



Birchwood Avenue Primary School

Educating Hearts and Minds through History Education



Intent:

At Birchwood Avenue Primary School, it is our intention, through History, to engage, inspire and challenge pupils. We nurture our pupil's curiosity so that they are encouraged to develop a chronological framework of British history and learn about key influential historical figures, peoples and societies and their contributions to Britain and the world. We want our learners to have an understanding of how we lived here in Britain in the past and how people in the wider world lived. We want our learners to understand the process of change and to see how we arrived 'here' in the present. We want our learners to realise that the past is gone but history has and can be used to construct our futures.

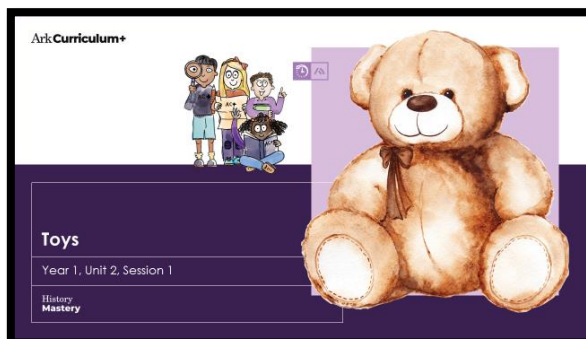
ARK Syllabus for History aims & purpose:

The Ark curriculum is used as a foundation for History teaching at Birchwood Avenue Primary School. Ark provides units of work for all year groups from Year 1 – Year 6 based on National Curriculum Objectives and beyond. The History curriculum is strategically sequenced to ensure a broad and effective learning experience for all pupils. Each unit of work is underpinned by a clear rationale and conceptual rigour. Teachers use Ark as a starting point and use assessment for learning to adapt plans for the individual needs of their class to ensure high quality, relevant lessons are delivered.


Aims

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
- 1 History – key stages 1 and 2
- ♣ 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.




NC Aim 1: Developing an Overview of British History

	EYFS	KS1	LKS2	UKS2
	Comment on images of familiar situations in the past.	<ul style="list-style-type: none"> Begin to sort artefacts chronologically, for example Toys in Time. Be able to talk about 2 British Monarchs. Be able to describe a historic event in Britain, for example, The Great Fire of London. 	<ul style="list-style-type: none"> Compare times in British History, for example Stone, Iron and Bronze Age. Be able to explain in detail a historic event in Britain. Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people (e.g. recall a number of details about the Ancient Egyptians and their achievements). 	<ul style="list-style-type: none"> Compare times in British History, for example Stone, Iron and Bronze Age. Be able to explain in detail a historic event in Britain, using details such as dates, cause and effect and historical terminology. Such as World War 1.

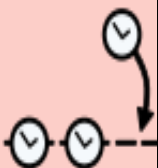
NC Aim 2: Developing an Overview of World History

			<ul style="list-style-type: none"> Can explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Roman achievements were significant). Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people (e.g. recall a number of details about the Ancient Egyptians and their achievements). 	<ul style="list-style-type: none"> Can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms (e.g. place many of the important Greek developments, people and events on an annotated timeline).
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NC Aim 3: Deveoping Historical Language

	EYFS	KS1	LKS2	UKS2
	Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.	<ul style="list-style-type: none"> Use a wide vocabulary of everyday historical terms. Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'. 	<ul style="list-style-type: none"> Can use and understand more complex time terms, such as BC/AD, period labels and terms, and words and phrases relating to the passage of time including 'last century', '1950s', '1960s' and 'decade'. 	<ul style="list-style-type: none"> Use key topic vocabulary confidently within a lesson.

		<ul style="list-style-type: none">• Can understand securely and use a wider range of time terms (e.g. use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past' and 'previously').• Use key topic vocabulary confidently within a lesson.	<ul style="list-style-type: none">• Use key topic vocabulary confidently within a lesson.	
NC Aim 4: Understanding Historical Concepts				
	EYFS	KS1	LKS2	UKS2



Begin to make sense of their own life-story and family's history

Compare and contrast characters from stories, including figures from the past.

- Know where people and events studied fit within a chronological framework.
- Identify similarities and differences between life in different periods.
- Recount changes that have occurred in their own lives.
- Can use a number of everyday time terms, such as 'now', 'then', 'yesterday', 'week', 'month', 'year', 'nowadays', 'old' and 'new'.
- Can depict on a timeline the sequence of a few objects and/or pieces of information (e.g. put the main features of cooking in chronological order on a timeline).
- Can sequence independently on an annotated timeline a number of objects or events related to particular themes, events, periods, societies and people (e.g. select a range of cooking methods and foods to place on a timeline).
- Begin to understand the concept of a decade.

Greater Depth

Can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised (e.g. independently select a range of objects and information associated with food and how it was cooked over different time periods and explain the reason for their sequence).

- Can sequence some events, objects, themes, periods and people from topics covered, by providing a few dates and/or period labels and terms (e.g. group a few events, structures and artefacts belonging to the Bronze and Iron Ages).
- Can give a valid explanation for their sequence of objects and events on timelines or narratives they have devised (e.g. independently select a range of objects and information associated with food and how it was cooked over different time periods and explain the reason for their sequence).
- Can sequence a number of the most significant events, objects, themes, societies, periods and people in Lower Key Stage 2 topics using some dates, period labels and terms (e.g. sequence many of the main features of the Bronze and Iron Ages).
- Begin to contrast periods of time.

Greater Depth

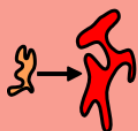
Can accurately sequence the key events, objects, themes, societies, periods and people within and across topics confidently using key dates, period labels and terms (e.g. sequence and offer some comment why a range of events, structures and artefacts belong either to the Bronze or Iron Ages).

- Can sequence with some independence many of the significant events, societies and people within topics covered using appropriate dates, period labels and terms (e.g. place many of the important Greek developments, people and events on an annotated timeline).
- Can sequence with independence the key events, objects, themes, societies and people in Upper Key Stage 2 topics covered using dates, period labels and terms (e.g. the main Ancient Greek developments, people and events).
- Identify periods of rapid change in history.
- Understand the concept of continuity.
- Use dates and terms accurately when describing events

Greater Depth

Can independently explain the sequence of key events, objects, themes, societies and people in topics covered using dates, period labels and terms accurately (e.g. explain variations in Greek life in different places and over time using a range of dates and period labels)

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Change and Developments

Compare and contrast characters from stories, including figures from the past.

- Identify similarities and differences between ways of life in different periods.
- Study changes within living memory.
- Can identify a few similarities, differences and changes occurring within a particular topic (e.g. identify differences and similarities between early and modern aeroplanes).
- Can identify independently a range of similarities, differences and changes within a specific time period (e.g. recognise differences in aeroplanes from different decades).

Greater Depth

Can describe independently and accurately similarities, differences and changes both within and across time periods and topics (e.g. identify and describe several changes, similarities and differences that have occurred in aviation over a century).

- Address and devise historically valid questions about change, similarity and difference.
- Note connections, contrasts and trends over time
- Can describe some similarities, differences and changes occurring within Lower Key Stage 2 topics (e.g. describe some similarities and differences between the Stone Age periods).
- Can make valid statements about the main similarities, differences and changes occurring within topics (e.g. categorise changes into the different periods of the Stone Age).
- Can comment on the importance of causes and effects for some of the key events and developments within topics.

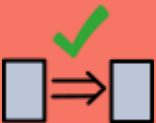
Greater Depth

Can explain why certain changes and developments were of particular significance within topics and across time periods (e.g. explain why some changes within the Stone Age were of particular importance).

- Address and devise historically valid questions about change, similarity and difference.
- Note connections, contrasts and trends over time.
- Can provide valid reasons why some changes and developments were important within particular Upper Key Stage 2 topics (e.g. decide why one change in communication is of particular importance).
- Can compare similarities, differences and changes within and across some topics, in terms of importance, progress or the type and nature of the change (e.g. provide some similarities and differences affecting different forms of communication).
- Can explain the role and significance of different causes and effects of a range of events and developments (e.g. explain how and why the Vikings were such successful travellers and how important this was in their success).

Greater Depth

Can compare independently how typical similarities, differences and changes were (e.g. identify and explain whether some developments in communication were exceptional developments or commonplace everywhere at the time).

 Cause and Affect		<ul style="list-style-type: none"> Choose and use parts of stories and other sources to show that they know and understand key features of events. Study the lives of significant individuals who contributed to national and international achievements. Can identify at least one relevant cause for, and effect of, several events covered (e.g. identify an effect of the Gunpowder Plot). Can identify a few relevant causes and effects for some of the main events covered (e.g. identify several causes, motives and effects of the Gunpowder Plot). <p>Greater Depth Can comment on a few valid causes and effects relating to many of the events covered (e.g. make a few valid judgements about the causes, motives and effects of the Gunpowder Plot).</p>	<ul style="list-style-type: none"> Address and devise historically valid questions about cause. Can describe some relevant causes for, and effects on, some of the key events and developments covered. Can comment on the importance of causes and effects for some of the key events and developments within topics. Can explain why some aspects of historical accounts, themes or periods are significant (e.g. explain why Roman achievements were significant). <p>Greater Depth Can explain with confidence the significance of particular causes and effects for many of the key events and developments.</p> <p>Can explain independently why a historical topic, event or person was distinctive or significant (e.g. explain what made the Roman period distinctive).</p>	<ul style="list-style-type: none"> Can understand some features associated with themes, societies, people and events (e.g. understand aspects of Maya life). Can explain with confidence the significance of particular causes and effects for many of the key events and developments. Can explain the role and significance of different causes and effects of a range of events and developments (e.g. explain how and why the Vikings were such successful travellers and how important this was in their success). <p>Greater Depth</p> <ul style="list-style-type: none"> Can comment independently on the different types of causes and effects for most of the events covered, including longer- and shorter-term aspects (e.g. recognise and explain different causes and effects for the length of Viking settlements in Britain, such as technological, economic, social and cultural reasons).
NC Aim 5: Developing Historical Enquiry				
	EYFS	KS1	LKS2	UKS2



Planning and carrying out a historical enquiry

Ask and Answer simple questions.

- Ask and answer questions.
- Ask questions to find out information.
- Listen and respond to information.
- Choose and use parts of stories and other sources to show that they know and understand key features of events.
- Use a wide vocabulary of everyday historical terms.
- Can ask and answer a few valid historical questions (e.g. ask a few questions about explorers, locate relevant information and communicate the answers as sentences).
- Can plan questions and produce answers to a few historical enquiries using historical terminology (e.g. plan and find information needed to write a paragraph about which explorer was most successful).

Greater Depth

Can pose independently a series of valid questions for different enquiries and produce effective responses using appropriate vocabulary confidently (e.g. plan a small investigation on the life of an explorer, locate information from two or more different sources and collate this to produce a relevant response).

- Construct informed responses that involve thoughtful selection and organisation.
- Develop appropriate use of historical terms.
- Can ask valid questions for enquiries and answer using a number of sources.
- Can independently devise a range of historically valid questions for a series of different types of enquiry and answer them with substantiated responses.


Greater Depth

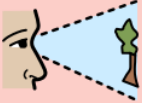
Can independently devise significant historical enquiries to produce substantiated and focused responses.

- Construct informed responses that involve thoughtful selection and organisation.
- Develop appropriate use of historical terms.
- Can reach a valid conclusion based on devising and answering questions relating to a historical enquiry (e.g. investigate the quality of the lives of different Anglo-Saxons from several sources and reach a conclusion at the end of an enquiry).
- Can reach a valid and substantiated conclusion to an independently planned and investigated enquiry with suggestions for development or improvement (e.g. independently pose a series of questions to investigate the success of the Anglo-Saxons, select appropriate evidence and use this to produce a valid conclusion).

Greater Depth

Can plan and produce quality responses to a wide range of historical enquiries requiring the use of some complex sources and different forms of communication with detailed ideas on ways to develop or improve responses (e.g. independently plan an investigation into the successes and failures of the Anglo-Saxons and produce an extended response based on different sources of evidence and forms of communication such as writing, data, timelines and reconstructions).

 Using Sources as Evidence	Comment on images of familiar situations in the past.	<ul style="list-style-type: none"> Understand some of the ways in which they find out about the past and identify different ways in which it is represented. Can extract information from several different types of source including written, visual and oral sources and artefacts (e.g. extract some relevant information about the life of a local hero or heroine, such as from pictures, artefacts or a story). Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions (e.g. choose several different sources to select information about the key features of the life of a local hero or heroine). <p>Greater Depth Can critically evaluate the usefulness of sources and parts of sources to answer historical questions (e.g. choose from a range of sources, such as artefacts, different written accounts, oral and visual evidence, which are most useful for telling us about the life of a local hero or heroine).</p>	<ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources. Can understand how sources can be used to answer a range of historical questions. The pupil can recognise possible uses of a range of sources for answering historical enquiries. <p>Greater Depth The pupil can comment on the usefulness and reliability of a range of sources for particular enquiries.</p>	<ul style="list-style-type: none"> Understand how our knowledge of the past is constructed from a range of sources. Can accept and reject sources based on valid criteria when carrying out particular enquiries (e.g. ask questions about the usefulness and reliability of sources relating to the locality during the Second World War). Can comment with confidence on the value of a range of different types of source for enquiries, including extended enquiries (e.g. select evidence that supports their judgements of how the war affected the local area). <p>Greater Depth Can independently evaluate a range of sources for historical enquiries considering factors such as purpose, audience, accuracy, reliability and how the source was compiled (e.g. recognise and comment on the context of sources for an enquiry about life in the local area in the Second World War, such as why the source was produced and the reliability of the author).</p>
NC Aim 6: Developing Historical Perspective				
	EYFS	KS1	LKS2	UKS2

	<ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. 	<ul style="list-style-type: none"> • Can briefly describe features of particular themes, events and people from family, local, national and global history (e.g. retell the story of the Gunpowder Plot). 	<ul style="list-style-type: none"> • Can identify details from local, national and global history to demonstrate some overall awareness of themes, societies, events and people (e.g. recall a number of details about the Ancient Egyptians and their achievements). • Can select what is most significant in a historical account (e.g. describe in some detail some of the most significant features of Roman Britain). 	<ul style="list-style-type: none"> • Can provide overviews of the most significant features of different themes, individuals, societies and events covered (e.g. give a summary of the main features of Maya society). • Identify the main changes, connections, cause and trends over time.
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History and Geography Yearly Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p><u>Threads throughout the Year</u></p> <ul style="list-style-type: none">• Talk about members of their immediate family and community.<ul style="list-style-type: none">• Name and describe people who are familiar to them.• Comment on images of familiar situations in the past.• Compare and contrast characters from stories, including figures from the past.<ul style="list-style-type: none">• Talk about the lives of the people around them and their roles in society.• Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.• Understand the past through settings, characters and events encountered in books read in class and storytelling.					
Year 1	Toys in Time	Our Local Area	Transport and Travel		The United Kingdom	Beside the Seaside
Year 2	Kings and Queens	The Great Fire of London	Plant Earth		People who made a difference	Life in Kenya
Year 3	Stone, Bronze and Iron Age Britain	Settlements and Land Use	Ancient Egypt		Climate and Climate Controls	Europe
Year 4	The Romans	Roman Britain	Amazon, Rivers and Rainforests		Maya Civilization	The USA
Year 5	Anglo Saxons and Scots	Vikings	Asia. Mountains, Volcanoes and Earthquakes		Baghdad & the Middle East	Biomes and Vegetation
Year 6	Ancient Greece	Mapping the World	Conflict and Resolution		Global Challenges: Climate Change	Global Challenges: Trade