

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

Industry Coal Mining Shipbuilding Glassmaking Colliery Dock Export Industrial Revolution Trade Manufacturing Workforce Social Revolution Heritage Traditions Regeneration

Knowledge	Skills
- The River Wear was the centre of Sunderland's industrial growth. - Coal mining, shipbuilding and glassmaking were the most important industries. - Coal from local mines was exported around Britain and the world through Sunderland's port. - Sunderland became one of the world's largest shipbuilding centres - Industrial growth changed Sunderland from a small settlement into a major town and city - Coal from Sunderland powered homes, factories and transport during the Industrial Revolution. - Ships built on the River Wear travelled across the world carrying goods and people. - Sunderland-built ships contributed to Britain's global trade network. - Sunderland shipyards built and repaired ships needed for the war effort. - Factories increased production to support Britain during wartime. - Many men left industrial jobs to fight in the wars. - Women entered factories and industrial workplaces in greater numbers during wartime. - Sunderland experienced bombing during the Second World War - Pyrex glass was manufactured in Sunderland. - Pyrex became famous for producing strong, heat-resistant glass products. - Sunderland's glassmaking industry built on centuries of local glass production. - Pyrex products were sold throughout Britain and internationally. - A social revolution is a major change in how people live and work. - The First World War changed the role of women in society. - Traditional industries such as coal mining and shipbuilding have largely declined. - New industries have developed in Sunderland.	<u>Chronological Understanding</u> - Able to say where a period of history fits on a timeline from previous and current units (Y5) - Place a specific event on a timeline by decade - Begin to build up a picture of what main events happened in Britain/the world during different centuries <u>Knowledge and interpretation</u> - 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 - Discuss and compare changes and what Britain may have learnt from other countries/civilizations through history and recently - Describe features, differences and similarities of events /people from past societies and periods - Explain how events and certain people's actions from the past have helped shape our lives. <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 - Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have find out

Enrichment Opportunities

Visit to Nissan

Key Questions/Learning Objectives/End Points

<u>What industries have been on the River Wear?</u> Become familiar with dates surrounding coal mining and ship building on the River Wear. How did this shape the world/the influence Sunderland had Timeline of events (complete) - explore map of local area What do you want to find out about industries in Sunderland? Task 1: Timeline adding dates and research Task 2: Choosing a specific industry then researching and writing a non-fiction genre of their choice to showcase their knowledge and understanding Challenge: Compare and contrast main events within the industry Speculate between viewpoints surrounding common themes within the industry How did Sunderland's industries support WW1/WW2?	<u>How did Pyrex influence Sunderland, and then the world?</u> To see how Pyrex history fits into a wider context in the North-East, the country, and in the world, by working in groups to create a timeline of events. See timeline to understand the content covered. Task: Group task to sort and chronologically order events from Pyrex, Sunderland, the UK and the world. Plenary/challenge: Encouraging research skills - Can you use your own interests to add to the timeline. More football facts, or to add birthdates of family members onto the timeline. Sorting events - Could you sort the events into order of importance? Think about these events from different people's points of view. Who was affected by these events? What was the impact then? Is there still an impact now?	<u>What is social revolution?</u> <u>How did it influence the industry in Sunderland?</u> The First World War dramatically changed the lives of women in this country. Men had left the country to fight in the war, so women were encouraged to take their places by working in factories. Many servants found factory work much better than being in service, because although shifts at the factories were long, once they had finished for the day their time was their own. After the war, servants left their employment in people's homes to work in factories, shops, and offices. Families who had always had servants to help with the housework found themselves having to do all the cooking and this became the role of many women. Look at a range of sources and decide what they're trying to persuade the public to do Task 2: Design a Pyrex poster	<u>What does the future industry on the River Wear look like?</u> Nissan, glass centre and future media centre. Compare sources and create a viewpoint on the future of Sunderland industry.
<u>Chronological Understanding</u> Able to say where a period of history fits on a timeline from previous and current units (Y5) Place a specific event on a timeline by decade Begin to build up a picture of what main events happened in Britain/the world during different centuries	<u>Knowledge and interpretation</u> 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 Discuss and compare changes and what Britain may have learnt from other countries/civilizations through history and recently Describe features, differences and similarities of events /people from past and periods	<u>Knowledge and interpretation</u> <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>Historical enquiry</u> Communicate knowledge and understanding orally and in writing and offer points of view based upon what they have find out

Substantive Knowledge

<u>Change and Continuity</u> Some industries disappeared while others developed and adapted.	<u>Invention</u> New technologies changed how goods were made.
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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: • Museum curator • Historian • Archivist • Photographer • Journalist • Teacher/educator (sharing local history) • Environmental consultant (regeneration and sustainable industry) • Renewable energy engineer (future industries on the River Wear) • Software developer/digital industries roles linked to future Sunderland development • Coal miner • Mining engineer • Geologist • Shipbuilder • Naval architect • Marine engineer • Welder • Steel worker Transferable skills such as Research skills , Communication skills, Problem-solving Critical thinking, Teamwork, Adaptability, Creativity, Organisation and planning, Leadership skills Resilience	Learning from Career and Labour Market Information • Pupils investigate how Sunderland's economy has changed from traditional industries towards new industries. • They explore the decline of coal mining and shipbuilding alongside the growth of industries such as Nissan, the Glass Centre and digital industries. • Pupils begin to understand local employment trends and how skills needed in the workplace change over time. Addressing the needs of each pupil • Pupils are encouraged to recognise their own strengths and interests through exploring a wide range of careers linked to Sunderland's industries. Encounters with Employers and Employees • Pupils have opportunities to engage with people connected to industry through visits and experiences such as a visit to Nissan. They learn from real workplaces and understand the skills, qualifications and personal qualities needed for different roles. Experiences of Workplaces • Pupils compare historical workplaces such as mines, shipyards and glass factories with modern workplaces, considering how technology, safety and working conditions have changed. Encounters with further and higher education • Pupils understand that many modern careers linked to engineering, manufacturing, science and technology require further education, apprenticeships or specialist training.