

Golden Concept: Historical Understanding

Purpose:

The concept of historical understanding in the English National Curriculum serves to develop a well-rounded and informed citizenry, fostering critical thinking, a sense of identity, and an appreciation for the complex and interconnected nature of historical events. It prepares students to engage with the challenges and opportunities of the present and future in a thoughtful and informed manner.

Assessment:

Formative Assessment: Ongoing assessments, such as quizzes, class discussions, and homework assignments, provide teachers with continuous feedback on students' understanding of historical topics. Formative assessments help identify areas where additional support or instruction may be needed.

Summative Assessment: End-of-term or end-of-year assessments, often in the form of exams or standardized tests, measure students' overall historical understanding. These assessments cover a range of topics and skills learned during a specific period.

Coursework and Projects: Long-term projects and coursework assignments allow students to delve deeply into specific historical topics. These assessments often require research, analysis, and the synthesis of information. They may include written reports, presentations, or multimedia projects.

Source Analysis: Assessments may focus on students' ability to analyse historical sources critically.

Cross curriculum:

Literacy: Historical Texts: Students engage with historical texts, both primary and secondary sources, to improve their literacy skills. Analysing historical documents enhances their ability to comprehend and interpret complex texts.

Mathematics: Data Analysis: In the context of history, students might analyze historical data, create timelines, or study demographic trends. This connects historical understanding with mathematical skills in data interpretation and analysis.

Geography: Spatial Awareness: Historical events often have geographical significance. Studying maps, understanding the impact of geography on historical events, and exploring how borders change over time contribute to a multidimensional understanding of history.

Science: Historical Scientific Discoveries: The curriculum may integrate historical scientific discoveries and advancements, demonstrating the intersection of science and history. For example, the history of the scientific revolution or the development of key scientific theories.

Art and Design: Visual Representations: Students may create visual representations of historical events, artefacts, or individuals. This could include drawing historical scenes, designing historical posters, or exploring the art styles of different historical periods.

Technology: Digital Resources: Integration of technology allows students to explore historical topics through digital resources, virtual tours, and interactive timelines. Using technology enhances their

Modern Foreign Languages: Historical Context of Languages: Studying historical events provides a context for understanding the evolution of languages. It can include exploring language changes, linguistic diversity, and the impact of historical events

Key Stage 1 (stage 1 and 2): Chronological Understanding: Introduction to basic chronological concepts, such as ordering events and understanding past, present, and future. **Historical Stories and Artefacts:** Exposure to historical stories, significant individuals, and artefacts to provide context and engage students in the past. **Local History:** Exploration of local history to make the study of the past relevant and relatable for young learners.

Key Stage 2 (stage 3 4 5 6): Chronological and Conceptual Understanding: Development of a more sophisticated chronological understanding and an introduction to key historical concepts. **British History:** In-depth study of British history, including different time periods and significant events, fostering a sense of national identity. **Comparative Studies:** Introduction to comparative studies, encouraging students to analyse and contrast different historical periods, cultures, and civilizations. **Use of Sources:** Beginning to use primary and secondary sources to investigate the past, developing skills in historical inquiry.

Key Stage 3 (stages 7 8 9): In-Depth Studies: Detailed exploration of specific historical periods, events, and themes, providing a more nuanced understanding of historical contexts. **Analytical Skills:** Development of analytical skills, including the ability to evaluate historical evidence, assess causation, and understand consequences. **Thematic Studies:** Introduction to thematic studies that cut across different time periods, encouraging students to identify patterns and trends in history.

Key Stage 4 (stages 10 11): GCSE/entry level History (Optional): Optional GCSE/entry level History courses provide a more specialized study of specific historical topics, allowing for greater depth and exploration. **Historical Interpretations:** Critical examination of historical interpretations, encouraging students to analyse differing perspectives and biases. **Source Analysis:** Advanced skills in source analysis, enabling students to critically assess the reliability and significance of historical sources.