge is the content that teachers teach as established fact. In history, this includes concepts, such as change and continuity as well as information about an era.

For example, if they are teaching the Romans, the clothes Romans wore, what they ate, the extent of the Empire, How many times they invaded Britain...

This also includes concepts, such as change.

A clear understanding of substantive knowledge in history will lead to high quality teaching in history.

Students will be able to demonstrate a secure understanding of historical subject knowledge and historical concepts. If their subject knowledge is weak, they should be directed to address this through further reading and research.

## Disciplinary Knowledge

Disciplinary knowledge refers to the methods and behaviours of working as a historian.

Students should be able to demonstrate appropriate disciplinary knowledge in order to:-

- teach pupils how to investigate the past
- communicate findings
- plan an enquiry

Effective approaches
Is there evidence that the children have a secure historical knowledge?
Accurate use of historical vocabulary (eg, before, after, post, pre, AD, BCE, It might mean, it could mean, possibly)
Use of challenging and meaningful tasks to develop mastery in history

Use of examples from history, to support conceptual understanding.

Subject knowledge (sometimes referred to as chronological knowledge ie knowledge of a topic or era)- correct use of historical terminology, opportunity to apply knowledge and understanding,

Do activities within the lesson, promote historical skills?

Do activities develop knowledge and understanding of the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world?

Do activities develop knowledge and understanding of significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind?

Do activities allow students to gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'?

Do activities develop an understanding of historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use these to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses?

Do activities allow children to understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed?

Do children gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history?

If appropriate, is there an appropriate balance of primary and secondary sources amongst the sources being used?

Is there a consideration of misconceptions, bias, propaganda and the validity of sources?

Is the learning Enquiry led? Are activities hands-on and practical? (if appropriate)

Is the focus historical? This is especially important in a cross curricular lesson, where the focus may become English or art, rather than history.

Is substantive and disciplinary knowledge discussed during the lesson?

Are opportunities to discuss attitudes and values, evidence, provenance, opposing views, different perspectives evident in lessons?

Are aspects of history, relating to identity and belonging discussed and explored?