



History Vision

at

Western Downland CE (VA) Primary School

Intent, Implementation, Impact

Intent

Our vision for history at Western Downland is for children to build an enquiring and critical understanding of the past, that helps them to make better sense of their present. We want to have children who appreciate where both the values and challenges of our current society have come from and understand that our country is built upon a diverse background of cultures.

Implementation

Over the course of their time at school, children develop a narrative of British and wider history; how the periods of history flow, interact with each other, and who or what has made contributions that impact lives today through a wide range of cultures. We learn about people from around the world who are significant and have made important contributions, and emphasise the achievements of the wider world in relevant studies. We build a strong chronological understanding of events, and how periods of history relate to one another.

Children build a distinctive historical vocabulary, and make connections in their learning to our four Golden Threads; settlement, trade, civilisation and power taught through a wide range of cultures and historical time periods.

Within an enquiry-based approach, children learn to understand how historians think and work, exploring continuity and change, cause and consequence, similarity, difference and significance,

and use these concepts to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analysis.

Across the units of study we explore both artefacts and other types of evidence that have been used by historians to build a picture of that period in the past, and appreciate the strengths and limitations of those forms of evidence. As children progress, there are opportunities to explore how interpretations of the past can change and also differ, both because of the evidence available, and also because of cultural or political motives that drive the construction of alternative or competing views.

Impact

Year by year, our children build their knowledge of the past, understand how change is an ever present in our world, and begin to see how the values and characteristics of our current society are not a given, but reflect the achievements, innovations and also conflicts of the past.

They become able to engage critically – as historians would - with the knowledge they gain; to understand how historical knowledge is built from and is dependent on the different sources and evidence of events in the past; to explore how we judge which events and changes had long lasting significance, and to appreciate that there can be both a diversity of experience and also more than one interpretation of historical events, sometimes driven by cultural or political motives.