

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

Harbour Lighthouse Pier Engineer Victorian Decade Century Compare Contrast Evidence Source Continuity Change Population Transport Victorian Industry Leisure Seaside Stadium Colliery

Knowledge	Skills
- Roker Pier was built between 1883 and 1903. It was designed by engineer Henry Hay Wake. - The pier was built to protect ships entering Sunderland Harbour from dangerous sea conditions. - The lighthouse at the end of the pier helped guide ships safely into port. - Construction took 20 years because of difficult weather and engineering challenges. - Roker has changed significantly over the last 100 years. - Many buildings remain, but roads, transport and leisure facilities have changed. - Historical photographs can provide evidence of change over time. - Historians compare sources from different periods to identify continuity and change. - Some landmarks have remained largely unchanged. - Transport has developed from horse-drawn vehicles and trams to cars and buses. - Clothing and leisure activities have changed. Population and land use have developed over time. - The Victorian period lasted from 1837–1901 during the reign of Queen Victoria. - During Victorian times Sunderland grew rapidly because of shipbuilding and coal mining. - Hendon Beach was once the main seaside leisure area. - As industry expanded, leisure activities moved towards Roker. - Roker became a popular seaside destination for visitors and local families. - Sunderland A.F.C. played at Roker Park from 1898 until 1997. - Roker Park was one of England's most famous football grounds. - Following safety recommendations after football stadium disasters, many older grounds were redeveloped. - Sunderland moved to Stadium of Light in 1997. - The stadium was built on the site of the former Wearmouth Colliery.	<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 - Plot recent history on a timeline using centuries - Use mathematical skills to work exact time scales and differences - To describe historical events from the different periods studying/have studied <u>Historical enquiry</u> - Ask a range of questions about the past. - Can appreciate that significant events in history have helped shape the country we have today <u>Knowledge and interpretation</u> - Compare historical periods; explaining things that have changed and things which have stayed the same - Communicate knowledge and understanding orally and in writing

Enrichment Opportunities

Visit to Roker

Key Questions/Learning Objectives/End Points

<u>When was Roker pier built?</u> Pre-unit homework: Ask children to visit (ideally) or research Roker pier and beach over half term. Complete task sheet and review at beginning of session. Plot previous units studied on a timeline. Use terms such as AC/BC and decades. Research and answer: When and why was Roker pier built? Add this new information onto timeline. Challenge: use centuries to do so.	<u>What did Roker look like in the past and how does it compare to today?</u> One group start at St Peters - Glass Centre - Marina - Roker beach - Pier – Park – Old Roker park Second group begin at Roker Park/old Roker park and reverse the trail Both groups to meet at middle point Use laminated trail photographs from 1920s and children to work out each point – capture new version of that picture now.	<u>What has changed and stayed the same in Roker?</u> Trail photographs - did we find each location? Compare and contrast pictures then and now Matching activity in books and write a statement to compare and explain how things have changed and what has stayed the same: buildings, roads, population of people, clothes, transport	<u>What was Roker like in the Victorian era?</u> Clip of Victorian era - annotate date on pic of Queen Victoria. What can we learn from this time period? Notes surrounding the picture Why did Hendon beach stop being used for leisure? Why did they move to Roker? When did Roker become an area? Wearmouth bridge -Hendon beach entertainment. Look at how the beach was used in the Victorian era. How long ago was this? Place on timeline.	<u>How is SAFC linked to Roker?</u> Discuss old Roker park history - play video Work through slides on the area: create story map starting from Wearmouth colliery opening then closing, Roker park closing – due to old stadiums being deemed unsafe, opening of SOL. Look through photographs of each stage on slides. Add to timeline.
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Substantive Knowledge

CONTINUITY AND CHANGE

Some aspects of Roker have changed while others have remained the same.

SIGNIFICANCE

Roker Pier, Roker Park and the beach are important parts of Sunderland's heritage

Careers

Linking Curriculum Learning to Careers

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

- Civil engineer
- Structural engineer
- Architect
- Town planner
- Historian
- Archaeologist
- Heritage officer
- Museum curator
- Conservation officer
- Transport planner
- Environmental scientist
- Photographer / documentary maker
- Urban designer
- Sports journalist

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

Learning from Career and Labour Market Information

- Children learn about careers involved in maintaining and developing local places such as Roker Pier, Sunderland's coastline and community spaces.
- Engineers designed and built structures such as Roker Pier and Lighthouse.
- Town planners and architects help shape how places develop over time.
- Heritage workers protect important landmarks and explain their significance.
- Local history contributes to tourism and the visitor economy.

Encounters with Employers and Employees

- Invite a local engineer, architect or heritage worker to talk about their career.
- Invite a member of Sunderland's heritage team to discuss protecting local landmarks.
- Visit Roker Pier and explore how engineers solved construction challenges.

Experiences of Workplaces

- Children explore the different workplaces involved in changing and protecting local areas.
- Children understand that improving places requires teamwork between different professions.

Encounters with further and higher education

- Children learn that careers linked to local history and geography may involve further study in: Engineering, Architecture, History, Geography, Heritage Studies, Construction, Environmental Science