



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.

Year 1

Autumn 1 Toys in Time

Key knowledge: Pupils are introduced to history as a topic for the first time and investigate changes in toys within living memory.

Key concepts: chronology, society, technology

NC links - Changes within living memory:

- focusing on multiple disciplinary concepts, especially similarity and difference
- providing chronological facts and key knowledge of British history
- presenting and highlighting historical language through the key vocabulary and key terms
- providing knowledge for pupils to construct responses on historical information through lesson tasks and pupils' enquiry question responses
- offering a range of sources within lesson tasks for analysis and understanding how these have constructed our knowledge of the past.

Spring 1-2 Transport and Travel

Key knowledge: Pupils investigate the changes of transport over time and investigate transport in their local area.

Key concepts: chronology, society, technology

NC links - Changes within living memory, Significant historical events, people, and places in their own locality:

- focusing on multiple disciplinary concepts, especially continuity and change
- providing chronological facts and key knowledge of British history
- presenting and highlighting historical language through the key vocabulary and key terms
- providing knowledge for pupils to construct responses on historical information through lesson tasks and pupils' enquiry question responses

	<ul style="list-style-type: none">offering a range of sources within lesson tasks for analysis and understanding how these have constructed our knowledge of the past.	
Educational Visits and Enrichment Activities		
<ul style="list-style-type: none">Hertford Museum: Changes within living memory workshopHouse on the Hill Toy Museum in Stansted Mountfitchet, EssexSt Albans Museum: Tremendous Toys workshopNorth Herts Museum workshop: Toys Past and Present	<ul style="list-style-type: none">British Motor Museum virtual sessionLondon Transport Museum: 3 workshops available and self-led visitSt Albans South Signal BoxThree Rivers Museum	
Year 2		
Autumn 1 Kings and Queens	Autumn 2 The Great Fire of London	Summer 1 People who made a difference
<p>Key knowledge: Pupils are introduced to the concept of a monarch in Unit 1 and investigate a range of monarchs outside living memory in this unit alongside the current royal family.</p> <p>Key concepts: conflict, government, invasion, monarchy, power</p> <p>NC links - Events beyond living memory that are significant nationally or globally:</p> <ul style="list-style-type: none">focusing on multiple disciplinary concepts, especially continuity and changeproviding chronological facts and key knowledge of British historypresenting and highlighting historical language through the key vocabulary and key termsproviding knowledge for pupils to construct responses on historical information through lesson tasks and pupils' enquiry question responsesoffering a range of sources within lesson tasks for analysis and understanding how these have constructed our knowledge of the past.	<p>Key knowledge: This is the first unit where pupils study history outside of living memory.</p> <p>Key concepts: communication, government, monarchy, settlement, society, technology</p> <p>NC links - Events beyond living memory that are significant nationally or globally:</p> <ul style="list-style-type: none">focusing on multiple disciplinary concepts, especially cause and consequenceproviding chronological facts and key knowledge of British historypresenting and highlighting historical language through the key vocabulary and key termsproviding knowledge for pupils to construct responses on historical information through lesson tasks and pupils' enquiry question responsesoffering a range of sources within lesson tasks for analysis and understanding how these have constructed our knowledge of the past.	<p>Key knowledge: Pupils investigate the lives of significant people both nationally and internationally.</p> <p>Key concepts: conflict, government, power, society</p> <p>NC links - The lives of significant individuals in the past who have contributed to national and international achievements:</p> <ul style="list-style-type: none">focusing on multiple disciplinary concepts, especially significanceproviding chronological facts and key knowledge of British historypresenting and highlighting historical language through the key vocabulary and key termsproviding knowledge for pupils to construct responses on historical information through lesson tasks and pupils' enquiry question responsesoffering a range of sources within lesson tasks for analysis and understanding how these have constructed our knowledge of the past.
Educational Visits and Enrichment Activities		

<ul style="list-style-type: none">• Mountfitchet Castle & Norman Village of 1066 in Essex• Possible 1066 links with Berkhamsted Castle, more info needed• North Herts Museum workshop: Tudor lives• Hatfield House - A visit to Hatfield House could be a starting point for an enquiry into Stuart England and/or the Gunpowder Plot.	<ul style="list-style-type: none">• Fire station visit• Mill Green Museum: Great Fire of London Workshop• Watford Fire Museum• North Herts Museum workshop: Great Fire of London	<ul style="list-style-type: none">• Natural History Museum at Tring
Year 3		
Autumn 1 Stone, Iron and Bronze Age	Spring 1-2 Ancient Egypt	
<p>Key knowledge: In Key Stage 2, history splits into two strands. Here, pupils first learn about British history by looking at the three prehistoric periods.</p> <p>Key concepts: chronology, religion, settlement, society, trade</p> <p>NC links - Changes in Britain from the Stone Age to the Iron Age:</p> <ul style="list-style-type: none">• focusing on multiple disciplinary concepts, especially continuity and change• providing chronological facts and key knowledge of British history• presenting and highlighting historical language through the key vocabulary and key terms• providing knowledge for pupils to construct responses on historical information through lesson tasks and pupils’ enquiry question responses• offering a range of sources within lesson tasks for analysis and understanding how these have constructed our knowledge of the past.	<p>Key knowledge: The second strand of history focuses on civilisations and people around the world. In this unit pupils learn about a civilisation that existed during the same time period as later prehistoric British civilisations. The amazing artefacts and remains of Ancient Egypt support learning and engagement with pupils of this age group.</p> <p>Key concept: chronology, civilisation, government, power, religion, settlement, society technology</p> <p>NC links - The achievements of the earliest civilisations:</p> <ul style="list-style-type: none">• focusing on multiple disciplinary concepts, especially evidence• providing chronological facts and key knowledge of world history• presenting and highlighting historical language through the key vocabulary and key terms• providing knowledge for pupils to construct responses on historical information through lesson tasks and pupils’ enquiry question responses• offering a range of sources within lesson tasks for analysis and understanding how these have constructed our knowledge of the past.	
Educational Visits and Enrichment Activities		
<ul style="list-style-type: none">• Hertford Museum workshop: Meet the Ancestors – a Prehistoric Family• North Herts Museum workshop: Stone Age to Bronze Age• British History Museum	<ul style="list-style-type: none">• Hertford Museum workshop: Ancient Egypt – A Journey into the Afterlife• North Herts Museum workshop: Secrets of Ancient Egypt• British History Museum: Ancient Egypt	
Year 4		

Autumn 1 The Romans	Autumn 2 Roman Britain	Summer 1 Maya Civilisation
<p>Key knowledge: The Roman conquest of Britain marks the end of the Iron Age, so pupils are first introduced to the Romans and the Roman invasion of Britain here.</p> <p>Key concepts: conflict, empire, invasion, power, settlement, society</p> <p>NC links - The Roman Empire and its impact on Britain:</p> <ul style="list-style-type: none"> • focusing on multiple disciplinary concepts, especially cause and consequence • providing chronological facts and key knowledge of world history • presenting and highlighting historical language through the key vocabulary and key terms • providing knowledge for pupils to construct responses on historical information through lesson tasks and pupils' enquiry question responses • offering a range of sources within lesson tasks for analysis and understanding how these have constructed our knowledge of the past. 	<p>Key knowledge: After being introduced to the Romans and their invasion of Britain in the previous unit, pupils then learn about life in Britain under Roman rule.</p> <p>Key concepts: civilisation communication, religion, settlement, society, technology, trade</p> <p>NC links - The Roman Empire and its impact on Britain, A local history study:</p> <ul style="list-style-type: none"> • focusing on multiple disciplinary concepts, especially cause and consequence • providing chronological facts and key knowledge of British, local, and world history • presenting and highlighting historical language through the key vocabulary and key terms • providing knowledge for pupils to construct responses on historical information through lesson tasks and pupils' enquiry question responses • offering a range of sources within lesson tasks for analysis and understanding how these have constructed our knowledge of the past. 	<p>Key knowledge: Pupils learn about their second civilisation from outside of British history, which during the time of Ancient Egypt so pupils can make chronological connections.</p> <p>Key concepts: civilisation, communication, empire, religion, settlement, society, technology, trade</p> <p>NC links - A non-European society that provides contrasts with British history:</p> <ul style="list-style-type: none"> • focusing on multiple disciplinary concepts, especially evidence • providing chronological facts and key knowledge of British and world history • presenting and highlighting historical language through the key vocabulary and key terms • providing knowledge for pupils to construct responses on historical information through lesson tasks and pupils' enquiry question responses • offering a range of sources within lesson tasks for analysis and understanding how these have constructed our knowledge of the past.
Educational Visits and Enrichment Activities		
<ul style="list-style-type: none"> • Hertford Museum workshop: The Roman Empire and its Impact on Britain • North Herts Museum workshop: Roman Detectives • Verulamium Museum • St Albans Cathedral: Alban and the Romans • Welwyn Roman Baths • British History Museum 		<ul style="list-style-type: none"> • British History Museum: Americas • Cadbury World • Stratford-upon-Avon Butterfly Farm: Discover the Maya tour
Year 5		

Autumn 1 Anglo-Saxons and Scots	Autumn 2 Vikings	Summer 1 Baghdad and the Middle East
<p>Key knowledge: This time period follows Roman Britain and deals with the early Anglo-Saxon period up to the time of King Alfred.</p> <p>Key concepts: defence, migration, monarchy, power, religion, settlement, society</p> <p>NC links - Britain’s settlement by Anglo-Saxons and Scots:</p> <ul style="list-style-type: none">• focusing on multiple disciplinary concepts, especially cause and consequence• providing chronological facts and key knowledge of British, local, and world history• presenting and highlighting historical language through the key vocabulary and key terms• providing knowledge for pupils to construct responses on historical information through lesson tasks and pupils’ enquiry question responses• offering a range of sources within lesson tasks for analysis and understanding how these have constructed our knowledge of the past.	<p>Key knowledge: This time period overlaps with the Anglo-Saxon period when Vikings first began to invade, raid, and settle in Britain. It includes the unification of England and ends with the start of the Norman period in 1066.</p> <p>Key concepts: conflict, invasion, monarchy, society, technology, trade, warfare</p> <p>NC links - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor:</p> <ul style="list-style-type: none">• focusing on multiple disciplinary concepts especially continuity and change• providing chronological facts and key knowledge of British, local, and world history• presenting and highlighting historical language through the key vocabulary and key terms• providing knowledge for pupils to construct responses on historical information through lesson tasks and pupils’ enquiry question responses• offering a range of sources within lesson tasks for analysis and understanding how these have constructed our knowledge of the past.	<p>Key knowledge: This is the third world civilisation unit studied in history. This period overlaps with the same time period as the Ancient Maya, allowing pupils to make chronological links.</p> <p>Key concepts: defence, monarchy, society, trade, warfare</p> <p>NC links - A non-European society that provides contrasts with British history:</p> <ul style="list-style-type: none">• focusing on multiple disciplinary concepts, especially cause and consequence and similarity and difference• providing chronological facts and key knowledge of British and world history• presenting and highlighting historical language through the key vocabulary and key terms• providing knowledge for pupils to construct responses on historical information through lesson tasks and pupils’ enquiry question responses• offering a range of sources within lesson tasks for analysis and understanding how these have constructed our knowledge of the past.
Educational Visits and Enrichment Activities		
<ul style="list-style-type: none">• End of Autumn 1/Start of Autumn 2 – North Herts Museum workshop: Saxon and Viking Lives• British History Museum• St Albans Cathedral – Saxons, Vikings, Invaders and Settlers• St Albans Cathedral – History and Geography trail		<ul style="list-style-type: none">• British History Museum• One Day Creative: Early Islamic Civilisation workshop (more info required, £395+VAT)
Year 6		

Autumn 1 Ancient Greece	Spring 1-2 Conflict and Resolution
<p>Key knowledge: This is the final world civilisation unit pupils explore in Key Stage 2 which took place at the same time as Ancient Egypt, Ancient Maya, and Bronze and Iron Age Britain, allowing pupils to make chronological links. Placing this unit in Year 6 allows topics like democracy to be explored in depth.</p> <p>Key concepts: civilisation, democracy, empire, government, invasion, power, society</p> <p>NC links - Ancient Greece:</p> <ul style="list-style-type: none"> • focusing on multiple disciplinary concepts, especially significance • providing chronological facts and key knowledge of British, local, and world history • presenting and highlighting historical language through the key vocabulary and key terms • providing knowledge for pupils to construct responses on historical information through lesson tasks and pupils' enquiry question responses • offering a range of sources within lesson tasks for analysis and understanding how these have constructed our knowledge of the past. 	<p>Key knowledge: This introduces pupils to modern history and teaches pupils about the First World War and the Second World War.</p> <p>Key concepts: conflict, empire, government, peace, society, technology, warfare</p> <p>NC links - A local history study, A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</p> <ul style="list-style-type: none"> • focusing on multiple disciplinary concepts, especially cause and consequence • providing chronological facts and key knowledge of British, local, and world history • presenting and highlighting historical language through the key vocabulary and key terms • providing knowledge for pupils to construct responses on historical information through lesson tasks and pupils' enquiry question responses • offering a range of sources within lesson tasks for analysis and understanding how these have constructed our knowledge of the past.
Educational Visits and Enrichment Activities	
<ul style="list-style-type: none"> • North Herts Museum workshop: Greek Vase myth writing • British History Museum: Ancient Greece 	<ul style="list-style-type: none"> • RAF Museum • North Herts Museum workshops: WWI and WWII • Hertford Museum workshops: WWI: Hertford's Hero and WWII: Hertford's Home Front • Three Rivers Museum