



## History Vision & Intent

### Overall Vision

At Elm Tree, we believe 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, through inspiring pupils' curiosity to know more about the past. Through our teaching of history, pupils will be equipped 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.

We endeavour to introduce pupils to the main historical events, significant individuals and artefacts that have had an impact on history. We also ensure to explore the developments that have been made throughout society as it reaches modern day due to these factors.

At Elm Tree Community Primary School, our intent when teaching history, is to stimulate the pupils' curiosity for them to develop their knowledge, skills and understanding.

### By the end of Early years & Key Stage 1

#### **National Curriculum**

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. Pupils should use a wide vocabulary of everyday historical terms, due a focus on repetitive vocabulary, as pupils will access active learning through provision activities that allow for a development of historical knowledge. Pupils will begin to cover aspects of disciplinary knowledge in order understand some of the ways in which we find out about the past, identify different ways in which it is represented, and ask and answer questions; choosing and using parts of stories and other sources to show that they know and understand key features of events.

#### **At Elm Tree we prioritise:**

**Time:** pupils are taught about time periods and key events and specific dates in a chronological format.

**Environment:** pupils begin to gain an understanding locations of events and what the world would have looked like at specific eras in time.

**Culture:** We explore the structure, rules and routines of society during specific time periods.

**Power:** An understanding of British Kings and Queens, as well as people who ruled and enforced decisions is gained.

**Institutions:** We look at significant groups, organisations and establishments; and how they were structured and governed in order for pupils to understand the reasons behind the historical choices that were made and actions that were undertaken.

**Pupils are taught to focus on:**

**Scope and chronology:** Understanding how long certain time periods lasted and comparing such time periods to other time periods and events from around that were running simultaneously at this time.

**Changes and continuity:** Exploring what has changed in a society and what has remained the same, exploring why this may be the case, and how effective this has been.

**Similarities and differences:** Comparing life styles of different cultures and classes during a specific time period or comparing different time periods.

**Historical significance:** Understanding why these events are remembered and reflected upon, as well as what people have learnt from them in order to improve society today.

**Sources and evidence:** pupils will explore artefacts as well as primary and secondary sources to gain an understanding of life during a specific time period. These sources will also support pupils in understanding how historians use these as clues to piece together information from the past and make conclusions.

**Historical interpretations:** pupils will develop their history analysis skills through exploring the conclusions historians have drawn from exploring sources and evidence. Furthermore, pupils will be encouraged to act as historians themselves and use such elements to make their own interpretations and conclusions for a specific time period or significant historical event.

**By the end of Key Stage 1, Pupils will have worked in line with the Birth to Five framework and KS1 curriculum by having experienced:**

- Understanding that people and things change over time.
- Significant events and beyond living memory such as: The Great fire of London, The gun powder plot, and Ernest Shackleton's journey to the South pole,
- Significant changes beyond living memory such as through exploring: why Victorians holidayed by the seaside, how animals were used in society in the past to help people, and identifying modern and stone age items and homes, and key explorers of the sea.
- How life has changed within recent history and living memory, such as through exploring: toys of the past, King and Queens of Britain, as well as how and why transport has changed.
- The lives of significant individuals such as: David Attenborough , Florence Night gale and Ernest Shackleton.
- The historical significance of our local area: through gaining an understanding that our local area had a large impact on the creation of pop music in the past.

**By the end of Key Stage 2**

**National Curriculum**

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history; establishing clear narratives within and across the periods they study. Pupils should note connections, contrasts and trends over time and develop the appropriate use of historical terms, through frequent exposure to a range of historically related vocabulary. Pupils will to develop their disciplinary knowledge from key stage one, understanding how our knowledge of the past is constructed from a range of sources. Pupils will be encouraged to devise historically valid questions about change, cause, similarity and difference, and significance; through their exposure to active learning and artifacts. Such learning will provide pupils with the skills to construct informed responses that involve thoughtful selection and organisation of relevant historical information.

**At Elm Tree we prioritise understanding history through the concepts of :**

**Time:** pupils are taught about time periods and key events and specific dates in a chronological format.

**Environment:** pupils begin to gain an understanding locations of events and what the world would have looked like at specific eras in time.

**Culture:** We explore the structure, rules and routines of society during specific time periods.

**Power:** An understanding of British Kings and Queens, as well as people who ruled and enforced decisions is gained.

**Institutions:** We look at significant groups, organisations and establishments; and how they were structured and governed in order for pupils to understand the reasons behind the historical choices that were made and actions that were undertaken.

**Pupils are taught historical skills, focusing on:**

**Scope and chronology:** Understanding how long certain time periods lasted and comparing such time periods to other time periods and events from around that were running simultaneously at this time.

**Changes and continuity:** Exploring what has changed in a society and what has remained the same, exploring why this may be the case, and how effective this has been.

**Similarities and differences:** Comparing life styles of different cultures and classes during a specific time period or comparing different time periods.

**Historical significance:** Understanding why these events are remembered and reflected upon, as well as what people have learnt from them in order to improve society today.

**Sources and evidence:** pupils will explore artefacts as well as primary and secondary sources to gain an understanding of life during a specific time period. These sources will also support pupils in understanding how historians use these as clues to piece together information from the past and make conclusions.

**Historical interpretations:** pupils will develop their history analysis skills through exploring the conclusions historians have drawn from exploring sources and evidence. Furthermore, pupils will be encouraged to act as historians themselves and use such elements to make their own interpretations and conclusions for a specific time period or significant historical event.

**By the end of Key Stage 2, Pupils will have gained knowledge and experience relating to:**

- Who Were did Anglo Saxons, Picts and Scots.
- The Romans in Britain along with the Roman army and Roman society.
- The achievements of the ancient Greeks and the role of the ancient Olympics
- Ancient Egypt civilisation compared to British civilisation at this time.
- Cosmic crusaders; focusing using on Neil Armstrong, Tim Peake, Helen Sharman
- Stone age to iron age
- WW1 and the local significance.
- Kings and Queens of Britain and the role they played in crime and punishment of their era.
- Lancashire textile trade
- WW2 and how this led to change in Britain's way of life.
- Comparing British History to the Mayans
- Changes of childhood and the influence of pop music (Liverpool)