

## 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                                                                                                                                                                                                                                                                                                                                                                                                             |
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| 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.<br>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:<br>Year 3 – Coal mining<br>Year 4 – Ship building<br>Year 5 – Roker and its surrounding areas<br>Year 6 – The changing industries on the River Wear<br>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

Vikings Scandinavia Raider Settler Conqueror Longship Monastery Monk Invasion Archaeology Excavation Trade Trader Settlement

| Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <ul style="list-style-type: none"> <li>The Vikings came from Scandinavia (Norway, Denmark, and Sweden).</li> <li>They travelled by longship across seas and rivers.</li> <li>Vikings were not only raiders; they were also traders, settlers, explorers, and craftspeople.</li> <li>Viking raids on Britain began around AD 793 with the attack on Lindisfarne.</li> <li>The Viking Age lasted for about 300 years.</li> <li>Pupils should place Vikings on a timeline after the Romans and during Anglo-Saxon Britain.</li> <li>Early Viking activity involved surprise raids from the sea.</li> <li>Later, Vikings invaded and settled large parts of England.</li> <li>Monasteries were often targeted because they held valuable treasures.</li> <li>The Danelaw was the part of England ruled by Vikings.</li> <li>Viking laws and customs influenced these areas.</li> <li>Many towns and place names today still show Viking influence.</li> <li>Vikings settled in places such as York.</li> <li>Archaeological evidence shows Vikings farmed, traded, made jewellery, and crafted tools.</li> <li>Recent excavations changed the old image of Vikings as only violent raiders.</li> </ul> | <p><u>Chronological understanding</u></p> <ul style="list-style-type: none"> <li>To place periods of history on a timeline showing periods of time previously and currently studied (Y4)</li> <li>Use dates and historical language in pieces of work</li> </ul> <p><u>Knowledge and Interpretation</u></p> <ul style="list-style-type: none"> <li>Can appreciate that significant events in history have helped shape the country we have today</li> <li>To describe historical events from the different period/s studying/have studied</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>Ask a range of questions about the past.</li> <li>Can appreciate how historical artefacts have helped us understand more about British lives in the present and past</li> <li>To give more than one reason to support a historical argument</li> <li>Choose reliable sources of evidence to answer questions</li> </ul> |

| Key Questions/Learning Objectives/End Points                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <p><u>What image do we have of the Vikings?</u><br/>Pupils pick out three stereotypical features from today's media coverage and popular perceptions<br/>They know where the Vikings came from and why they attacked.<br/>They know that the Vikings were a real threat from the sea?<br/>They can locate the Vikings in time in relation to the Romans and Saxons.</p> | <p><u>Why have the Vikings gained such a bad reputation?</u><br/>Pupils understand how the Vikings gained their reputation<br/>They understand that it was exaggerated by the accounts written by monks<br/>They grasp that until recently monks' records were main source of evidence<br/>They can distinguish between a Saxon and Viking account of the same event<br/>Pupils u/s that most negative accounts come from period when they were raiding</p> | <p><u>How did the Vikings try to take over the country and how close did they get?</u><br/>Pupils grasp that Vikings kept coming to Britain for almost 300 years first as raiders then as conquerors<br/>They can identify at least one period when the Vikings were successful and another when they were not. They understand the importance of the Danelaw as an area of Viking settlement.<br/>The most able can identify analyse and explain 2 or 3 turning points in Viking fortunes.</p> | <p><u>How have recent excavations changed our view of the Vikings?</u><br/>Pupils grasp the significance of archaeological<br/>They can identify which source historians used when making statements, e.g. about trade routes and jewellery so that they can see that Vikings were more than simple raiders; they also traded<br/>They grasp the importance of finds at Jorvik-York in shaping our revised view of the Vikings</p> | <p><u>What can we learn about Viking settlement from a study of place name endings?</u><br/>Pupils can locate places with 6 of main Viking suffixes from a given map<br/>Most able can detect patterns of occupation and can investigate pre-fixes too.<br/>The more able grasp that Vikings simply changed Saxon town/village names by adding a suffix and can distinguish between Roman Saxon and Viking place names.</p> | <p><u>Raiders or settlers: how should we remember the Vikings?</u><br/>Pupils realise that people differ in their view of the Vikings not just at the time<br/>They see that raiders describe an early part of their contact with Britain, whereas traders the later.<br/>They can select appropriate evidence from given list to support judgement. Most able can identify supporting evidence for themselves.</p> |
| <p><u>Chronological understanding</u><br/>To place periods of history on a timeline showing periods of time previously and currently studied (Y4)<br/><u>Knowledge and Interpretation</u><br/>Can appreciate that significant events in history have helped shape the country we have today</p>                                                                         | <p><u>Knowledge and Interpretation</u><br/>To describe historical events from the different period/s studying/have studied</p>                                                                                                                                                                                                                                                                                                                              | <p><u>Historical Enquiry</u><br/>Can appreciate how historical artefacts have helped us understand more about British lives in the present and past<br/><u>Knowledge and Interpretation</u><br/>Can appreciate that significant events in history have helped shape the country we have today</p>                                                                                                                                                                                               | <p><u>Historical Enquiry</u><br/>Can appreciate how historical artefacts have helped us understand more about British lives in the present and past</p>                                                                                                                                                                                                                                                                            | <p><u>Knowledge and Interpretation</u><br/>Can appreciate that significant events in history have helped shape the country we have today</p>                                                                                                                                                                                                                                                                                | <p><u>Historical Enquiry</u><br/>Ask a range of questions about the past.<br/>Choose reliable sources of evidence to answer questions.</p>                                                                                                                                                                                                                                                                          |

| Substantive Knowledge                                                                                                                                       |                                                                                            |
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| <p><b>INVASION and CONFLICT</b><br/>-An invasion is the movement of an army into a region, usually in a hostile attack that's part of a war or conflict</p> | <p><b>CIVILISATION</b><br/>The society, culture, and way of life of a particular area.</p> |

| Careers                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <p><b>Linking Curriculum Learning to Careers</b><br/>Discuss how the skills developed in this unit are used in a range of careers, including:</p> <ul style="list-style-type: none"> <li>• Archaeologist</li> <li>• Historian</li> <li>• Museum curator</li> <li>• Heritage officer</li> <li>• Conservator</li> <li>• Archivist</li> <li>• Maritime archaeologist</li> </ul> | <p><b>Learning from Career and Labour Market Information</b></p> <ul style="list-style-type: none"> <li>• Children learn that the study of Viking history connects to the UK's heritage, tourism and education sectors.</li> <li>• Archaeological discoveries help us understand Viking settlements, trade and everyday life.</li> <li>• Museums and heritage organisations employ people who research, protect and share Viking artefacts.</li> </ul> |

- Researcher
- Author / historian writer
- Teacher
- Tour guide

Transferable skills such as Researching information, Asking meaningful questions, Analysing evidence, Identifying bias and reliability, Forming arguments, Presenting ideas clearly  
Working collaboratively

- Viking history contributes to tourism through museums, historical sites and visitor attractions.

## Addressing the needs of each pupil

- Children reflect on how everyone contributes different strengths when investigating the past.

## Encounters with Employers and Employees

- Invite an archaeologist, museum worker or local historian to discuss Viking discoveries.
- Virtual visit from a Viking heritage site.
- Explore how museum teams work together to create exhibitions.

## Experiences of Workplaces

- Children understand that many different careers work together to 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.