

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

Shipbuilding Shipyard River Wear Industry Maritime Trade Cargo Dock Engineer Worker Export Import

Knowledge	Skills
- Sunderland's shipbuilding industry developed mainly during the 18th, 19th, and 20th centuries - It was part of Britain's Industrial Revolution - Shipbuilding declined in the late 20th century - The River Wear was central to Sunderland's development over time - Shipbuilding grew because Sunderland had a natural river (River Wear) suitable for docks - There was a need for ships for trade, transport, and the navy - The industry created jobs for thousands of local people - Decline happened due to cheaper shipbuilding abroad and changes in technology - Sunderland changed from a small port town to a major industrial shipbuilding centre - Large shipyards replaced smaller early workshops - Many old shipyards have now closed or been redeveloped - The River Wear remains an important feature of Sunderland today - Sunderland was once one of the most important shipbuilding centres in the world - Ships built on the River Wear were used for trade and global travel - The industry shaped the identity, economy, and communities of Sunderland - Important individuals (e.g. Jack Crawford) are remembered locally	<u>Chronological understanding</u> - To describe events from the past using dates and the words: ancient and century - Use a timeline within a specific time to set out events and prior history units of work (Y3) <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 use various sources to piece together information about a period in history - Ask questions such as 'what was it like for a... during...?'

Enrichment Opportunities

Visit to Maritime Heritage Site and Trinity Church

Key Questions/Learning Objectives/End Points

<u>Why was Sunderland so famous for its shipbuilding?</u> Pic of banner in hall - who recognises it? Why did they ship build in Sunderland? Timeline of events (complete) - explore map of local area What do you want to find out about coal mining?	<u>Why was Shipbuilding so important in Sunderland?</u> Q AND A (life of a shipbuilder/common qs from cdn) Visit the Maritime Heritage site and Trinity church Watch video before bus comes and complete memory jogger	<u>Who was Jack Crawford and what impact did he have?</u> Jack Crawford: provide info sheet. Pair/group maths-based questions. Discuss centuries/decades. Task: create a comic strip detailing his life. CHALLENGE: How have Jack Crawford's actions from the past been remembered in Sunderland?	<u>What sort of ships were built on the River Wear?</u> Work through examples on slides. Allow children time to research T to decide text type for children: information poster, leaflet, double page spread etc. to present info. Group work may be nice: a3 posters etc. Challenge: MA to decide their literary device themselves/pairs/groups	<u>Where did the ships built in Sunderland travel to? How and why did the shipyards close?</u> Children to research ships and their different qualities, where they travelled to and why the shipyards closed. Produce a double page spread of knowledge gained.
<u>Chronological understanding</u> To describe events from the past using dates and the words: ancient and century Use a timeline within a specific time to set out events and prior history units of work (Y3)	<u>Historical Enquiry</u> Ask questions such as 'how did people...? What did people do for..?' <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>Chronological understanding</u> Use a timeline within a specific time to set out events and prior history units of work (Y3) To use mathematical knowledge to work out how long ago events happened and to round up time differences into centuries and decades <u>Knowledge and Interpretation</u> Explain how events and certain people's actions from the past have helped shape our lives	<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 use various sources to piece together information about a period in history Use research skills to help write about historical information	<u>Historical Enquiry</u> To use various sources to piece together information about a period in history Ask questions such as 'what was it like for a... during...?'

Substantive Knowledge

INVENTION -Create or design (something that has not existed before)	CIVISATION 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:

- Maritime Historian
- Historian
- Archivist
- Geographer
- Local Heritage Officer
- Shipbuilder
- Marine Engineer
- Dock Worker
- Naval Architect
- Industrial Designer
- Illustrator
- Environmental Consultant
- Business Manager

Transferable skills such as Communication, Teamwork, Research, Problem solving, Creativity
Critical thinking, Organisation, Resilience, Adaptability, Presenting information, Understanding
local communities, Recognising how industries change

Learning from Career and Labour Market Information

- Pupils learn that shipbuilding was once one of Sunderland's largest industries, providing employment for thousands of local people. They explore how changes in technology, global trade and international competition affected jobs and how Sunderland has developed new industries including engineering, technology, renewable energy, tourism and the creative industries.

Addressing the Needs of Each Pupil

- Pupils learn that communities need people with different skills, including engineers, designers, historians, builders, researchers and communicators.

Encounters with Employers and Employees

- Pupils can meet people connected to Sunderland's maritime heritage, including shipbuilders, engineers, maritime historians or workers from modern engineering industries.

Experiences of Workplaces

- Pupils visit local maritime heritage sites and explore how workplaces have changed over time. A visit to local shipbuilding landmarks helps pupils understand the environments where ships were designed, built and transported.

Encounters with Further and Higher Education

- Pupils learn that careers linked to shipbuilding and engineering can involve apprenticeships, college and university pathways. They explore routes into engineering, design, construction, technology, logistics and heritage careers