**History**

'A high quality history education should inspire in pupils a curiosity to find out about the world, its past and what has led to its present, that will remain with them for the rest of their lives.'

*DfE (2014)*

**How History links to the Ethos, Vision and Values of Green Lane**

At Green Lane, we have developed a high-quality history curriculum that inspires in our pupils a curiosity, fascination and coherent knowledge about our world and its past. Our teaching strives to equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time, something which is more pertinent to our future generations than ever before. Underpinning all of this is the core purpose of our character education: listening deeply to others, recognising the worth of their ideas and learning to ‘disagree well’.

**A Character Education for History**

Our Church of England vision, ‘Educating for Life in all its Fullness’ (St John’s Gospel, chapter 10, verse 10) is the foundation upon which our practice rests. Through a varied, rich and character driven curriculum, we seek to develop and celebrate the flourishing of each individual child in our care, cultivating an expansive range of moral, spiritual, intellectual, civic and performance virtues. We encourage our young people to grow in wisdom, hope, community and dignity as well as cultivating a high level of academic excellence, knowledge and skills and a life-long desire to learn. We aim for the education we provide to equip our young people far beyond the school gates; impacting positively on their future lives as good citizens, friends, neighbours, parents, team members and employees, benefiting themselves as individuals and the wider communities they will be part of.

*I loved learning about Ancient Civilisations and their super achievements – like the Pyramids for example - and the fact that they are still here for us to enjoy today! Ben, Y5.*

*Our Crime and Punishment topic was really exciting… and a bit gruesome as well! Owen, Y6.*

*I absolutely loved reading and acting out the Greek Myths. The Gods could be mean as well as kind which made the stories exciting! Nathaniel, Y3.*

**How we teach History at Green Lane**

The National Curriculum for History aims to ensure that all pupils:

* know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people’s lives have shaped this nation and how Britain has influenced and been influenced by the wider world
* know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
* gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’
* 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
* gain historical perspective by placing their growing knowledge into different contexts: understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales