

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

Anglo-Saxon invasion settlement kingdom pagan Christian artefact burial Danelaw wergild monarchy evidence interpretation

Knowledge	Skills
- The Anglo-Saxons lived in Britain mainly between AD 410 and AD 1066 - They came after the Romans left Britain - Their period overlaps with the early Viking invasions - Anglo-Saxons came from Germany, Denmark, and the Netherlands - They were made up of Angles, Saxons, and Jutes - They travelled across the sea to Britain for: Land to farm Better living conditions, Escape from flooding in their homelands - They gradually settled and took control of large parts of Britain - Anglo-Saxons were originally pagan (believed in many gods) - Later many became Christian - They buried their dead in cemeteries or burial mounds - Grave goods (objects buried with people) help historians learn about life - Anglo-Saxons used strict systems to keep order in society - Crimes were punished through: Fines (wergild) – payment depending on status of victim - Punishments were based on the seriousness of the crime - Anglo-Saxons often fought against Viking invaders - King Alfred the Great defended England against Vikings - He helped create stronger laws and defences - The Danelaw was an area controlled by Vikings in northern and eastern England	<u>Chronological understanding</u> - To place periods of history on a timeline showing periods of time previously and currently studied (Y4) - Use dates and historical language in pieces of work <u>Knowledge and Interpretation</u> - Can appreciate that significant events in history have helped shape the country we have today - To describe historical events from the different period/s studying/have studied - Gain a good understanding as to how crime and punishment has changed over the years <u>Historical Enquiry</u> - Ask a range of questions about the past. - Can appreciate how historical artefacts have helped us understand more about British lives in the present and past - To give more than one reason to support a historical argument - Choose reliable sources of evidence to answer questions

Key Questions/Learning Objectives/End Points					
<u>Why did the Anglo-Saxons invade?</u> Sort the ten statements into: true, unlikely or impossible Begin to understand why the Anglo-Saxons invaded Can appreciate the broad variety of reasons they invaded and carry out their own research to form own understanding	<u>Where did the Saxons settle?</u> Pupils understand where Angles, Saxons, Jutes came from. Able to work out some true or false statements Able to work out all e true or false statements There were only 10 rivers in East Anglia There were lots of cemeteries where urns were found All the land in East Anglia is more than 600 metres above sea level The Anglo-Saxons only buried their dead close to the coast Anglo-Saxons buried their dead all over the region	<u>What does the mystery of the empty grave tell us about Saxon Britain?</u> Look at and explain how some historical artefacts can help us understand mysteries Appreciate and explain how a broad range of historical artefacts can help us understand mysteries	<u>How did the Vikings try to take over the country and how close did they get?</u> They can recount key episodes in the struggle and can identify at least one turning point in Saxon fortunes. Create a living graph They can explain what is meant by the Danelaw. Pupils know that around 955 the kingdom of England was formed but that it was still faced with opposition. By 1016 Vikings back in control briefly under Cnut, before Edward Confessor took over. And then came 1066.	<u>Why is Alfred known as Alfred the Great?</u> Pupils can list and estimate Alfred's main achievements Pupils know that he was a great general He weathered the storm against the Vikings. Also his love of learning - no English king could read or write like him for 300 years. They work out which of Alfred's achievements were the most significant. They understand that lack of sources can distort our view of the past. They grasp that some historians' interpretations can give too positive a view of a person in history if they use sources uncritically.	<u>How effective was Saxon justice?</u> Pupils are able to describe the 3-6 main methods of keeping law and order in Anglo-Saxon times and predict which punishments fitted which crimes. Having studied examples of punishments meted out pupils can predict the punishments that actual Anglo-Saxon crimes attracted. They can speculate as to which were the most effective methods of keeping order.
<u>Chronological understanding</u> To place periods of history on a timeline showing periods of time previously and currently studied (Y4) <u>Knowledge and Interpretation</u> Can appreciate that significant events in history have helped shape the country we have today	<u>Chronological understanding</u> Use dates and historical language in pieces of work <u>Historical Enquiry</u> Ask a range of questions about the past.	<u>Historical Enquiry</u> Can appreciate how historical artefacts have helped us understand more about British lives in the present and past <u>Knowledge and Interpretation</u> Can appreciate that significant events in history have helped shape the country we have today	<u>Chronological understanding</u> Use dates and historical language in pieces of work <u>Knowledge and Interpretation</u> To describe historical events from the different period/s studying/have studied	<u>Knowledge and Interpretation</u> Can appreciate that significant events in history have helped shape the country we have today <u>Historical Enquiry</u> To give more than one reason to support a historical argument	<u>Knowledge and Interpretation</u> Gain a good understanding as to how crime and punishment has changed over the years <u>Historical Enquiry</u> Ask a range of questions about the past. Choose reliable sources of evidence to answer questions.
Substantive Knowledge					
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			CIVILISATION The society, culture, and way of life of a particular area.		

Careers

Linking Curriculum Learning to Careers

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

- Historian
- Archaeologist
- Museum curator
- Archivist
- Heritage officer
- Researcher
- Teacher
- Writer / author

Transferable skills such as Researching information, Asking questions, Evaluating evidence
Making reasoned arguments, Presenting ideas clearly, Teamwork and discussion

Learning from Career and Labour Market Information

- Children learn about how historical knowledge contributes to the UK's heritage sector and how local and national heritage sites create employment opportunities.
- Archaeological discoveries, such as Anglo-Saxon artefacts, support tourism, education and conservation.
- Museums and heritage sites employ people who research, protect and share historical evidence.
- Historical skills such as researching, evaluating evidence and communication are valuable in many careers.

Encounters with Employers and Employees

- Invite an archaeologist, museum worker or local historian to discuss their role.
- Virtual visit from a heritage organisation exploring Anglo-Saxon discoveries.
- Visit a local museum to explore how historical evidence is preserved and shared.

Experiences of Workplaces

- Explore how museums, archaeological sites and heritage organisations operate.
- Children consider the different jobs needed to investigate, preserve and share history.

Encounters with further and higher education

- Children learn that historians and archaeologists often study subjects such as: History, Archaeology, Heritage Studies, Museum Studies, Anthropology
- Discuss how university study and specialist training can lead to careers connected to understanding the past.