

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

Athens, Sparta, warfare, civilisation, religion, gods, goddesses, government, democracy, governance, education, language, Olympic games, influence

Knowledge	Skills
- Greece has long indented coastlines, mostly mountainous interior, few areas of flat fertile land and abundant islands. - Ancient civilisation over 4000 years ago - The Greeks depicted their everyday lives on their pottery. - It was made up of City states of Athens and Sparta - similarities and differences – laws, rulers, rivals, warfare, slaves, culture, religion, lives of ordinary people - Everyday life was different depending on your city state, age and gender. - The Battle of Marathon took place between the Athenians and the Persians. - The Persians were defeated by the Athenians. - Beliefs, culture. Greek myths were a huge part of the religion in Ancient Greece, and offer a glimpse into the lives of the ancient people who told them. - The Ancient Greeks have had a significant influence on education, language, architecture, democracy and Olympic Games. - The Olympic Games had a great deal of religious significance.	<u>Chronological understanding</u> - Place features of historical events and people from past societies and periods in a chronological framework. - To describe events from the past using dates and the words: ancient and century <u>Knowledge and Interpretation</u> - Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past. - Explain how events and certain people's actions from the past have helped shape our lives <u>Historical Enquiry</u> - To recognise that archaeologists have helped us to understand more about what happened in the past - To use various sources to piece together information about a period in history - Describe a key event from the past using a range of evidence from different sources. - Describe features, differences and similarities of events /people from past societies and periods. - Evaluate the usefulness and accurateness of different sources of evidence and select the most appropriate - Form own opinions about historical events from a range of sources.

Enrichment Opportunities

Link to English – Theseus and the Minotaur

Key Questions/Learning Objectives/End Points

<u>How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago?</u> - Pupils understand that our knowledge of the climate and geography of Greece today helps us understand the importance of: long indented coastlines, mostly mountainous interior, few areas of flat fertile land, abundant islands. - Pupils can place Ancient Greece on a simple timeline. Pupils learn that Ancient Greece consisted of city states such as Athens and Sparta who were rivals	<u>What can we work out about everyday life in Ancient Athens from the pottery evidence that remains?</u> - Pupils learn about the features of Ancient Athenian society - They can draw inferences from evidence on pots going beyond the literal. - They can make deductions and knowledge, when analysing images on pots.	<u>Why was Athens able to be so strong at this time?</u> - Pupils should be able to show on a timeline the duration of the 'Golden Age' of Athens and its link to the Battle of Marathon. - They should be able to list 3 reasons why Athens was so dominant.	<u>Theseus and the Minotaur.</u> <u>How much was true?</u> - Pupils should be aware of the evidence base, recognising the importance of archaeological evidence as well as written and spoken, e.g. myths and legends as well as surviving buildings. - To use a range of sources, evidence and own historical opinion to form an opinion into why the event was true/false	<u>Battle of Marathon - What actually happened?</u> - Understand the events involved in The Battle of Marathon - Provide evidence - Offer a diversity of opinion, whilst always backing up what they say with evidence. - Pupils can explain why the Battle of Marathon was fought and can give reasons for defeat of Persia, classifying not just listing, eg: Persian weaknesses, Athenian strengths.	<u>What can we learn from the Ancient Olympic Games?</u> - Pupils understand that the Olympics were not just athletic events - Pupils grasp that religion and preparation for war were also critically important	<u>Should the Parthenon be rebuilt?</u> - Pupils understand the term democracy and take part in a debate and vote - Pupils able to confidently provide reasons with evidence with strong justifications into for/against. - Pupils understand the importance of the victory over Persia in opening up opportunities to focus on domestic issues
<u>Chronological understanding</u> Place features of historical events and people from past societies and periods in a chronological framework. To describe events from the past using dates and the words: ancient and century	<u>Knowledge and Interpretation</u> Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past. <u>Historical Enquiry</u> To recognise that archaeologists have helped us to understand more about what happened in the past	<u>Historical Enquiry</u> To use various sources to piece together information about a period in history	<u>Historical Enquiry</u> Describe a key event from the past using a range of evidence from different sources. Describe features, differences and similarities of events /people from past societies and periods.	<u>Historical Enquiry</u> Evaluate the usefulness and accurateness of different sources of evidence and select the most appropriate	<u>Historical Enquiry</u> Form own opinions about historical events from a range of sources. <u>Knowledge and interpretation</u> Explain how events and certain people's actions from the past have helped shape our lives	<u>Historical Enquiry</u> To recognise that archaeologists have helped us to understand more about what happened in the past

Substantive Knowledge

<u>Democracy</u> Democracy means 'rule by the people'.	<u>Civilisation</u> The society, culture, and way of life of a particular area.
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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
- Archivist
- Researcher
- Art Historian
- Illustrator
- Designer
- Author
- Museum Educator
- Research Scientist
- Documentary Maker
- Writer
- Documentary Maker
- Writer

Transferable skills such as Communication and presentation ,Debate and discussion
Research skills, Critical thinking, Evaluating evidence, Problem solving, Creativity,
Collaboration, Leadership, Confidence expressing opinions, Respecting different viewpoints

Learning from Career and Labour Market Information

- Pupils explore how careers connected to Ancient Greece continue today, including archaeology, architecture, politics, sports science, museum work, education and tourism.
- They learn that Sunderland and the wider North East have opportunities linked to heritage, culture, education and creative industries.

Addressing the Needs of Each Pupil

- All pupils are encouraged to recognise their own strengths and interests through a range of activities including debate, source analysis, creative tasks and enquiry-based learning.

Encounters with Employers and Employees

- Pupils could meet people working in heritage and culture, such as museum curators, archaeologists or historians. Links could be made with local museums, such as Sunderland Museum & Winter Gardens.

Experiences of Workplaces

- Visits to museums, archaeological sites or heritage attractions allow pupils to experience environments where historical knowledge is used. Pupils could explore how museums display artefacts, how archaeologists investigate sites and how historians communicate ideas to the public.

Encounters with Further and Higher Education

- Pupils learn that careers linked to Ancient Greece may involve further study through college, apprenticeships or university. Introduce pathways such as archaeology, history, classics, architecture, politics, teaching, sports science and languages.