



South Gosforth First School
History - Whole School Progression & Assessment



In line with the National Curriculum, the South Gosforth First School History curriculum aims to ensure that all pupils:

- Develop a continuing knowledge and understanding of the history of these islands: How people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- Develop a continuing understanding of significant aspects of the history of the wider world: The nature of ancient civilisations, empires, features of non-European societies and the achievements and follies of humans.
- Develop a historically grounded understanding of abstract terms such as 'empire', 'civilisation' etc.
- Develop a continuing knowledge of historical concepts and use them to make connections, draw contrasts, frame historically valid questions and create their own accounts.
- Develop a continuing understanding of the methods of historical enquiry.
- Gain an increasing historical perspective by placing their growing knowledge into different contexts.

Whole School Progression of Substantive & Disciplinary Knowledge				
	Understand Chronology	Knowledge of World History: People and Places	Investigate and Interpret the Past	Communicate Historically
Nursery	To develop an understanding of the chronology of daily routines. To develop an understanding of the chronology of weekly routines – talking about learning from the previous day / week etc. To Develop an understanding of time through the daily calendar, date, month and season. To develop an understanding of chronology of significant events within their lifetime - what they did yesterday, last week, last year.	To understand cultural diversity of children in the class -Traditional festivals and celebrations. To look at change in and around our school grounds – seasonal changes. To look at changes over time in relation to plants, animals and themselves. To talk about what they were like as a baby and how they have changed. To find out about the life cycle of a butterfly and how it changes over time. To visit Hall Hill Farm to find out about animals change from when they are first born to when they are older.	To learn about significant events and people - Remembrance Day, Bonfire Night - Guy Fawkes. To find out about different Christmas traditions and learn about the story of the first Christmas. To talk about Christmas traditions in our own homes.	To describe things that have happened in their own personal history – birthdays, family holidays and celebrations and significant events in their own lives. To talk about the passing of time through our Nursery year – all the things we have done and the things that we have learnt how to do. Sharing of Tapestry Learning Journeys – Talking about past, present and future events in children's lives. To read fiction and non-fiction books to support topic work and reflect the passing of time.



Reception	To develop an understanding of the chronology of daily routines. To develop an understanding of the chronology of weekly routines – talking about learning from the previous day / week etc. To develop an understanding of time through the daily calendar, date, month and season. To use clocks and timers to measure time in the classroom. To develop an understanding of chronology of significant events within their lifetime - what they did yesterday, last week, last year.	To understand cultural diversity of children in the class -Traditional festivals and celebrations. To look at change in and around our school grounds – Seasonal changes. To learn pirate facts, including what life would have been like for pirates long ago. To make treasure maps and ‘age’ them. To look at changes over time through planting seeds. To find out about the life cycle of a frog and how it changes over time.	To learn about significant events and people - Remembrance Day, Bonfire Night - Guy Fawkes. To learn The Story of the First Christmas. To talk about Christmas traditions in our own homes. To compare our homes in the past through finding out about Hill Top, Beatrix Potter’s home. To compare clothes nowadays to the clothes worn by Beatrix Potter and her family.	To describe things that have happened in their own personal history – birthdays, family holidays and celebrations and significant events in their own lives. To use photographs and images to compare and contrast the seaside with what the seaside looks like now. Sharing of Tapestry Learning Journeys – Talking about past, present and future events in children’s lives. To read fiction and non-fiction books to support topic work and reflect the passing of time.
Year 1	To place events and artefacts on a simple timeline. To discuss changes in my own life. To describe some changes in comparing aspects of my life to that of my parents or grandparents.	To understand and know about changes within living memory. To know about the lives of significant individuals. To know about significant historical events, people and places in their own locality.	To use artefacts/photographs to ask and answer questions about the past. To ask questions about what it was like for people in the past. To begin to understand that events were not the same for all groups of people. Find answers to some simple questions about the past from simple sources of information.	To discuss events in the past and changes over time using words like: past, present, older, newer, ___ years ago, ___ is older than ___. To understand the following historical terms: chronological significance cause and consequence evidence
Year 2	To know where people and places fit within a chronological framework	To understand and know about events beyond living memory.	To ask and answer questions about the past.	To use common words and phrases relating to the passage of time.



	To place events and artefacts on a timeline. To label timelines key historical terms and key dates.	To know about the lives of significant individuals. To know about significant historical events, people and places in their own locality.	To use stories and other sources to show understanding of key features of an event. To understand some of the ways in which we find out about the past. To identify different ways in which the past is represented.	To use a wide range of vocabulary of everyday historical terms. To record what has been learned by drawing and writing.
Year 3	To place events, artefacts and historical figures on a timeline using dates. To show an understanding of the concept of change over time using evidence.	To know about changes in Britain from the Stone Age to the Iron Age. To know about the Viking struggle for the Kingdom of England. To know about the achievements of the earliest civilisations (Ancient Egypt)	To use an increasing range of evidence to ask and answer questions about the past. To use an increasing number of sources to gain an accurate insight into historical events. To begin to present different accounts of events and discuss why they differ. To begin to explore the reasons for some of the events and changes in history.	To use an increasing range of common words and phrases relating to the passing of time including century, decade, BC, AD. To use dates and time periods to describe events.
Year 4	To place a range of historical periods of British, local and world history on a timeline. To show an understanding of the concept of change over time and add evidence and dates to timeline to represent this.	To know about the Roman empire and its impact on Britain. To know about an aspect or theme in British history that extends knowledge beyond 1066. To know about Ancient Greece and their influence on the western world.	To create historically valid questions about concepts such as change, cause, similarity and difference and significance. To explain how events from the past have helped shape our lives. To explain what we can learn from some primary and secondary sources of information and evaluate their usefulness.	To use an increasing range of common historical terms. To construct increasingly informed responses that involve thoughtful selection and organisation of relevant historical information.



Assessment Tasks			
	Autumn	Spring	Summer
Year 1	<u>Toys from the Past</u> Show 'Then and now' images of types of toys – Children annotate what is the same/different? Can the children identify why they are the same and different?	<u>Transport</u> Create a bridge timeline and children are to match the type of transport to each bridge.	<u>Queen Elizabeth</u> Why was Queen Elizabeth significant? Use pictures of changes in technology, the coronation and local landmarks for children to write simple sentences about what the images show about Queen Elizabeth.
Year 2	<u>The Great Fires</u> Show images of London before and after the Great Fire – Children to compare and contrast, explaining the reasons for these differences	<u>Explorers (Columbus and Battuta)</u> Use a 'Same and Different' visual model to compare the explorers Christopher Columbus and Ibn Battuta.	<u>Wings to Fly</u> Diamond Ranking Task: Children to order Amelia Earhart's life events from most to least significant - Pupils should give reasons for their choices.
Year 3	<u>Stone Age to Iron Age</u> Children are to sequence images to show the timeline of prehistory – They can then add captions to give further explanations for their choices.	<u>Ancient Egyptians</u> Children annotate carefully chosen images of Ancient Egypt to answer the following key assessment question: 'How can we tell from this picture that the Ancient Egyptians believed in the afterlife?'	<u>Vikings</u> Were the Vikings raiders or settlers? Children are to sort the cards and make a decision on the answer of this question, based upon the evidence presented.
Year 4	<u>Roman Britain</u> Children are to create a presentation poster based upon the question of: 'How did the Romans transform Britain?'	<u>Ancient Greece</u> Children are to order the achievements of Ancient Greece from most important to least important, explaining the reasons for their choices.	<u>The Victorians: A Local Study</u> Show 'Then and Now' images of a Victorian city – Children to compare and contrast these images, explaining the reasons and background for the differences over time