

NC Purpose of Study

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.

Intent	Implementation	Impact
At Broadway Junior School, we aim for a high quality history curriculum which should provide children opportunities to flourish, provide achievement for life and improve well-being for all. Our mission is to inspire in pupils a curiosity and fascination starting with our local history here in Sunderland, moving onto Britain's past and that of the wider world. Following our school motto, 'Work hard, Be kind, Shine bright' which is at the heart of everything we do, as well as enabling children to receive an aspirational, wide and varied learning experience. Our teaching equips pupils with knowledge about Sunderland and Britain and how it has influenced and been influenced by the wider world; to know and understand significant aspects of the history of the wider world like ancient civilisations and empires; to learn about the lives of certain people of the past; to 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.	In ensuring high standards of teaching and learning in history, we implement a curriculum that is progressive throughout the whole school. History is taught as part of a half termly unit (with the second half of the term being Geography), focusing on knowledge and skills stated in the National Curriculum. The three main teaching strands (progression of skills) that feature throughout Year 3 – Year 6 in our history lessons are: Chronological understanding, Knowledge and interpretation and Historical enquiry. Followed by our core contexts (disciplinary knowledge): cultural, social, religious, economic, political, and military and science and technology. At Broadway Juniors, we ensure that history has the same importance given to it as the core subjects, as we feel this is important in enabling all children to gain 'real-life' experiences which often require learning outside of the classroom. For example, bringing Stone Age to life in Year 3 by building mud huts in our outdoor area and cooking an authentic meal on the stove, to visiting a real, local Roman Fort in Year 4, spending a day discovering the incredible world of Anglo-Saxon Northumbria at Jarrow Hall in Year 5, and stepping back in time to Britain at War (WW2) in Year 6 at Beamish. Moreover, in the summer term, each year will study a local history unit: Year 3 – Coal mining Year 4 – Ship building Year 5 – Roker and its surrounding areas Year 6 – The changing industries on the River Wear Here at Broadway, we feel it is an absolute must for all of our children to be exposed to the wonderful history surrounding them in our city. Focussing on each topic, which allows for progression throughout the years, heightens a sense of personal history and pride for their understanding of where they live as well as explicitly highlighting our three keys skills: chronological understanding, knowledge and interpretation and historical enquiry.	The impact and measure of this is to ensure that children at Broadway Junior School are equipped with historical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning about history, therefore encouraging them to undertake new life experiences now and in the future.

Key Vocabulary

Stone age, Iron age, Bronze age, Neolithic, Palaeolithic, Mesolithic, hunter, gatherers, settlement, nomadic

Knowledge	Skills
- Stone Age – Iron Age technology and settlements - The difference between farmers and hunter / gathers. - The impact of farming esp. taming wild animals, growing wheat - Iron Age hill forts - This period in history lasted over 10.000 years - No written evidence for period so archaeological record is very important - Recognise continuities in period: housing, house-building, settlement size - Changes in period - How few people lived in Britain at the time	<u>Chronological understanding</u> - To describe events from the past using dates and words: AD/BC and decade <u>Knowledge and interpretation</u> - To explain how events from the past have helped shape our lives. - To begin to suggest why certain events happened as they did in history. <u>Historical enquiry</u> - Ask questions such as 'how did people? What did people do for? - Can use various sources of evidence to answer questions. - To recognise the role of an archaeologists and how they support our knowledge of the past.

Enrichment Opportunities

Stone Age Day

Key Questions/Learning Objectives/End Points

<u>Was Stone Age man simply a hunter and gatherer, concerned only with survival?</u> - Pupils understand that Britain was once covered in ice. They know that the earliest settlers were hunter-gatherers and lived in caves. - Pupils can make deductions about lifestyle of Stone Age man from images. - They can advance at least 2 reasons to suggest Stone Age man was interested in art and ceremonials.	<u>How different was life in the Stone Age when man started to farm?</u> - Pupils can locate the move to farming on a simple timeline. They grasp that hunter-gatherers were living alongside early farmers about 5,000 years ago. - They can explain the impact of farming esp. taming wild animals, growing wheat etc.	<u>What can we learn about life in the Stone Age from a study of Skara Brae?</u> - Pupils grasp that discovery of Skara Brae was quite recent and that changed our view of early communities about 10,000 years ago. - Pupils can make deductions about way of life by studying evidence of buildings left behind e.g. how do we know that the people living there were fishermen? - How do we know that they ate pigs and cattle? - How do we know that they grew crops? - How do we know that their houses were dark?	<u>Why is it so difficult to work out why Stonehenge was built?</u> - Pupils understand that it was built about 5,000 years ago, in stages. They can explain how it was built. - They can speculate as to likely use and come to a reasoned judgement using evidence. - They understand that it was one of many similar constructions from that time	<u>How much did life really change during the Iron Age and how can we possibly know?</u> - Pupils can list 2 or 3 characteristics of life in an Iron Age hill fort community. - They can draw inferences from archaeological finds - They can explain how artists' impressions are created from fragments of finds.	<u>Can you solve the mystery of the 52 skeletons of Maiden Castle? Source-based history mystery</u> Pupils can use their contextual knowledge of Iron Age hill fort life to speculate as to what might have happened.
<u>Chronological understanding</u> To describe events from the past using dates and words: AD/BC and decade <u>Historical enquiry</u> Ask questions such as 'how did people? What did people do for?'	<u>Knowledge and interpretation</u> To explain how events from the past have helped shape our lives. <u>Historical enquiry</u> Can use various sources of evidence to answer questions.	<u>Historical enquiry</u> To recognise the role of an archaeologists and how they support our knowledge of the past. <u>Knowledge and interpretation</u> To begin to suggest why certain events happened as they did in history.	<u>Knowledge and interpretation</u> To begin to suggest why certain events happened as they did in history. <u>Historical enquiry</u> Can use various sources of evidence to answer questions.	<u>Historical enquiry</u> To recognise the role of an archaeologists and how they support our knowledge of the past. <u>Knowledge and interpretation</u> To begin to suggest why certain events happened as they did in history.	<u>Historical enquiry</u> To recognise the role of an archaeologists and how they support our knowledge of the past.

Substantive Knowledge

<u>Civilisation</u> The society, culture and way of life of a particular area	<u>Invention</u> Create or design (something that has not existed before)
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Careers

Linking Curriculum Learning to Careers

Discuss how the skills developed in this unit are used in a range of careers, including:

- Archaeologist
- Historian
- Museum Curator
- Museum Education Officer
- Heritage Ranger
- Conservation Officer
- Geologist
- Palaeontologist
- Illustrator (historical reconstruction)

Transferable skills such as Curiosity and enquiry, Observation and attention to detail, Questioning and investigative thinking, Critical thinking and reasoning from evidence, Problem-solving, Communication and discussion, Teamwork and collaboration

Learning from Career and Labour Market Information

- Pupils explore careers including archaeologist, museum curator, historian, conservation officer, heritage ranger, illustrator, geologist, palaeontologist and heritage craft worker.
- They learn that these roles exist locally and nationally through organisations such as English Heritage, museums and universities.

Encounters with Employers and Employees

- Pupils meet or hear from archaeologists, museum educators, local historians or heritage professionals through school visits, workshops, online presentations or recorded interviews.

Experiences of Workplaces

- During the Stone Age Day or enrichment activities, pupils explore how museums, archaeological sites and heritage attractions work. Visits to museums or historical sites allow pupils to experience how history is researched, preserved and shared with the public.