

History

Curriculum Intent

'History should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.'
(National Curriculum, 2014)

At Green Ridge, we know that a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We know that 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. At Green Ridge we shape our history curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for History; providing a broad, balanced and differentiated curriculum that encompasses the British Values throughout; ensuring the progressive development of historical concepts, knowledge and skills; and for the children to study life in the past.

We aim for a high quality history curriculum which should inspire in pupils a curiosity and fascination about the Britain's past and that of the wider world. Our teaching equips pupils with knowledge about the history of Britain and how it has influenced and been influenced by the wider world; know and understand about significant aspects of the history of the wider world like ancient civilisations and empires; changes in living memory and beyond living memory; learn about the lives of significant people of the past; understand the methods of historical enquiry and be able to ask and answer questions. We want children to enjoy and love learning about history by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

What are our **aims** of teaching History? (Taken from National Curriculum, 2014)

- 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.

Why is it important for our pupils to study History?

History Helps Us Understand People and Societies

History offers a storehouse of information about how people and societies behave. Only through studying history can we grasp how things change; only through history can we begin to comprehend the factors that cause change; and only through history can we understand what elements of an institution or a society persist despite change.

History Contributes to Moral Understanding

History also provides a platform for moral contemplation. Studying the stories of individuals (such as Florence Nightingale) and situations (such as World War Two) in the past allows a pupil of history to test his or her own moral sense, to hone it against some of the real complexities individuals have faced in difficult settings. People who have weathered adversity not just in some work of fiction, but in real, historical circumstances can provide inspiration.

History Provides Identity

History also helps provide identity, and this is unquestionably one of the reasons all modern nations encourage its teaching in some form. Histories that tell the national story, emphasising distinctive features of the national experience, drive home an understanding of national values and a commitment to national loyalty. We believe that History is inextricably linked with the fundamental British Values underpinning the whole-curriculum.

Studying History Is Essential for Good Citizenship

Studying history encourages habits of mind that are vital for responsible public behaviour, whether as a national or community leader, an informed voter, a petitioner, or a simple observer.

What Skills Does a Student of History Develop?

The Ability to Assess Evidence

The study of history builds experience in dealing with and assessing various kinds of evidence—the sorts of evidence historians use in shaping the most accurate pictures of the past that they can. Learning how to combine different kinds of evidence—public statements, private records, numerical data, visual materials—develops the ability to make coherent arguments based on a variety of data. This skill can also be applied to information encountered in everyday life.




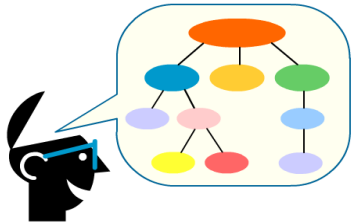
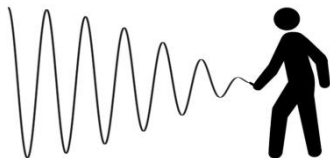

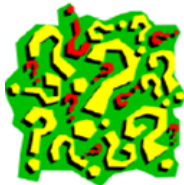
The Ability to Assess Conflicting Interpretations

Learning history means gaining some skill in sorting through diverse, often conflicting interpretations. Understanding how societies work—the central goal of historical study—is inherently imprecise, and the same certainly holds true for understanding what is going on in the present day. Learning how to identify and evaluate conflicting interpretations is an essential citizenship skill for which history, as an often-contested laboratory of human experience, provides training.

Experience in Assessing Past Examples of Change

Experience in assessing past examples of change is vital to understanding change in society today—it's an essential skill in what we are regularly told is our "ever-changing world."

What are the key strands underpinning our history curriculum?

HISTORICAL KNOWLEDGE	HISTORICAL CONCEPTS	HISTORICAL ENQUIRY SKILLS
<p>CONSTRUCTING THE PAST (eg. understanding historical narratives)</p> 	<p>CONTINUITY & CHANGE/ SIMILARITY & DIFFERENCE</p> 	<p>PLANNING AND CARRYING OUT AN ENQUIRY</p> 
<p>SEQUENCING THE PAST (eg. fitting events within a chronological framework)</p> 	<p>CAUSE AND CONSEQUENCE</p> 	<p>USING SOURCES AS EVIDENCE</p> 
	<p>SIGNIFICANCE AND INTERPRETATIONS</p> 	

In summary...

History is a **multi-disciplinary subject**, which not only provides knowledge about the past, but also teaches our children about moral understanding, people and societies and provides skills in analysing and interpreting evidence and synthesising this. In order to prepare children for the next stage of their history education in Key Stage 3, at Green Ridge, we want the children to leave us with:

- A wide and growing knowledge of key historical periods and times that have shaped Britain, and the wider world;
- Skills to be able look at different sources of evidence from history, and analyse them for their usefulness and reliability;
- A developing moral purpose and understanding of different people, times and societies that they can apply to their future lives; and
- A desire and curiosity to learn more about the past and better understand how society has changed over time, in different countries across the world.