

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

War, Allies, Axis countries, Evacuation, Blitz, evacuation, Hitler, VE Day, Winston Churchill, propaganda, appeasement, Battle of Britain

Knowledge	Skills
- World War II lasted from 1939 to 1945, it began when German troops invaded Poland on 1 September 1939. The UK declared war on Germany on 3 September 1939. It was announced by Prime Minister Neville Chamberlain. - While many countries were involved in the war, they each took sides – either with the Allies, or the Axis. - The main Axis countries were Germany, Italy and Japan. - The main Allied countries were Great Britain, the United States, France and the Soviet Union (Russia). - The Battle of Britain, between the German Luftwaffe and the Royal Air Force, was the first ever battle to be fought only in the air. - World War II ended in Europe on 8 May 1945 – this is also known as VE Day (Victory in Europe Day). - British people were affected by the war in many ways: - Evacuation - The Home guard. - Rationing. - Towns and industry were destroyed in the Blitz. Sunderland shipyards were targeted and many lost their lives or homes. - Women worked in factories and volunteer organisations for the war effort.	<u>Chronological understanding</u> - Develop chronologically secure knowledge and understanding of British, local and world history. - Place features of historical events and people from past societies and periods in a chronological framework <u>Knowledge and interpretation</u> - Describe features, differences and similarities of events /people from past societies and periods. - Summarise the main events from a specific period in history, explaining the order in which key events happened. - Summarise how Britain has had a major influence on world history. <u>Historical enquiry</u> - Understand how our knowledge of the past is constructed from a range of sources. - Construct informed responses that involve thoughtful selection and organisation. - Develop appropriate use of historical terms. - Evaluate the usefulness and accurateness of different sources of evidence and select the most appropriate.

Enrichment Opportunities

Visit to Beamish Museum

Key Questions/Learning Objectives/End Points

<u>Why did Britain have to go to war in 1939?</u> - Pupils understand how the actions of Hitler threatened European peace. - They understand what is meant by the term appeasement. - They are aware of the dilemma facing Chamberlain and other appeasers.	<u>Why it was necessary for children to be evacuated and what was evacuation really like?</u> - Pupils grasp that this would be a war in the air and that there would be vastly more civilian damage than in the First World War. - Pupils can use a photograph to raise enquiry questions. - They realise that children's experience of evacuation varied and can give reasons why the government's portrayal was so positive.	<u>How was Britain able to stand firm against the German threat?</u> - Pupils are able to give examples of how the government prepared to withstand the Blitz and to keep up morale. - Pupils are able to identify key features of resistance to German invasion: - Gas masks - Home Guard - Battle of Britain - Blitz - Evacuation - Rationing - Air-raid shelters - Woman in factories - Dunkirk	<u>How did people manage to carry on normal life during the war and how do we know?</u> - Pupils are able to describe a range of roles adults played on the Home Front which were unique to that time - They can explain how each group helped to develop the 'Blitz Spirit' and 'kept the home fires burning'	<u>Why it so difficult is to be sure what life on the Home Front was really like?</u> - They can explain how the government used: Censorship Propaganda - Pupils can evaluate a piece of wartime resources of the Blitz explaining how they know it was staged.	<u>What was VE day really like?</u> - Pupils can describe how VE Day was typically celebrated. - They are aware that some families had mixed emotions. - They can explain why depictions of VE Day parties might vary.
<u>Chronological understanding</u> Able to say where a period of history fits on a timeline from previous and current units	<u>Historical Enquiry</u> Look at more than one version and say how the author may be attempting to persuade or give a specific viewpoint. <u>Knowledge and Interpretation</u> Describe features, differences and similarities of events /people from past societies and periods	<u>Chronological understanding</u> Begin to build up a picture of what main events happened in Britain/the world during different centuries. <u>Historical Enquiry</u> Describe a key event from Britain's past using a range of evidence from different sources.	<u>Historical Enquiry</u> Describe a key event from Britain's past using a range of evidence from different sources.	<u>Historical Enquiry</u> Explain my understanding and interpretation of important evidence.	<u>Historical Enquiry</u> Describe a key event from Britain's past using a range of evidence from different sources.

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.

Disaster

WW2 was a man-made disaster – many people were killed during bomb raids and during fighting

Careers

Linking Curriculum Learning to Careers

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

- Historian
- Museum curator
- Archivist
- Politician
- Civil servant
- Soldier
- RAF pilot
- Aircraft engineer
- Shipbuilder
- Factory worker
- Firefighter
- Police officer
- Nurse
- Doctor
- Teacher
- Journalist

Transferable skills such as Communication, Critical Thinking, Research Skills, Problem Solving, Teamwork and Collaboration, Resilience and Adaptability, Organisation and Planning, Decision Making, Creativity, Attention to Detail, Digital Literacy

Learning from Career and Labour Market Information

- Engineering and manufacturing careers remain important locally.
- Defence, technology and emergency service careers continue to support communities.
- Heritage and tourism careers help preserve local and national history.

Encounters with Employers and Employees

- Visit to Beamish Museum to meet heritage professionals.
- Talks from emergency service workers.
- Local historians sharing knowledge about Sunderland during World War II.

Experiences of Workplaces

- Pupils experience different workplaces connected to the topic through visits, visitors and curriculum activities.
- Beamish Museum: exploring wartime homes, workplaces and community roles.
- Exploring Sunderland shipyards and industrial heritage.
- Investigating how factories, hospitals and public services operated during wartime.

Encounters with further and higher education

- Pupils understand that many careers linked to the unit require further education, training or specialist knowledge, Engineers, Doctors and nurses, Historians and museum professionals Journalists