

## 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                                                                                                                                                                                                                                                                                                                                                                                                             |
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| 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:<br>Year 3 – Coal mining<br>Year 4 – Ship building<br>Year 5 – Roker and its surrounding areas<br>Year 6 – The changing industries on the River Wear<br>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

Civilization pharaoh hieroglyphics archaeologist artefact tomb pyramid mummification afterlife papyrus scribe Nile irrigation dynasty monument deity maat anachronism

| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| <ul style="list-style-type: none"> <li>Ancient Egypt was one of the world's earliest civilizations.</li> <li>It began over 5,000 years ago in north-east Africa.</li> <li>Ancient Egypt developed along the River Nile.</li> <li>Pharaohs were rulers of Egypt and were treated like gods.</li> <li>Ancient Egyptians did not have modern inventions such as: tractors</li> <li>Where Ancient Egypt fits on a timeline.</li> <li>Where Egypt is on a world map.</li> <li>At least 3–4 iconic features of Ancient Egyptian civilization.</li> <li>How to identify anachronisms (things from the wrong time period).</li> <li>The River Nile was the most important feature of Ancient Egypt.</li> <li>Ancient Egyptians settled in the fertile Nile Valley.</li> <li>Hieroglyphics were a form of Ancient Egyptian writing.</li> <li>Ancient Egyptian society was hierarchical</li> <li>Ancient Egyptians believed in an afterlife.</li> <li>Mummification preserved the body for the journey after death.</li> <li>Other early civilizations existed at the same time as Ancient Egypt.</li> </ul> | <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>To describe events from the past using dates and words: AD/BC and decade</li> </ul> <p><u>Knowledge and interpretation</u></p> <ul style="list-style-type: none"> <li>To explain how events from the past have helped shape our lives.</li> <li>To begin to suggest why certain events happened as they did in history.</li> </ul> <p><u>Historical enquiry</u></p> <ul style="list-style-type: none"> <li>Ask questions such as 'how did people ....? What did people do for ....?</li> <li>Can use various sources of evidence to answer questions.</li> <li>To recognise the role of an archaeologists and how they support our knowledge of the past.</li> </ul> |

## Enrichment Opportunities

Visit to the Hancock Museum

| Key Questions/Learning Objectives/End Points                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                |
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| <ul style="list-style-type: none"> <li><u>What can we quickly find out to add to what we already know about Ancient Egypt?</u></li> <li>Pupils are able to locate Ancient Egypt in time and place and to mention at least 3 or 4 iconic features of Ancient Egyptian civilization.</li> <li>Pupils can identify features that would NOT have been present in Ancient Egypt from an anachronism picture e.g. tractors, thermos flasks</li> </ul> | <ul style="list-style-type: none"> <li><u>How can we discover what Ancient Egypt was like over 5,000 years ago?</u></li> <li>Pupils are able to locate the Nile valley on a world map &amp; make deductions from map evidence.</li> <li>Pupils grasp importance of the Nile and significance of annual floods</li> <li>They can explain that the Nile provided not only water for crops but also fertile soil, mud for bricks and pots, fishing, papyrus reeds and a key means of transport (especially important when moving the heavy stones to build the pyramids)</li> <li>Pupils know that water was stored in canals and ditches</li> <li>They can explain why pyramids, graveyards and other important monuments we can see today were sited on the desert's edge</li> </ul> | <ul style="list-style-type: none"> <li><u>What sources of evidence have survived and how were they discovered?</u></li> <li>Pupils can list at least 4 different types of evidence: pyramids, hieroglyphics, papyrus rolls, artefacts found in tombs</li> <li>Pupils grasp that much of our understanding of the Ancient Egyptian civilization came within the last 200 years.</li> <li>They grasp that Ancient Egyptians wrote in hieroglyphics and these need to be deciphered before we can fully understand the society.</li> <li>Pupils can explain why pyramids were built</li> <li>They use a range of clues to come to an independent conclusion as to who built them</li> </ul> | <ul style="list-style-type: none"> <li><u>What does the evidence tell us about everyday life for men, women and children?</u></li> <li>Pupils grasp that this is a very hierarchical society</li> <li>Pupils can explain that most men were farmers</li> <li>Women spent much time baking bread, collecting water etc</li> <li>Most houses were made of mud bricks, contained 4/5 rooms and had storage silos for grain.</li> </ul> | <ul style="list-style-type: none"> <li><u>What did the Ancient Egyptians believe about life after death and how do we know?</u></li> <li>Pupils can sequence the stages of mummification</li> <li>They grasp the importance of the afterlife to Egyptian beliefs and can explain how particular objects help us to understand their ideas</li> <li>Pupils understand that there were many copies of the Book of the Dead written by priests and scribes as magic spells to protect the spirit of the dead person on the journey to the afterlife Only when hieroglyphics were deciphered about 200 years ago could we fully understand the source</li> <li>Pupils understand the importance of maat, creation myths and the role of gods and goddesses</li> </ul> | <ul style="list-style-type: none"> <li><u>What did Ancient Egypt have in common with other civilizations from that time?</u></li> <li>Pupils know that there were at least 3 other major civilizations elsewhere in the world at this time and can locate them approximately on a map:</li> <li>Indus valley</li> <li>Sumer (Mesopotamia Modern Iraq)</li> <li>Shang dynasty China.</li> </ul> |
| <u>Chronological understanding</u><br>To describe events from the past using dates and words: AD/BC and decade<br><u>Historical enquiry</u><br>Ask questions such as 'how did people ....? What did people do for ....?'                                                                                                                                                                                                                        | <u>Historical enquiry</u><br>Can use various sources of evidence to answer questions.<br><u>Knowledge and interpretation</u><br>To begin to suggest why certain events happened as they did in history.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <u>Historical enquiry</u><br>Can use various sources of evidence to answer questions.<br><u>Knowledge and interpretation</u><br>To begin to suggest why certain events happened as they did in history.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <u>Historical enquiry</u><br>Can use various sources of evidence to answer questions.<br><u>Knowledge and interpretation</u><br>To begin to suggest why certain events happened as they did in history.                                                                                                                                                                                                                             | <u>Historical enquiry</u><br>To recognise the role of an archaeologists and how they support our knowledge of the past.<br><u>Knowledge and interpretation</u><br>To begin to suggest why certain events happened as they did in history.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <u>Knowledge and interpretation</u><br>To explain how events from the past have helped shape our lives.                                                                                                                                                                                                                                                                                        |

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

**Careers**

**Linking Curriculum Learning to Careers**

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

- Archaeologist
- Egyptologist
- Historian
- Museum Curator
- Artefact Conservator
- Historical Researcher
- Epigrapher (expert in ancient inscriptions)
- Linguist
- Translator
- Historical Illustrator
- Documentary Researcher
- Author of History Books
- Tour Guide

Transferable skills such as Curiosity and enquiry, Observation and attention to detail  
Historical investigation, Critical thinking, Research skills, Interpretation of evidence  
Communication, Teamwork

**Learning from Career and Labour Market Information**

- Pupils explore careers including archaeologist, Egyptologist, museum curator, historian, conservator, archivist, illustrator and tour guide, learning how these professionals investigate and preserve the past.

**Addressing the Needs of Each Pupil**

- All pupils are encouraged to develop curiosity, resilience, teamwork and questioning skills. Activities provide opportunities for practical investigation, discussion, drawing conclusions from evidence and creative responses.

**Encounters with Employers and Employees**

- Where possible, pupils hear from archaeologists, museum educators or historians through workshops, virtual talks or local museum visits.

**Experiences of Workplaces**

- The visit to the Hancock Museum allows pupils to experience how museums collect, conserve and display artefacts and how museum staff educate visitors about ancient civilisations.

**Encounters with Further and Higher Education**

- Pupils discover that subjects including History, Archaeology, Egyptology, Museum Studies and Conservation can be studied beyond school and lead to exciting careers.