



St Luke's CE Primary

# Historian Characteristics



# At St Luke's CE Primary

## we are historians...

**At St Luke's CE Primary School, we value History. A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It 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. 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 St Luke's, we are Historians. We have...**

- To gain a coherent knowledge and chronology of Britain's past and the wider world
- To ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement about events in history
- To appreciate the complexities of people's lives, the process of change, the diversity of societies and relationships between different groups of people as well as their own identity and the challenges of their time
- To know and understand the history of our islands as a coherent, chronological narrative from the earliest times to present day
- To know the significant aspects of ancient civilisations, and the expansion and dissolution of empires
- To develop an awareness of concepts such as: continuity and change, cause and consequence, similarity, difference and significance and use them to make connections
- To understand methods of historical enquiry
- To understand connections between local, regional, national and international history.

Learning Opportunities in EYFS	Learning Opportunities in Key Stage 1	Learning Opportunities in Key Stage 2
<ul style="list-style-type: none"> <li>◆ develop an awareness of changes within living memory</li> <li>◆ compare and contrast characters from stories, including figures from the past               <ul style="list-style-type: none"> <li>◆ to begin to understand about time passing</li> <li>◆ to know about a significant people from the past including someone locally</li> </ul> </li> <li>◆ develop an awareness of a significant historical event</li> </ul>	<ul style="list-style-type: none"> <li>◆ discuss changes within living memory - where appropriate, these should be used to reveal aspects of change in national life</li> <li>◆ know about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London</li> <li>◆ talk about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell</li> <li>◆ be aware of significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>◆ continue to develop a chronologically               <ul style="list-style-type: none"> <li>◆ secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</li> <li>◆ note connections, contrasts and trends over time and develop the appropriate use of historical terms</li> <li>◆ address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</li> <li>◆ construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> <li>◆ appreciate how our knowledge of the past is constructed from a range of sources</li> </ul> </li> <li>◆ develop a passion for the subject</li> </ul>

