

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

Empire emperor invasion legion centurion rebellion Celt villa amphitheatre mosaic taxation source chronology

Knowledge	Skills
- The Roman Empire was one of the largest empires in history. - It spread across Europe, North Africa and parts of Asia. - Britain was invaded by the Romans in AD 43 under Emperor Claudius. - Romans invaded Britain for several reasons: to gain valuable resources such as iron, tin, silver and corn, to expand the empire, to gain power and glory - Claudius wanted to prove himself as a strong emperor - The Roman army travelled across the sea from Italy to Britain. - Boudicca was queen of the Iceni tribe. - Boudicca led a rebellion against Roman rule around AD 60–61. - The Celts were less organised and less well-equipped than the Roman army. - Roman accounts describe Boudicca as fierce and powerful. - There are no surviving pictures of Boudicca from her lifetime. - The Romans introduced towns, roads and villas to Britain. - Rich Romans lived in large villas with mosaics, baths and heating systems. - Celtic homes were usually roundhouses made from wood and thatch. - The Roman army was highly organised and disciplined. - Soldiers trained regularly and followed strict rules. - High taxes caused problems for citizens. - Roman armies became weaker over time. - The Romans left many legacies that still influence life today.	<u>Chronological understanding</u> - Use a timeline within a specific time to set out events and prior history units of work (Y3) Begin to recognise the groups that invaded Britain <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. - Begin to appreciate why Britain would have been an important country to have invaded and conquered. - To recognise that Britain has been invaded by several different groups over time - Explain how events and certain people's actions from the past have helped shape our live <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 - Research two versions of an event and say how they differ - 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. - Form own opinions about historical events from a range of sources.

Enrichment Opportunities

Visit to Segedunum

Key Questions/Learning Objectives/End Points

<u>Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire?</u> Children understand the meaning, size and timescale of the Roman empire by drawing conclusions from maps and timelines Children understand at least 2 main reasons, eg: raw materials such as corn, iron, also Claudius' personal motivation.	<u>Why did Boudicca stand up to the Romans and what image do we have of her today?</u> Children understand why the Celts would have been apprehensive about taking on the Roman army. Children understand personal motivation of Boudicca and can link to actions taken by Romans. Children tell story and sequence pictures and gave simple explanations after actions. Pupils draw their own picture of Boudicca based on Roman description and then compare with textbook versions Children can see that Boudicca has been interpreted in different ways, and that stereotype warrior is not the only picture we have of her. Children realise that most pictures come from Roman accounts – no surviving pictures. The more able grasp that later interpretations are affected by later discovery of evidence	<u>How did the Roman way of life contrast with the Celtic lifestyle they found when they arrived</u> Children are able to see which the most significant changes would have been e.g. emergence of towns and villas in countryside. Children grasp how sophisticated Roman lifestyle was for rich Children understand range of entertainments that Romans had in society amphitheatres, baths and forum. Understand that society was diverse and that poor lived very differently.	<u>How were the Romans able to keep control over such a vast empire?</u> Children are able to see why the Roman army was so powerful including organisation, conditions, pay etc. They are able to select reasons for their explanation and begin to prioritise them in order of importance.	<u>How can we solve the mystery of why this great empire came to an end?</u> Pupils are able to list at least 3 valid reasons. Some can progress to making links between them e.g. costs of running empire and need to increase taxation, or use of barbarians in army and impact on morale.	<u>How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?</u> Children can list and describe a range of legacies including roads, place-names, surviving buildings and also other influences such as Latin, calendar, money etc. Children grasp that the Romans must have been ahead of their time for ideas to have lasted 2,000 years.
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Subject: History

Topic: The Romans

Year: 4

Term: Spring 1

Begin to appreciate why Britain would have been an important country to have invaded and conquered. To recognise that Britain has been invaded by several different groups over time	<u>Historical Enquiry</u> To use various sources to piece together information about a period in history Research two versions of an event and say how they differ		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		
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Substantive Knowledge

EMPIRE -An extensive group of states or countries ruled over by a single leader or a sovereign state	INVASION and CONFLICT -An invasion is the movement of an army into a region, usually in a hostile attack that's part of a war or conflict
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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
- Archaeologist
- Cartographer
- Researcher
- Military Historian
- Author
- Journalist
- Documentary Maker
- Museum Curator
- Museum Designer
- Building Surveyor
- Economist
- Political Analyst
- Civil Engineer
- Architect
- Town Planner
- Linguist

Transferable skills such as Research and enquiry, Communication, Debate and presenting ideas, Critical thinking, Evaluating evidence, Teamwork, Leadership, Problem solving Creativity, Decision making, Understanding different perspectives

Learning from Career and Labour Market Information

- Pupils explore how Roman ideas and inventions continue to influence modern careers. They learn how roads, architecture, engineering, law, language and government systems introduced or developed during Roman times still shape society today.
- Links can be made to local opportunities in heritage, construction, engineering, tourism and public services across the North East.

Addressing the Needs of Each Pupil

- Pupils recognise that different skills are valuable in different careers, including communication, problem solving, creativity, leadership and teamwork.

Encounters with Employers and Employees

- Pupils can meet people working in heritage and archaeology through visits or workshops. A visit to Segedunum Roman Fort provides opportunities to meet museum staff, archaeologists, historians and heritage professionals who explain how they research and share Roman history.

Experiences of Workplaces

- Pupils experience a heritage workplace through a visit to a Roman site or museum. They explore how artefacts are discovered, preserved and displayed, and how museums educate the public. Pupils could investigate the different roles needed to run a historic site, including curators, education officers, conservation staff and visitor experience teams.

Encounters with Further and Higher Education

- Pupils learn that careers connected to the Romans may involve further study through apprenticeships, college or university. Possible pathways include archaeology, history, classics, architecture, engineering, conservation, teaching, law and politics.