Understanding progression

History

Understanding progression in Opening Worlds History

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1 Introduction

1.1 Why does Ofsted say, 'the curriculum is the progression model'?

When Ofsted adopted the expression 'the curriculum is the progression model' in 2019 they were borrowing wording famously coined by Michael Fordham in 2014.

Fordham came up with this when he was trying to solve a longstanding problem – the problem of schools using skill hierarchies to define and plan for progression. These hierarchies had previously taken many forms, some subject-specific, and some generic.

For example:

A typical subject-specific skill hierarchy such as those in history NCs before 2014	A typical generic skill hierarchy based on Bloom's Taxonomy
1. Give a reason for something happening in the past. 2. Give several reasons for something in the past. 3. Make links between causes 4. Group and classify causes 5. Judge whether one cause is more important than another And so on…	1. I can describe… 2. I can identify… 3. I can link/connect… 4. I can compare… 5. I can explain … 6. I can evaluate… 7. I can analyse… And so on …

The problem is that these hierarchies do not and cannot work! They cannot *tell* you anything about progress. They cannot be used to *plan* for progress.

Why is this? Two reasons:

1. They ignore the role of knowledge in changing what pupils can understand. Knowledge builds tightly woven schemata in our long-term memories. We can only interpret speech, text, music, art… anything, *through* these schemata, that is, what we already know. So knowledge plays a huge part in changing the pupil. *What* pupils learn alters what they subsequently access. So the really simple answer to 'how do pupils make progress?' is by following the curriculum! As they master each component of knowledge and skill, they are being prepared to access later and more complex knowledge and skill.
2. The hierarchies are false. Making a judgement is not necessarily harder than discerning several reasons. Analysing isn't a one-off level that we reach, it is a constant. Pupils in Year 4

can attempt proper analysis and so can pupils in Year 8. What makes judgment or analysis harder or easier is the range, depth, specificity and complexity of the substantive content being taught, as well as the relationship between this and the analytic demand of the question.

A curriculum is knowledge structured as a narrative over time. Just as in a novel, film or play, in a curriculum, pupils make sense of the later content through the work that the earlier content did on our memories, our expectations and our understanding.

Tim Jenner HMI, Ofsted's history lead, puts this as follows: 'Sequencing in history means that pupils are prepared for the richness and complexity of what they are learning now, by the securing and richness of the knowledge that they have already learned.'

1.2 Why does the subject of history create a very natural progression story?

But how then do we arrange all the content in the curriculum, so as to make its secure mastery much more likely? A curriculum needs to be structured not only so as to provide a broad, rich, scholarly array of coherent content; that content needs to be arranged so as to ensure that pupils move through it with growing security and confidence.

In order to do this, curriculum developers have to be very clear about the difference between being *information*-rich and *knowledge*-rich. Information implies a list of facts. Knowledge, however, is coherent, connected and/or structured information.

We have knowledge in history if the information we can call up hangs together around coherent stories, ideas and themes, and on many scales. It is internally connected and dynamic, capable of change. An information-rich curriculum would be one in which isolated propositions might be fed to pupils, unconnected by rich accounts, fascinating analytic journeys, visibly emergent contrasts or recurring ideas.

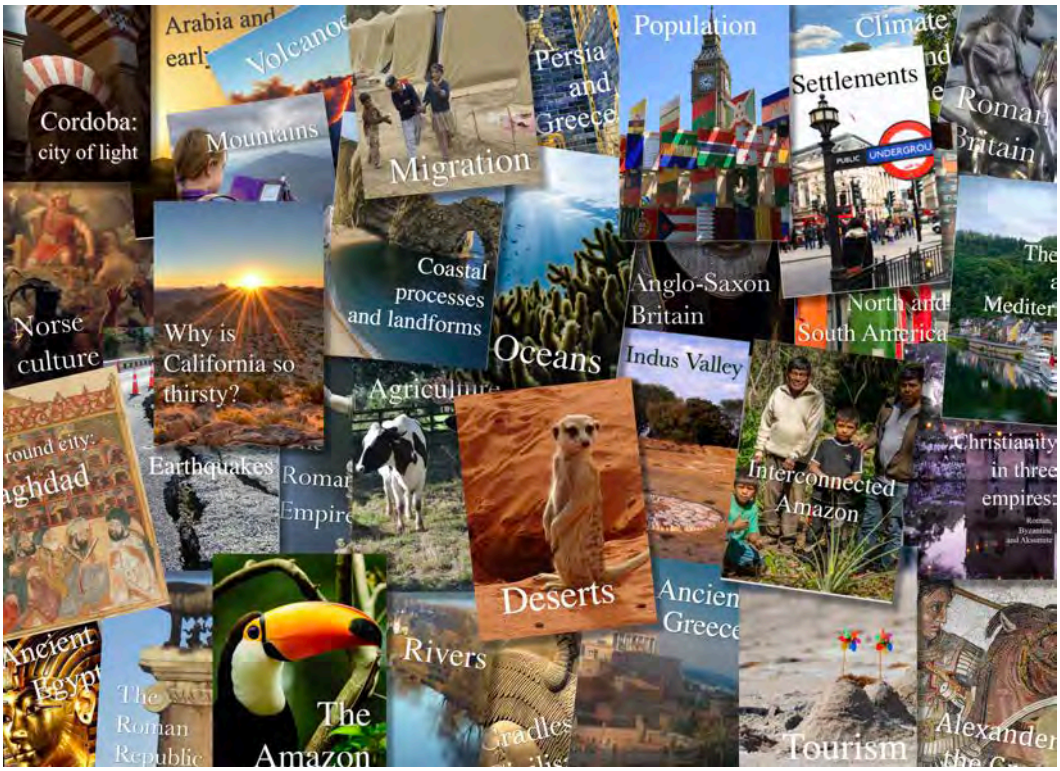
Developers of a *knowledge*-rich curriculum, however, have a clear, rationale for the arrangement of content.

That rationale must be subject-sensitive. This means that the driving intellectual resource for achieving this is the subject's natural contours and purposes.

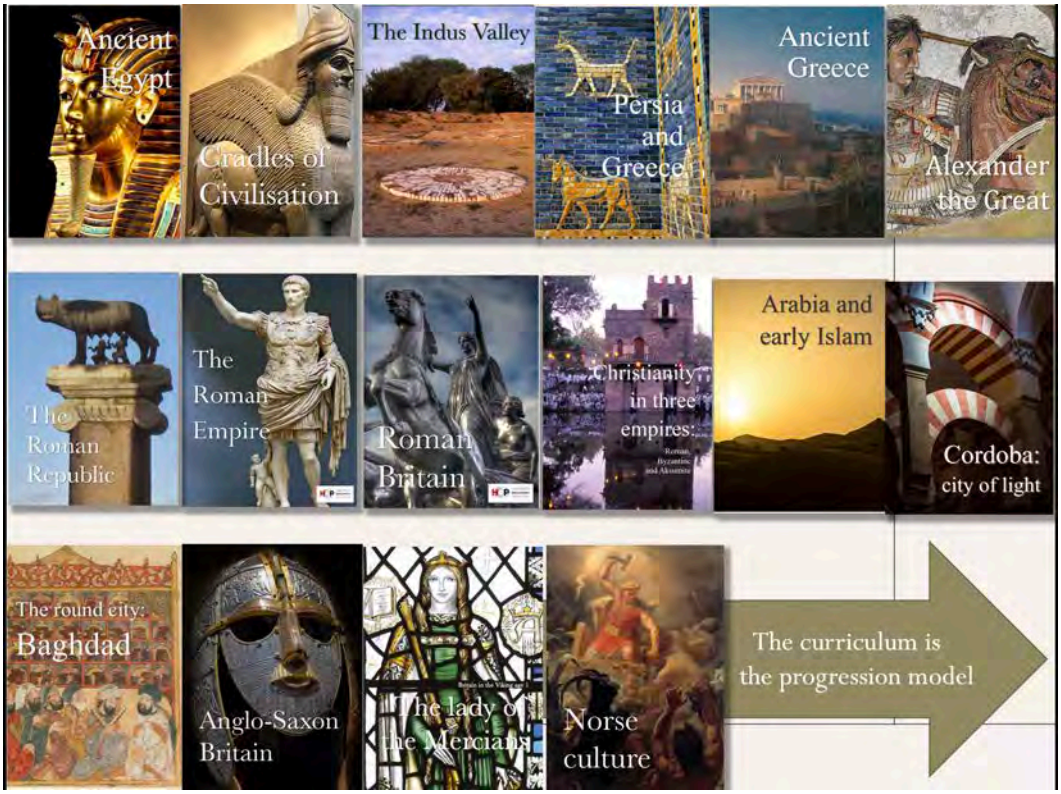
The rationale must also be pupil-sensitive. This means that the mastery of *prior* content plays a big part of in unlocking *future* content. The pupil advancing through it must constantly feel enabled by what they have already learned, recognising vocabulary and ideas, people and places, so that the new material makes sense through connection and any references to such vocabulary, ideas, people or places (whether direct or implied) don't clog up the working memory.

So the arrangement of material must be both subject-sensitive and pupil sensitive.

You could say that we need to move from this …


Cordoba: city of light
Arabia and early
Volcanoes
Mountains
Migration
Persia and Greece
Population
Climate
Settlements
Roman Britain
Norse culture
Why is California so thirsty?
Coastal processes and landforms
Oceans
Anglo-Saxon Britain
North and South America
The Mediter
Indus Valley
Agriculture
Earthquakes
Roman Empire
Interconnected Amazon
Christianity in three empires:
Deserts
Ancient Egypt
The Roman Republic
The Amazon
Rivers
Ancient Greece
Tourism
Alexander

… to this:


Ancient Egypt
Cradles of Civilisation
The Indus Valley
Persia and Greece
Ancient Greece
Alexander the Great
The Roman Republic
The Roman Empire
Roman Britain
Christianity in three empires:
Arabia and early Islam
Cordoba: city of light
The round city: Baghdad
Anglo-Saxon Britain
The lady of the Mercians
Norse culture
The curriculum is the progression model

To a large extent, the subject matter of history makes this easy! If we broadly move through time, the stories of the past, and the giant 'stories' that they weave together, double up as the natural story of the curriculum. If pupils were simply to learn a great deal of history, in a broadly chronological way, the earlier content would very naturally help the later content.

In one of his speeches, Ofsted's history lead, Tim Jenner HMI, gave the example of how absurd it would be, in secondary history, to try to teach the Reformation without being steeped in the structures and practices of the medieval Church. It is just the same in primary history. The Romans followed the Greeks in time and substantially overlapped in the lands they conquered and influenced. To make sense of the Romans, their culture, their empire, their warfare and their governments, without studying the Greeks first, is certainly possible, but so much harder! To make sense of the impact of the Vikings on Britain, without knowing about the Angles and Saxons in Britain is so much harder, too.

What is more, the build-up of all this knowledge, over time, gives pupils a vocabulary that grows and grows, feeding into subsequent topics and freeing up memory space for new vocabulary. Pupils can cope with a much richer and more interesting story about the Muslim Arabs in Persian and Byzantine lands, if they already know the places, the rivers, the cities and the customs of that territory. We don't have to stop to tell them that the land around the Tigris is fertile or the Greeks advanced mathematics – all vital knowledge for understanding the Muslim Arabs too.

And it's not just harder for pupils to learn without this logical movement through time. It removes easy opportunity for rich disciplinary work in the subject – the important critical work of analysing change and continuity across time, as well as similarity and difference across space.

And the more pupils know, the more sophisticated they can be with their judgement, analysis and evaluation. A hasty look at Muslim Baghdad without this rich knowledge isn't going to yield thoughtful analysis of the diverse world connections that shaped that city's culture. By contrast, if pupils know about Muslim Baghdad and Muslim Cordoba, they will be able to comment on subtle similarities and differences across those two cities, developing at the same time. They will avoid stereotype and oversimplification. They will become disposed to look for complexity and readily fascinated by it.

The overall goal, therefore, in a strong history curriculum is extremely broad, thorough, diverse and coherent knowledge, so that by the end of their schooling, all pupils can orient themselves in the world. Simply to master a really broad, rich, coherent and rigorous curriculum, is to make progress. There is no 'progression model' that needs to be imposed on top.

1.3 How does Opening Worlds make sure that this progress happens with efficiency?

As curriculum developers in Opening Worlds, we set ourselves the challenge of asking: How do we ensure that no pupil slips through the net and misses the connections? How do we make sure that all the fascinating links and connections, continuities and contrasts, themes and patterns, do their

curricular work in making pupils ready for what comes later? How do we make sure that the curriculum is highly representative of diverse peoples in very varied settings, and keep the overall curriculum as coherent as possible?

The solution has been that the Opening Worlds curriculum makes the most of these natural contours of the subject and is highly systematic. It is systematic about teasing out the stories, vocabulary and ideas which need to abide in memory and it makes sure that they do abide in memory, not merely by random quizzing and retrieval practice but by revisiting them re-using them and practising them, in natural narrative contexts. Thus they arrive at new material, and can 'progress' into this new knowledge because they know particular earlier stories which make it make sense, because they already recognise essential vocabulary that they will need and because all this security has freed up memory space to learn the new material and vocabulary too.

So Opening Worlds uses not just its thorough pedagogy but also the curricular arrangement of material to make things memorable. It then uses what pupils have remembered to make access to later content not just accessible, but thrilling, liberating and fascinating.

In the remainder of this document, we will break down these different types of progression into substantive knowledge and disciplinary knowledge. The two are profoundly connected, but it is easier to crisply describe the structuring and its effects if we artificially separate them, for the moment, just as they are visually separated on the curriculum plan.

2 How does the Opening Worlds curriculum ensure that pupils gain and retain an expanding body of *substantive* knowledge?

As in all well-planned curricula, pupils' ability to progress into later units is made possible by what they have studied in earlier units. All content, working together, plays a part in this, and the only way to show this properly is to take any one double-page spread, from a later unit (say a Year 5 unit), and to point out how the references to places, people and ideas, the vocabulary, the stories and the styles of text, are all made possible purely because of particular places, people, ideas, vocabulary, stories and texts in multiple earlier booklets.

You cannot meaningfully separate history into tidy strands, so doing the random double-page spread test is always the *most important and the best* way to show how early content makes later content possible. We recommend that teachers and leaders do this as a central part of any conversation with Ofsted.

In addition, however, it is possible to illustrate particular *types* of progress that become possible through prior content.

2.1 Progress occurs through the build-up of secure chronology and historically connected narratives

Earlier stories and descriptions of places at particular times allow pupils in later units to:

- know what happened in those settings
- understand references to people, places, events and developments that have a bearing on the later people, places, events and developments

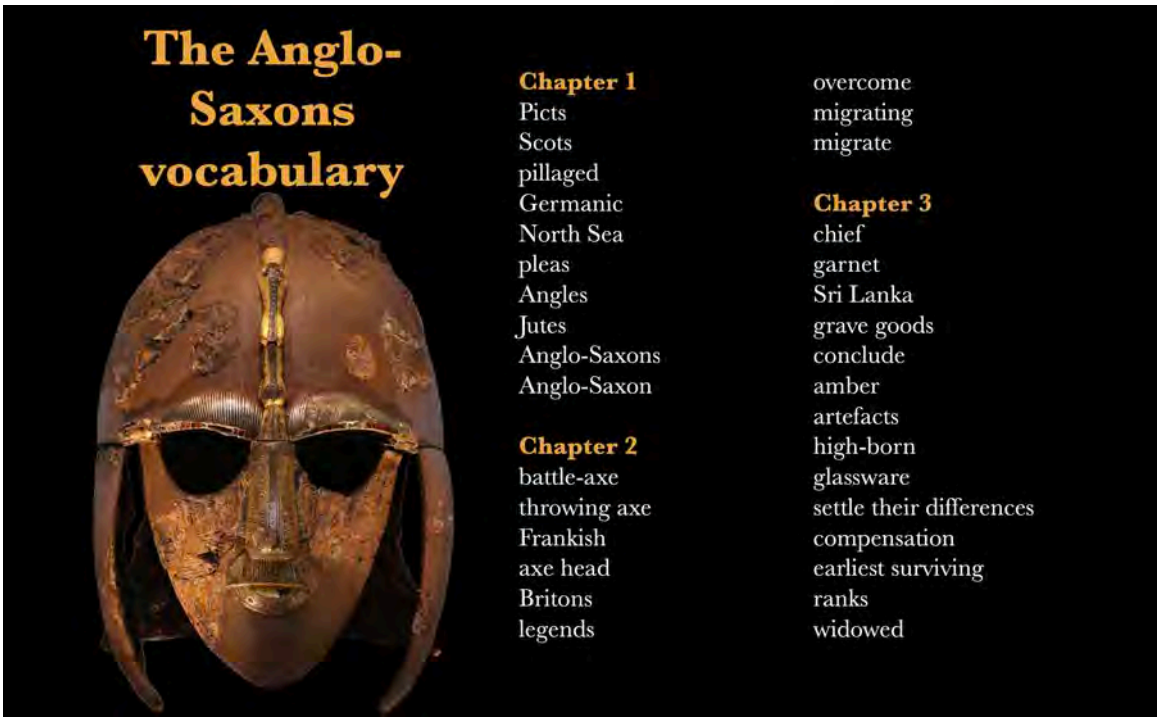
For example:

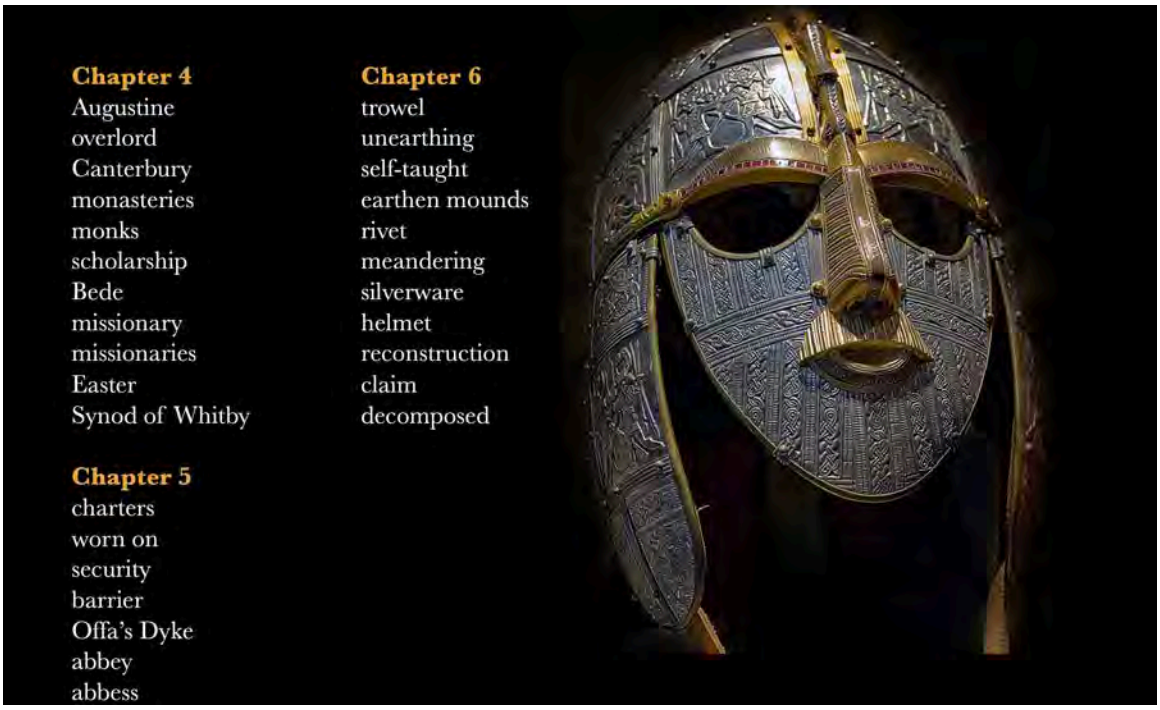
Pupils can swiftly access …	The geographical territory conquered by Alexander the Great in Alexander the Great (Y3 Summer 2)	The motivations and concerns of the Arab rulers of al-Andalus in Cordoba: city of light (Y4 Summer 1)
… because of earlier content in:	Cradles of Civilisation (Y3 Spring 2), especially… the Euphrates and Tigris rivers, the fertile land around them, the relationship between farming settlements and early cities, including emergence of law, government and art	Islam in Arabia (Y4 Summer 1) especially … how Islam spread; the military and cultural contexts of nomadic and city life in Arabia, the distinctive religious beliefs and practices of the first Arab Muslims

2.2 Progress occurs through controlled recurrence and expansion of vocabulary

An expanding domain of historical vocabulary which allows pupils to increase their capacity to understand different facets of the past because they have such rich vocabulary with which to describe and analyse it.

Each unit explicitly teaches between 20 and 40 new words. For example, by Year 5, a typical list looks like this:





Prior introduction, deliberate practice and contextualised use of *particular* vocabulary allows pupils in subsequent units to:

a) recognise that vocabulary instantly when they meet it again, thus not crowding their working memory by having to puzzle it out, and thereby making space for learning *new* vocabulary because certain words can be taken for granted.

   For example:

Pupils instantly comprehend …	'protect'/'protected' in Indus Valley (Y3 Spring 1)	'representative' Britain in the Viking Age 2 (Y5 Summer 1)	'scholar'/'scholarship' Baghdad (Y5 Autumn 1)
… because of prior introduction, deliberate practice and contextualised use in:	Ancient Egypt (Y3 Autumn 1)	Roman Republic (Y4 Autumn 1)	Cordoba (Y4 Summer 2)

b) hear the vocabulary used in new contexts and thus appreciate that the meaning of certain words is not fixed and will shift and change according to setting;

For example:

Pupils repeatedly encounter …	'empire'	'tradition'	'authority'
… in contrasting settings within multiple units such as:	Ancient Greece The Roman Empire Christianity in Three empires	Christianity in three empires Islam in Arabia Anglo-Saxon Britain Norse Culture	Cordoba: city of light Anglo-Saxon Britain Britain in the Viking Age 1 & 2

c) gain new abstract, generalising words as a result of specific prior examples which act as prototypes for those examples

Pupils can understand powerful generalising terms such as …	'monument' Indus Valley (Y3 Spring 1)	'government' Indus Valley (Y3 Spring 1)	'restless minds' Baghdad (Y5 Autumn 1)
… because they have encountered specific, smaller examples which fit	pyramid in Ancient Egypt (Y3 Autumn 1)	pharaoh, ruler and adviser in Ancient Egypt	various mathematicians, philosophers, engineers, scientists,

into these generalisations before, such as	ziggurat in Cradles of Civilisation (Y3 Autumn 2)	(Y3 Autumn 1) ruler and king in Cradles of Civilisation (Y3 Autumn 2)	artists, craftspeople striving to solve practical, artistic, design and philosophical problems in Cordoba (Y5 Summer 2)

d) gain an increasingly wide and detailed vocabulary related to very general umbrella words (e.g. 'ruler' and 'government') gains many other specifics for differing settings). Thus they constantly gain more nuance and complexity around.

For example:

Having learned general words such as…	'ruler' and 'government' in Year 3		
….pupils steadily broaden their grasp of types and structures of ruling and government, and the practices of government with words such as:	consul, tribune, senate, senator, representative republic, patrician, taxation in Roman Republic (Y4 Autumn 1)	Emperor, empress, court, imperial court, law code in Christianity in three empires (Y4 Spring 2) caliph, emir, tribute, revenue, treasurer, in Cordoba: city of light (Y4 Summer 2)	overlord, witan, thing, ealderman, lord, earl in Anglo-Saxon Britain (Y5 Autumn 1) and Britain in the Viking Age 1: Aethelfllaed (Y5 Spring 1)

e) build such a broad vocabulary that they can analyse any historical setting because they have both the specific/period terms and the general, recurring, historical terms with which to do it.

For example:

In Year 6 and beyond, pupils are able and disposed to ask…	Has a tradition grown up here?	How far did these two cultures blend?	I wonder if the influence of X had increased/decreased?
… because they explicitly practised this vocabulary in context within:	Christianity in Three Empires Islam in Arabia Norse Culture	Christianity in Three Empires Britain in the Viking Age 2	Baghdad Britain in the Viking Age 1

2.3 Progress occurs through themes which create a stable frame of reference

Earlier stories and descriptions of places at particular times allow pupils in later units to:

- recognise themes such as art and architecture, government and politics, belief systems, economy and culture and to be interested in new instances of the same theme, by discerning continuities and contrasts across time and space
- understand references to people, places, events and developments that have a bearing on the later people, places, events and developments

For example:

Theme:	***Art and architecture:*** ***its relationship with power, knowledge and religion; its ever-shifting nature through cross-cultural influence***	***Government and politics:*** ***its structures and functions, its challenges and solutions; the relationship between political power, wealth and social structures***	***Warfare:*** ***Its methods, its central role in creating and sustaining rulers, how it affected society and advance technology***
Year 5 examples	Baghdad (early Muslim), Anglo-Saxon and Viking art and architecture	How tribal structures shifted into monarchical ones in the Anglo-Saxon heptarchy How the Baghdad caliphs used city-building and the sponsoring of new knowledge to enhance control of an empire.	Anglo-Saxon and Viking warfare: significant contrasts on land and at sea. Warfare between the Byzantine Empire and Muslim empires, yet punctuated by peace, collaboration and trade.

Theme:	***Art and architecture:*** ***its relationship with power, knowledge and religion; its ever-shifting nature through cross-cultural influence***	***Government and politics:*** ***its structures and functions, its challenges and solutions; the relationship between political power, wealth and social structures***	***Warfare:*** ***Its methods, its central role in creating and sustaining rulers, how it affected society and advance technology***
Year 4 examples	Roman, Byzantine and Cordoban (early Muslim) art and architecture	Tribal structures in ancient Arabia. The emergence of the sophisticate Roman model in the Republic: how it emerged from monarchy, how it was threatened, why it was replaced with empire. The reasons why Greek democracy (studied in Year 3) did *not* survive into these later empires (studied in Year 4).	The unprecedented scale and organisation of the Roman army: origins and significance of this as shown in changing geopolitics of the Mediterranean and Middle Eastern regions. Tribal warfare in ancient Arabia
Year 3 examples	Egyptian, Mesopotamian, Indus and Greek art and architecture	Contrasting types of ruler, king, queen, pharoah. The structures of advice, formal and informal, they surrounded themselves with. The relationship between gaining power and controlling land in ancient societies. The Greek experiments with democracy: how and why they evolved; the language of democracy.	How and why the earliest civilisations waged war. Unifying as a way of both waging and preventing war (Egypt's upper and lower kingdoms united). Questions around civilisation always necessitated war e.g. little evidence of any warfare in the Indus Civilisation.

It is important to stress that the topics tackled in later years are not inherently harder. There is nothing inherently harder about the Romans than the Egyptians. The Vikings are not harder to study than the ancient Britons or the Indus Valley! The topics are only placed where they are because that is where they roughly arrive in a broadly chronological approach.

But the more history you cover, the more *the brain* instantly spots similarities, without even trying (making comprehension of ideas, structures and terms easier) and the more *the pupil* can actively do with them (discerning and judging patterns, trends and contrasts). By having looked at two or three

belief systems or five or six governments and rulers, we start to notice certain things when we encounter new ones. Good history teaching is all about particular details, so you don't want pupils expecting things to be *same* as they move from society to society or civilisation to civilization. What we do want, however, is for pupils to arrive with a vocabulary and with comparable examples that give them a starting framework for making sense of the new. And the more examples they have seen, the richer and more serviceable the framework.

To put this in practical terms, let's picture a pupil studying Viking-Saxon influences and interactions in Year 5 Spring 1. Because they have studied so many other cross-cultural influences and interactions, they will not only understand the phenomenon better but they will be readier for more mature historical judgment.

So bumping into these themes, many times, in many contrasting contexts will make progress fly. They are readier to recognise, at speed. They are readier to ask questions. They arrive expecting there to be systems of government, traditions of administration, social purposes for art, an impulse to empire, a culture affected by warfare, and so on.

Whether the new society or civilisation is quite similar to or very different from the last one, this background knowledge is transformative of pupils' ability to know what to look for in the new one. They are not surprised by ways vastly different from our own… such as an expectation that rulers will control art or that women's roles might revolve around childbearing, marriage, pawns in peace deals or religious offerings. Instead, they are readier to look for nuance, to notice surprising shifts and, where we are looking at a society within the same or a similar setting as an earlier one, continuity and/or change.

2.4 Progress occurs through reading increasingly rich and complex text with differing historical purposes

All of the above work together to enable us to introduce increasingly rich and extended styles of text. Earlier security thus enables pupils to:

- understand the patterns of certainty and uncertainty that are typical of good, scholarly writing in history
- comprehend, persevere with and interpret longer primary sources, of varied styles
- read longer stories, understanding the subtle interplay of imagination and reality, without confusing fact and fiction

Here is an example of the first of these – patterns of certainty and uncertainty that are typical of good, scholarly writing in history:

As a result of reading straightforward accounts of historians' or archaeologists' quests in…	Ancient Egypt (Year 3, Autumn 1) The opening story of Howard Carter in Lesson 1 The discovery of the Rosetta Stone in Lesson 6 and Indus Valley Civilisation (Year 3, Spring 1) The puzzles that inform the entire booklet, seen through the eyes of historians and archaeologists
… pupils are able to grasp balance of certainty and uncertainty, of inference and interpretation in a longer, more involved account, concerning much more abstract content in:	Anglo-Saxon Britain (Year 5, Autumn 2) The extended account of how we know about where Anglo-Saxon rulers got their power from, drawing upon a wide range of sources. It includes conclusions of varying certainty, depending on the strength of the evidence, and this is clear in various language features: • Notice the conditionals: "It would have been a gift" "Only King Aethelberht and Queen Bertha could have…" • Notice the rhetorical questions, which by now pupils know how to read as rhetorical questions because they are familiar enough with the feel and flow of this type of text. Notice that the four pages are tackling the disciplinary issue of evidence within a much more complex and abstract idea (historians working out **where power lay** rather than the very concrete notions of just **finding a tomb** or **translating a language** that we saw in the Year 3 Egypt unit.

2.5 Progress achieved through ever-broadening lenses and ever-deepening complexity

The past was not just diverse; it was *complex*. States of affairs in the past were ever-shifting across time and space.

Therefore, good history teaching is constantly warning pupils against over-simplification and stereotyping. It gets pupils used to multiple ways in which diverse people shaped and re-shaped their worlds.

Progress, therefore, can be expressed quite simply. It means growing knowledge of the diversity and complexity of the past, in its many manifestations. Yet again, *the* ***curriculum itself*** *is the progression model,* simply by virtue of ensuring that these instances of diversity accumulate and connect, so that pupils keep them in long-term memory. Enriched with schemata around such diversity and complexity, their working memories can cope when they have to access and interpret subsequent material on similar themes, and their overall store of knowledge about diversity and complexity keeps growing.

How does this work in practice? Here is one example, relating to the ongoing blending of cultures.

When pupils encounter …	In Year 5, Spring 2, Britain in the Viking Age 2 an example of a unique, new cultural phenomenon which emerged through fusion and re-making of two cultures, the stones known as 'hogbacks' in southern Scotland, which are neither purely Scandinavian nor native British, and a fusion of pagan and Christian artistic heritages too
… their understanding of this <u>new</u> example of ever-shifting cross-cultural fusion is greatly enhanced by knowledge and questions arising from multiple earlier examples of ever-shifting cross-cultural fusion, such as:	In Year 3, Spring 1, Indus Valley Civilisation The possibility of Indus Valley peoples influencing the farming practices and development of civilisation in Mesopotamia. Pupils know that historians are interested in questions such as: Was early Sumerian civilisation shaped by migrants from the Indus Valley? How much did these two civilisations continue to influence each other in technology or ideas? In Year 4, Spring 2, Christianity in three empires Pupils are explicitly introduced to the idea of 'blending of cultures' in Constantinople, a confluence of Asian and European traditions.

3 How does the Opening Worlds curriculum ensure that pupils *use* all this substantive knowledge within an expanding grasp of *disciplinary* knowledge?

The disciplinary requirements of the National Curriculum for history are currently summarised in its Aims 4 and 5:

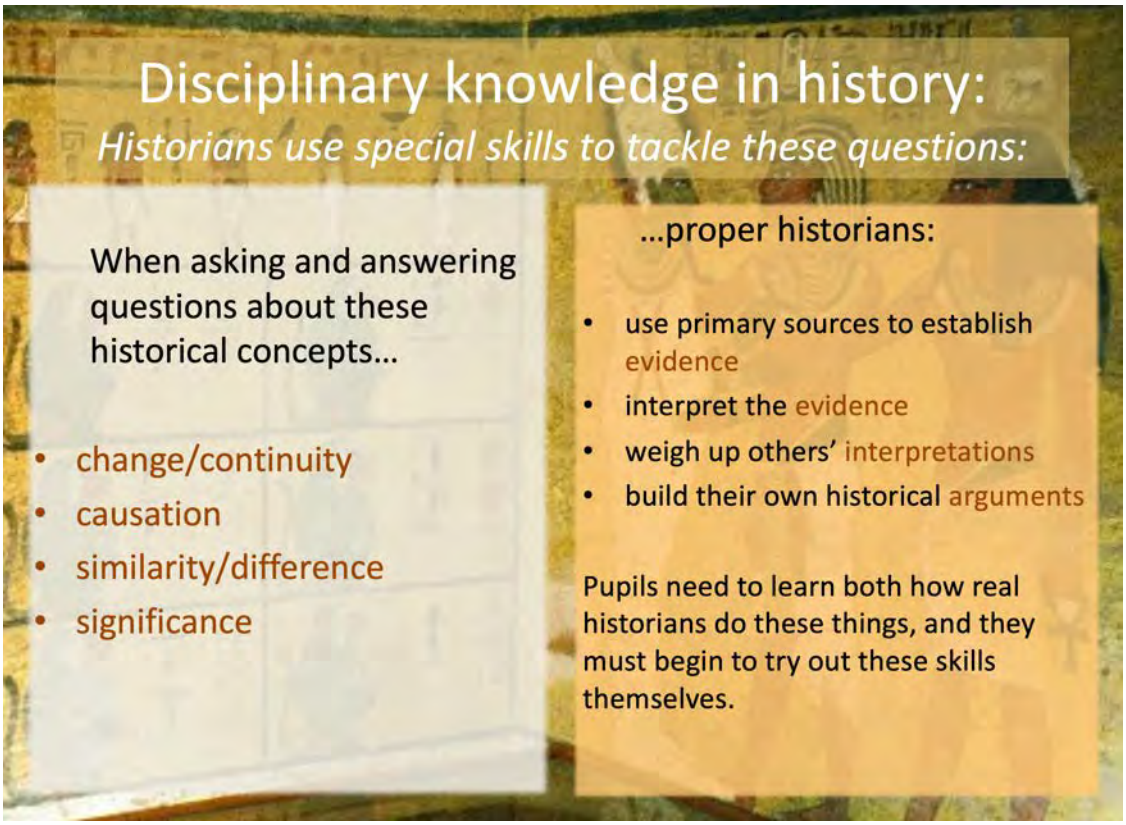
- understand historical concepts such as **continuity and change, cause and consequence, similarity, difference and significance,** and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- 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

The key words here are in bold.

Continuity and change, causation, similarity and difference, and historical significance are terms for capturing the distinctive problems that historians tackle – problems which derive from interpreting the world in terms of time. Pupils need to learn about the distinctive types of question that historians therefore ask and the distinctive types of account that these questions command.

Evidence and interpretation refer to major processes (analysing and evaluating primary sources) that historians deploy and the products that result (secondary accounts which contain argument and interpretation).

In all the training that Opening Worlds provides on the disciplinary, this is always integrated and clarified by means of one, simple slide (just as it is in geography and religion):



As we saw in the opening section, to turn any of this into a skill hierarchy, is a fool's game. This is not to say that what pupils do does not increase in complexity. It certainly does. But what is actually feeding the progression is pupils' cumulative encounters with:

- a growing variety of types of historical problem within each category (for example, yet more causation problems, worded in different ways, with different analytic demands, so that pupils start to recognise a causation question and know what to do with it, what 'shapes' of argument they require, while also being ready to encounter its many variations)
- a growing variety of primary sources, namely diverse records (for example, law codes, chronicles, letters, paintings, sculptures, inscriptions) and diverse relics (coins, buildings, the landscape, pottery).

Just as with vocabulary, these accumulate, so that pupils ***recognise familiar*** sources or argument shapes which they've seen before and are able quickly to ***discern contrasts*** between prior encounters and new ones.

In other words, just as with substantive knowledge, when it comes to knowing how the discipline works to establish and test truth claims (including reasoning, judgment and argument against standards of evidence) *the curriculum* is the progression model.

Alongside this, over time, the challenges of reasoning and argument become more demanding because that demand is chiefly determined not by a false hierarchy of verbs (such as 'evaluate', 'analyse', 'identify') but by the depth, range and complexity of substantive content that pupils are dealing with and the vocabulary that they need for it. *So increased demand in disciplinary questions is profoundly enabled by pupils' increased substantive knowledge.*

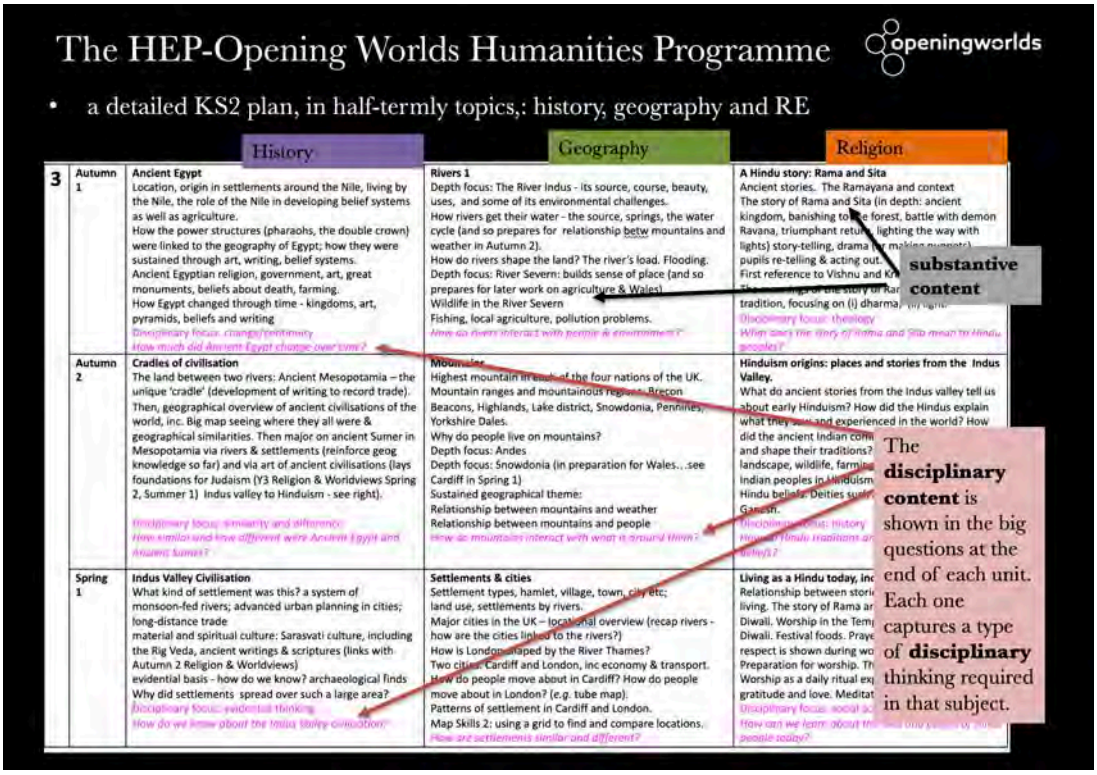
The Opening Worlds curriculum systematically arranges these successive encounters, with deliberate revisiting of old types and controlled introduction of new types, in two main ways.

- The first way is highly visible and trackable. It is present in the synoptic tasks.
- The second is continuous and immanent. It can be seen on almost every page in the text of the booklets.

We will now illustrate each of these.

3.1 First, the disciplinary questions in the synoptic tasks

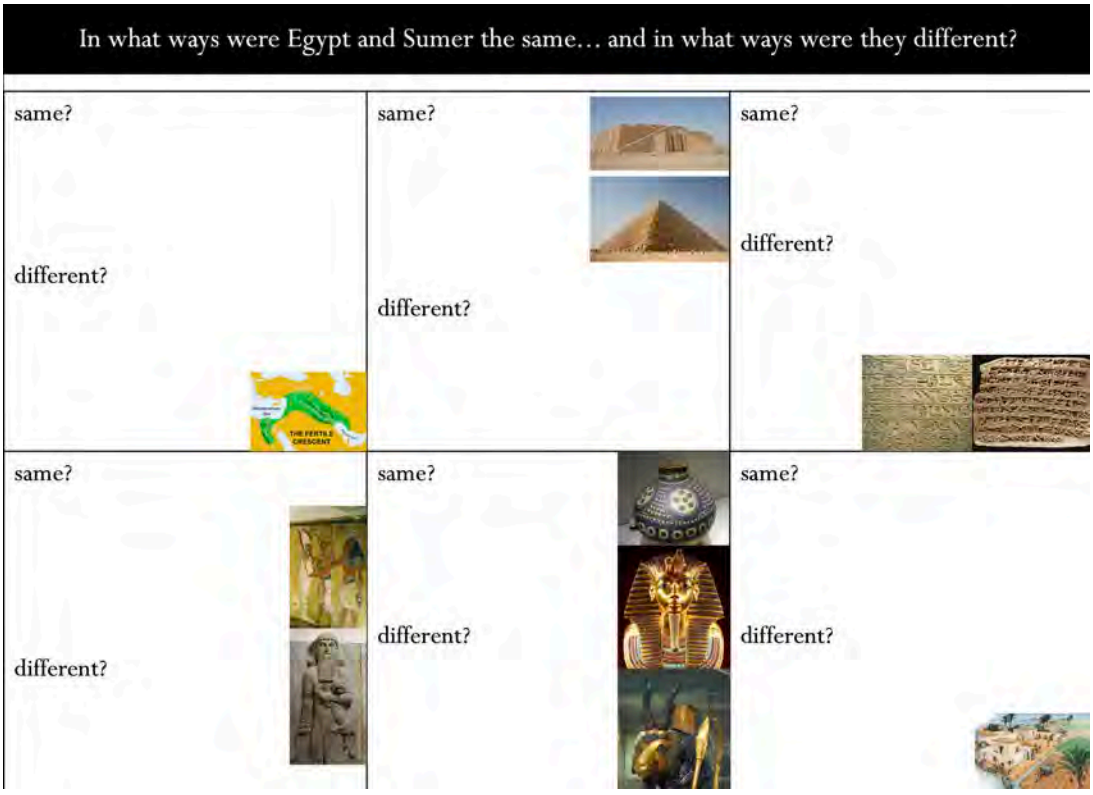
In the full curriculum plan, you can see successive encounters with change and continuity problems, successive encounters with causation problems, and so on.



Here is one example of the effects of all this on pupils' ability to build increasingly sophisticated arguments about similarity and difference within periods. In the following two tasks, almost one year apart, notice the combination of:

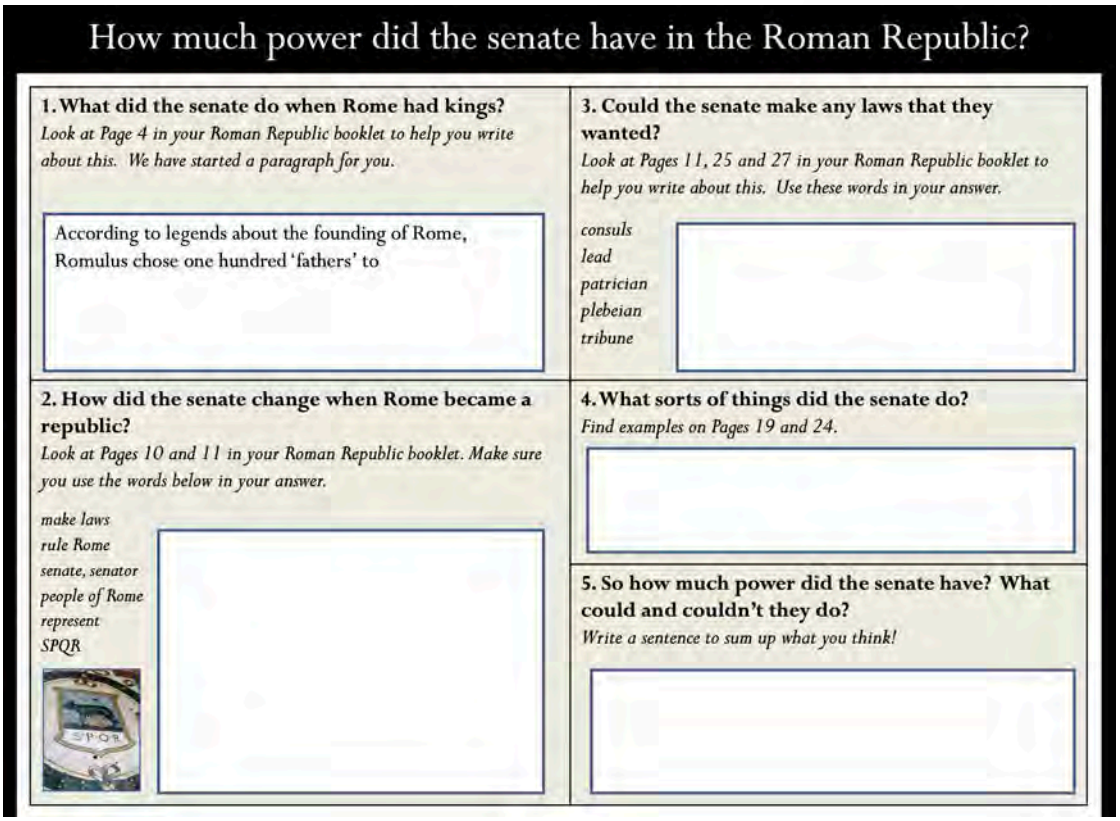
- familiarity with the problem type ("Oh look! It's similarity and difference again!")
- variation of argument structure ("Ah, but we're comparing many more things this time, aren't we! We're also judging how much power one of these things had.")
- much more complex substantive content, which is possible as a result of pupils' cumulative substantive knowledge about governments and peoples, gained across units

Year 3, Term 2, Cradles of civilisation synoptic task:



Compare this to:

Year 4, Term 1 Roman Republic synoptic task:



How much power did the senate have in the Roman Republic?

1. What did the senate do when Rome had kings?
Look at Page 4 in your Roman Republic booklet to help you write about this. We have started a paragraph for you.

According to legends about the founding of Rome, Romulus chose one hundred 'fathers' to

2. How did the senate change when Rome became a republic?
Look at Pages 10 and 11 in your Roman Republic booklet. Make sure you use the words below in your answer.

make laws
rule Rome
senate, senator
people of Rome
represent
SPQR

3. Could the senate make any laws that they wanted?
Look at Pages 11, 25 and 27 in your Roman Republic booklet to help you write about this. Use these words in your answer.

consuls
lead
patrician
plebeian
tribune

4. What sorts of things did the senate do?
Find examples on Pages 19 and 24.

5. So how much power did the senate have? What could and couldn't they do?
Write a sentence to sum up what you think!

3.2 Second, the references to the disciplinary in the booklet text

Pick up any booklet and you will see a constant, embedded stream of the following, all integrated into the substantive content:

- accounts of historians or archaeologists solving problems
- examples of primary sources and the challenges of their interpretation
- tentative historical judgments offered, such as judgements about much something changed, how different two things were, how two phenomena were connected, how sure we can be about inferences from different primary sources, and so on
- the modelling of disciplinary rigour through the language of certainty and uncertainty ('historians are not sure..'), through correct use of the words 'source' and 'evidence' ('in these sources, archaeologists have found evidence to support…'); through the language of inference, ('they could have been…'; 'they would have been…').

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