

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

Civilisation, maize, cacao beans, rainforest (link to Year 4 Geography) Guatemala, Chichén Itzá, archaeologists

Knowledge	Skills
- Where the Mayans lived and when. They lived in parts of Mexico and South America. - The Maya first developed their civilisation in around 2000 BC. - The Maya were sophisticated mathematicians who made use of the number zero. - Mayans were also keen astronomers who were able to predict solar eclipses. Their complex calendar system was one of the most accurate of the ancient world. - Maya society was very complex with hundreds of cities, - Who has power in society, social hierarchy: King, Priest, General – Military, Scribe, Merchant, Labourer, Slave - Warfare and trade were important aspects of Maya society and so was art and architecture. - Ordinary Maya citizens lived in one room houses built from mud and timber. - Maya people would eat meat as well as their own grown crops, but maize was their staple food. The cacao bean was used to make a drink for the ruling classes. - The Maya had complicated rituals involving prayer, singing, dancing and sacrifices. - There are many theories for the collapse of the Mayan civilisation: warfare between the city states; deforestation and drought.	<u>Chronological understanding</u> - Be able to say where a period of history fits on a timeline from previous and current units. - 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. - Discuss and compare changes and what Britain may have learnt from other countries/civilizations through history and recently. <u>Historical enquiry</u> - Describe a key event from the past using a range of evidence from different sources. - Describe features, differences and similarities of events /people from past societies and periods. - Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have find out. Evaluate the usefulness and accurateness of different sources of evidence and select the most appropriate. - Realise that there is often not a single answer to historical questions. Form own opinions about historical events from a range of sources.

Enrichment Opportunities

Linked to Art topic - Mayan Art

Key Questions/Learning Objectives/End Points

<u>Why do you think we study the Mayan empire in school?</u> - Pupils are able to speculate and make deductions from a range of visual clues. - They work out/ know that they must have been accomplished scientists as they tracked a solar year. - They understand that the Maya developed their own mathematics and had their own system of writing. - They built some of the largest cities in the world at the time and had a strong belief system. - They know that we have the Maya to thank for the wonder of chocolate.	<u>When the area they lived in was mainly rainforest how on earth were the Maya able to grow so strong?</u> - Mayans knew how to grow crops like maize (slash and burn technique) and irrigate fields, and how to hunt e.g. for deer, and to trade. - Make links with growth of Roman Empire studied earlier and with Ancient Egypt which had the Gift of the Nile whereas the Maya had to contend with jungle and mountain.	<u>What was life like at the height of the Mayan civilisation?</u> - Pupils grasp that artists' reconstructions are based on a mixture of physical evidence and imagination. - They understand that society was hierarchical (king above craftspeople and merchants, then farmers, then slaves at the bottom) and can distinguish between palaces of the luxurious royal court and everyday life for common people who lived in wood and thatch huts and were concerned mainly with farming.	<u>How can we possibly know what it was like there 1,000 years ago?</u> - Pupils learn how to raise valid historical questions and to make inferences beyond the literal. - Pupils grasp that we learn from Archaeological remains, Artefacts and hieroglyphs AND Oral tradition. - Pupils use their contextual knowledge of Mayan life to make plausible suggestions as to possible uses of mystery objects. They learn how to make deductions about the purpose of an object from its physical clues.	<u>If the Maya were so civilized why then did they carry out human sacrifice?</u> - Pupils are able to explain why human sacrifice was practised - We would hope that they would realise it was: a sacrifice of an important animal; during a ritual ceremony; conducted by important priests in ceremonial headdresses; that there was incense being burnt; that the execution block is decorated with glyphs. - Pupils appreciate that over 1,000 years ago moral values were different in England too.	<u>Why did the Mayan empire decline?</u> - Pupils understand that Mayan civilization was in decline at time of Saxon control in Britain. - Pupils grasp that there are many competing explanations (e.g. drought, over-population, warfare, poor land, popular discontent, disease) and that it is difficult to be certain as to the reason, without written records.
<u>Chronological understanding</u> Able to say where a period of history fits on a timeline from previous and current units. Develop chronologically secure knowledge and understanding of world history.	<u>Knowledge and Interpretation</u> Discuss and compare changes and what Britain may have learnt from other countries/civilizations through history and recently.	<u>Chronological understanding</u> Place features of historical events and people from past societies and periods in a chronological framework Can appreciate that some ancient civilizations showed greater advancements than people who lived centuries after them.	<u>Historical Enquiry</u> Describe a key event from the past using a range of evidence from different sources. Describe features, differences and similarities of events /people from past societies and periods.	<u>Historical Enquiry</u> Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have find out Evaluate the usefulness and accurateness of different sources of evidence and select the most appropriate	<u>Historical Enquiry</u> Realise that there is often not a single answer to historical questions. Form own opinions about historical events from a range of sources.

Substantive Knowledge

<u>Hierarchy/Monarchy</u> A form of government with a monarch at the head. A system in which members of an organisation or society are ranked according to relative status or authority.	<u>Civilisation</u> 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:

- Archaeologist
- Historian
- Museum curator
- Conservation specialist
- Anthropologist
- Research scientist
- Astronomer
- Mathematician
- Architect
- Engineer
- Teacher
- Author
- Illustrator
- Photographer
- Documentary maker
- Travel and heritage professional

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, Resilience

Learning from Career and Labour Market Information

- Pupils explore how careers linked to history, science, culture and heritage continue to contribute to our understanding of the world.
- Archaeologists investigate ancient sites, artefacts and buildings to discover how people lived in the past.
- Historians use evidence from different sources to interpret events and develop explanations.
- Scientists and researchers use technology and specialist knowledge to investigate ancient discoveries.
- Astronomers and mathematicians study how ancient civilisations used observation and calculation to understand the world.

Encounters with Employers and Employees

- Pupils have opportunities to meet people working in careers linked to history, culture, science and heritage.
- Archaeologist or museum professional visit.
- Local historian sharing research skills.
- Online talk from an archaeologist or research

Experiences of Workplaces

- Possible experiences: Museum visit to explore how artefacts are displayed and preserved.
- Archaeological workshop exploring excavation techniques.
- Heritage site visit.
- Virtual exploration of Mayan sites such as Chichén Itzá.