

History Takeaways at Imberhorne School

- **Cause and consequence**
- **Change and continuity**
- **Similarity and difference / diversity**
- **Evidential understanding**
- **Historical interpretations**
- **Significance**
- **Chronological understanding**

Exploring the above skills further, the department have debated and decided upon nine '**takeaways**' which are the principles behind our curriculum in more detail i.e. an explanation of the rationale's key parts with the key skills very much in mind.

All students should:

- Have a big picture framework of the past so that they can 'slot' other knowledge of events into.
- Be able to see how, when and why change happens – and to see the extent and pace of change, and how change isn't always progressing.
- Have a real appreciation that history helps us see why things have happened and what the consequences of these things are.
- Really get that history isn't the past but is a construct and appreciate that people construct the past based on their own beliefs, views, and contexts.
- Realise that history is constructed from contemporary evidence, some of which may be unreliable (though still useful).
- See that some events are viewed as more significant than others – and this view of significance can vary over time and according to how it is being assessed.
- Have a real appreciation of the political, social, cultural, religious and economic 'angles' of history.
- See things from the eyes of varied peoples in the past and know and understand that different people view(ed) things differently. Also, students should be able to see that ideas and actions of people in the past are in some ways similar but in other ways different to our own due to the values of the age.
- Develop their appreciation and knowledge of literacy and the language of history by utilising key terms (parliament, church, capitalism etc) in different contexts thus enabling them to write and talk increasingly well and with more and more sophistication (Bernstein's elaborate code).