

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

Coal fossil fuel mine miner pit pony canary shaft tunnel safety lamp industry strike union regeneration community employment heritage artefact timeline

Knowledge	Skills
- Coal is a hard black rock found underground. - Coal is a fossil fuel formed from plants millions of years ago. - Coal mining is the process of digging coal out of the ground. - Coal was used to: heat homes, power factories, fuel steam trains and ships - Mining was an important industry in Sunderland and across the UK. - Many mines were built near the coast and transport routes. - Coal miners worked long hours underground. - Mines were dark, noisy and dangerous places. - Miners used tools and equipment such as: helmets, lamps, pickaxes, shovels - Animals played an important role in mines. - Pit ponies pulled heavy coal carts underground. - Canaries and other birds were used to detect dangerous gases. - Early miners used candles and oil lamps for light. - Naked flames could cause explosions if gases were present. - The Sunderland lamp and safety lamps were developed to improve safety. - Miners faced dangers such as: explosions, collapsing tunnels, poisonous gases - Many coal mines closed during the 20th century. - Miners went on strike to protect jobs and communities. - Governments argued that mines were too expensive to keep open. - Mine closures caused unemployment and hardship for many families. - Former mining land was regenerated into new places such as: Stadium of Light	<u>Chronological understanding</u> - To describe events from the past using dates and words: AD/BC and decade - Use a timeline within a specific time in history to set out the order things may have occurred. - Use a timeline within a specific time in history to set out the order things may have occurred. <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. - Can research a specific event from the past to then write about this

Enrichment Opportunities

Workshop at the Winter Gardens

Key Questions/Learning Objectives/End Points

<u>What is coal mining?</u> - What is coal? Why do people do it? What is it used for? - Timeline of events - explore map of local area - What do you want to find out about coal mining?	<u>What was the life of a coal miner like?</u> - Ex-miner talking to whole year group in hall: Q AND A (life of a coal miner) - Equipment used, jobs available, conditions and routines.	<u>What animals were involved in coal mining?</u> - Changes in Sunderland pictures – discuss why it was a good location. Compare changes to the local area. - Animals: pit ponies and birds. Explore sources and discuss their purpose. - Link to Ryhope. - Each child to create a top trump for each one – focussing on skills and qualities of each animal. MA to complete both.	<u>How did miners see in the mines?</u> - Sunderland lamp at Stadium of Light - discuss - How did miners see in the mines? What would we do differently nowadays? - What is it like in the mine? What would it be like if there was no light? - Explain that today they will learn about the history of miner's lamps. Show children miners using the different lamps Is this safe? What were the dangers?	<u>Miner strikes</u> - Look at interactive maps. Have copy of edited table on slides and work out the math questions related to when the mines shut. The difference between closures etc. - Understand why the mines closed, government reasons and the impact it had on the people of Sunderland and the UK. Make children aware that mines were throughout England not just here in Sunderland. - Look at regeneration of the area: Stadium of light, Silksworth ski slope and Herrington Park. Children to use the pics (copy in books) to answer the question: What happened to the mines in Sunderland?
<u>Chronological understanding</u> To describe events from the past using dates and words: AD/BC and decade Use a timeline within a specific time in history to set out the order things may have occurred.	<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>Knowledge and interpretation</u> To begin to suggest why certain events happened as they did in history.	<u>Knowledge and interpretation</u> To explain how events from the past have helped shape our lives To suggest why certain events happened as they did in history <u>Historical enquiry</u> Can research a specific event from the past to then write about this. <u>Chronological understanding</u> Use a timeline within a specific time in history to set out the order things may have occurred.	<u>Chronological understanding</u> To use mathematical knowledge to work out how long ago events in recent and local history would have happened. <u>Historical enquiry</u> Can research a specific event from the past to then write about this Can use various sources of evidence to answer questions

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:

- Historian
- Geologist
- Museum Curator
- Coal Miner
- Mining Engineer
- Health and Safety Officer
- Trade Union Representative
- Veterinarian
- Animal Welfare Officer
- Electrician
- Safety Engineer
- Civil Engineer
- Construction Manager
- Town Planner
- Landscape Architect
- Environmental Consultant
- Regeneration Officer

Transferable skills such as Communication, Teamwork, Resilience, Problem solving, Curiosity Observation, Research, Critical thinking, Respect, Decision making, Creativity, Adaptability Responsibility, Understanding local communities, Appreciating how careers change over time

A Stable Careers Programme

- Pupils regularly explore how local history connects to the world of work. This unit develops awareness of Sunderland's industrial heritage and how employment has changed over time, helping children understand that careers evolve alongside society.

Learning from Career and Labour Market Information

- Pupils learn that coal mining was once one of Sunderland's largest employers before the industry declined.
- They explore how regeneration has created new employment in construction, engineering, sport, tourism, renewable energy and leisure, helping them understand changing local job opportunities.

Addressing the Needs of Each Pupil

- All pupils are encouraged to recognise that everyone can develop skills for future careers regardless of background.

Encounters with Employers and Employees

- Invite an ex-coal miner or member of a local mining community to share experiences. Invite representatives from Sunderland Museum & Winter Gardens, Beamish Museum, the National Coal Mining Museum, or local regeneration projects to explain their careers and answer pupils' questions.

Experiences of Workplaces

- Visit Sunderland Museum & Winter Gardens or the National Coal Mining Museum to explore mining artefacts and discover careers in museums, conservation and heritage. Study local regeneration by visiting the Stadium of Light, Herrington Country Park or former mining sites to understand how communities have changed.

Encounters with Further and Higher Education

- Discuss how people working in engineering, archaeology, geology, history, construction, museum studies and environmental science often continue their education through college, apprenticeships or university. Introduce pupils to local providers such as Sunderland College and the University of Sunderland.