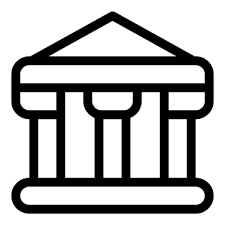
History Intent and Implementation

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Intent

‘Competent historical thinkers understand both the vast differences that separate us from our ancestors and the ties that bind us to them; they can analyse historical artefacts and documents, which can give them some of the best understandings of times gone by; they can assess the validity and relevance of historical accounts, when they are used to support entry into a war, voting for a candidate, or any of the myriad of decisions knowledgeable citizens in a democracy must make. All this requires ‘knowing the facts’, but ‘knowing the facts’ is not enough. Historical thinking does not replace historical knowledge: the two are related and interdependent.’ (Seixas, 2008)

The developmental psychologist Howard Gardner also agrees that the mind can be disciplined to think about the processes underlying a subject as well as the content of the subject itself. (Gardner, 1999)

Planning for progress might therefore be better understood, not by the creation of a series of level-like steps from the most basic operations to the most complex, but in setting out clear descriptions of good quality history and then slowly challenging the misconceptions that prevent students from achieving this. It is this challenging of misconceptions, in the context of historical periods, which defines progress in historical thinking.

Our History Curriculum is, therefore, designed to allow the children to revisit the Threshold Concepts for History as they study different historical periods during their time at Primary School and beyond.

Threshold Concepts for History

Investigate and interpret the past

Understand world history

Understand chronology

Communicate historically