



South Gosforth First School
History - Subject Overview



‘A people without the knowledge of their past history, origin and culture is like a tree without roots’ - Marcus Garvey

History at South Gosforth First School

At South Gosforth First School, we have designed a high-quality History curriculum which will inspire in our pupils a curiosity about the history of the area in which they live, Britain’s past and that of the wider world. The History curriculum at South Gosforth First School makes full use of the resources within the immediate and wider North East region, enabling children to develop a deep understanding of the rich history of their locality and the citizens who made a difference to the North East community. However, running alongside this, our pupils are also given the opportunity to learn about the history of a breadth of different cultures from all around the world.

Our curriculum is organised and sequenced so that our children can make meaningful links between their prior learning in History and other wider curriculum subjects, with the aim of deepening their understanding in a range of disciplines.

Woven into our History curriculum are the key themes of: ‘Invasion and Empire’, ‘Cultural Change’, ‘Exploration and Impact’ and ‘Locality’ - Our children will develop their understanding of these themes within a number of different contexts. For example, children are encouraged to think about the theme of ‘Invasion and Empire’ or ‘Cultural Change’ within a variety of time periods and different parts of the world. We want our pupils to appreciate that people and events in that past have a lasting impact on society and the modern world that we live in today. In addition to these key themes, we also clearly identify Key Concepts, Substantive Knowledge (specific facts and information to be learned) and Disciplinary Knowledge (the action or skills needed within a particular subject to gain substantive knowledge) within our History curriculum. Our Key Concepts in History include: ‘Chronology. Change and Continuity’, ‘Cause and Consequence’, ‘Historical Significance’ and ‘Using Evidence’ – We believe that focusing on these different key concepts within our History curriculum enables our pupils to think like a historian.

The History curriculum at South Gosforth First School enables our pupils to develop their own lines of enquiry by asking and answering questions using a range of sources and artefacts and encourages our children to think about key historical concepts through the use of creative activities and strategies, such as drama, hot seating, discussion and debate, the use of video and ‘Mantle of the Expert’.

Intent			
How our key drivers are lived through our History curriculum			
Character	Culture	Creativity	Challenge
Recognise the significant achievement of others and their impact on our world through historical investigations, taking account of different views and opinions of the same event. Understand that some groups of people have not had their history told in the same way that others have and that the representation of women and people of colour have been marginalised over the years.	Debate and present historical information, drawing their own conclusions based on the knowledge, skills and evidence they have collated. Know how our country and locality have been shaped by the past and how our modern culture has been influenced by the people and events that have come before.	Think creatively and critically when analysing historical evidence and recounts, building up a thoughtful picture of events in the past. Follow their own lines of enquiry through research, role play and other techniques such as ‘Mantle of the Expert’.	Communicate confidently like a historian, drawing upon a solid foundation of substantive knowledge. Make links between different periods of history to compare, contrast and highlight similarities and differences. Enable our pupils to draw upon knowledge from other subject disciplines in order to enhance and deepen their knowledge and understanding in History.



Implementation

EYFS

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Nursery

Reception

Key Stage One

Understanding the World

Past and Present

History

Through the long-term plan themes, adult interactions, continuous provision and enhancements in the classroom our children will:

Nursery

- Describe things that have happened in their own personal history – birthdays, family holidays and celebrations and significant events in their own lives.
- Understand cultural diversity of children in the class -Traditional festivals and celebrations.
- Develop an understanding of the chronology of daily routines.
- Develop an understanding of the chronology of weekly routines – talking about learning from the previous day / week etc.
- Develop an understanding of time through the daily calendar, date, month and season.
- Develop an understanding of chronology of significant events within their lifetime - what they did yesterday, last week, last year.
- Learn about significant events and people - Remembrance Day, Bonfire Night - Guy Fawkes.
- Find out about different Christmas traditions and learn about the story of the first Christmas.

Reception

- Describe things that have happened in their own personal history – birthdays, family holidays and celebrations and significant events in their own lives.
- Understand cultural diversity of children in the class -Traditional festivals and celebrations.
- Develop an understanding of the chronology of daily routines.
- Develop an understanding of the chronology of weekly routines – talking about learning from the previous day / week etc.
- Develop an understanding of time through the daily calendar, date, month and season.
- Use clocks and timers to measure time in the classroom.
- Develop an understanding of chronology of significant events within their lifetime - what they did yesterday, last week, last year.
- Learn about significant events and people - Remembrance Day, Bonfire Night - Guy Fawkes.
- Look at change in and around our school grounds – seasonal changes.
- Learn The Story of the First Christmas.



• Talk about Christmas traditions in our own homes. • Look at change in and around our school grounds – seasonal changes. • Look at changes over time in relation to plants, animals and themselves. • Talk about what they were like as a baby and how they have changed. • Find out about the life cycle of a butterfly and how it changes over time. • Visit Hall Hill Farm to find out about animals change from when they are first born to when they are older. • 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. • Read fiction and non-fiction books to support topic work and reflect the passing of time.	• Talk about Christmas traditions in our own homes. • Learn pirate facts, including what life would have been like for pirates long ago. • Make treasure maps and ‘age’ them. • Compare our homes in the past through finding out about Hill Top, Beatrix Potter’s home. • Compare clothes nowadays to the clothes worn by Beatrix Potter and her family. • Look at changes over time through planting seeds. • Find out about the life cycle of a frog and how it changes over time. • 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. • Read fiction and non-fiction books to support topic work and reflect the passing of time.
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Year 1- 4

	Autumn	Spring	Summer
Year 1	<u>Toys from the Past</u> Key Concepts: Chronology, change & continuity Substantive Knowledge: Changes in their living memory. Similarities and differences between toys now and those in the past. Disciplinary Knowledge: Chronological order	<u>Transport</u> Key Concepts: Chronology, change & continuity. Historical significance. Using evidence. Substantive Knowledge: Changes in technology in local transport. Significant local individual George Stephenson. Disciplinary Knowledge: Using sources, comparing life at different times	<u>Queen Elizabeth</u> Key Concepts: Chronology, change & continuity. Historical significance. Substantive Knowledge: The rule of a monarch through the recent history of Elizabeth II. Disciplinary Knowledge: Identifying different ways in which the past is represented.
Year 2	<u>The Great Fires</u> Key Concepts: Cause and consequence Historical significance Substantive Knowledge: Significant events in history (Great Fire of London and Great Fire of Newcastle and Gateshead).	<u>Explorers (Columbus and Battuta)</u> Key Concepts: Chronology, change & continuity. Historical significance. Using evidence. Substantive Knowledge: Key events in the lives of significant individuals and the impact of their exploration.	<u>Wings to Fly</u> Key Concepts: Cause and consequence. Historical significance. Using evidence. Substantive Knowledge: Key events in the lives of significant individuals and the impact they had on national achievement.



	<u>Disciplinary Knowledge:</u> Cause and consequence	<u>Disciplinary Knowledge:</u> Chronology over a longer time period. Using evidence to make judgements on achievements.	<u>Disciplinary Knowledge:</u> Historical enquiry about impact, use of evidence.
Year 3	<u>Stone Age to Iron Age</u> <u>Key Concepts:</u> Chronology, change & continuity. Cause and consequence. Using evidence <u>Substantive Knowledge:</u> How Britain changed from the Stone Age through to the Iron Age and what life could have been like for the people of our islands. <u>Disciplinary Knowledge:</u> Extending concept of chronology, acquiring knowledge with limited historical evidence	<u>Ancient Egyptians</u> <u>Key Concepts:</u> Chronology, change & continuity. Historical significance. Using evidence <u>Substantive Knowledge:</u> What an ancient civilisation looked like and how the River Nile played an important part in that civilisation. <u>Disciplinary Knowledge:</u> Studying sources as a way to find out about life in the past.	<u>Vikings</u> <u>Key Concepts:</u> Cause and consequence. Using evidence <u>Substantive Knowledge:</u> People have been coming to the British Isles for a long time. Settlements within the British Isles and what life would have been like. The legacy of the Viking invasion on modern Britain. <u>Disciplinary Knowledge:</u> Cause, consequence and motivation.
Year 4	<u>Roman Britain</u> <u>Key Concepts:</u> Chronology, change & continuity. Cause and consequence. Historical significance. Using evidence <u>Substantive Knowledge:</u> Exploring the legacy of the Roman invasion in Britain but with a focus on the North East. <u>Disciplinary Knowledge:</u> Fieldwork in local area, exploring different interpretations of the past	<u>Ancient Greece</u> <u>Key Concepts:</u> Chronology, change & continuity. Historical significance. Using evidence <u>Substantive Knowledge:</u> The impact and legacy of the Ancients Greeks on our world today. <u>Disciplinary Knowledge:</u> Chronology, comparing similarities and differences.	<u>The Victorians: A Local Study</u> <u>Key Concepts:</u> Chronology, change & continuity. Cause and consequence. Using evidence <u>Substantive Knowledge:</u> The impact and legacy of industrialisation in Newcastle. Significant individuals during that time period from our local area. <u>Disciplinary Knowledge:</u> Use of a wider range of sources to know what life was like in the past.



Learning Links Across the Curriculum

	English	Art	Geography	Science
Year 1	'The Robot and Bluebird' (Toys from the past) The Tyne Bridge - Information Text (Transport)		Local Geography of Newcastle (Transport)	Materials (Toys from the Past)
Year 2	'London's Burning' – Poetry The Great Fire of London - Recount (The Great Fires) 'Little People, Big Dreams' - Biography Text (Women who Changed the World).	Sculpture - Houses (Great Fires)	Study of London (The Great Fires).	Materials (The Great Fires)
Year 3	'Stone Age Boy' - Narrative Stone Age Settlement - Information Text 'Adventure in the Pyramids' - Narrative Howard Carter – Diary (Ancient Egyptians)	Prehistoric Painting (Stone Age to Iron Age)	Locating Egypt on a World Map The importance of Rivers to our Region (Ancient Egypt)	
Year 4	'Lost in the Colosseum' - Narrative 'Rotten Romans' - Information Text (Romans) 'Theseus and the Minotaur' - Narrative 'King Midas' – Narrative (Ancient Greeks) 'From a Railway Carriage' - Poetry George Stephenson - Biography (Victorians: Local Study)	Craft and Design - Architecture (Ancient Greeks)		



What does a History lesson look like at South Gosforth First School?

					
Clarity of Learning Exemplified The 'Big Learning' is explained and the small steps are highlighted. Children know what they are learning, why they are learning it and how it links to previous learning.	Vocabulary New vocabulary is introduced, explained and modelled. Children have time to rehearse new words in context.	Links to Prior Learning and Retrieval Practice There are opportunities for children to practise what they have already learned through using a range of low stakes strategies.	New Learning Explained and Modelled Teachers provide clear explanations of new knowledge. Images, authentic sources and high quality texts are used to exemplify and illustrate the new learning.	Independent Practice and Group Work Children have opportunities to practise the new learning through carefully considered tasks. Learning is broken down to minimise cognitive overload, with the use of a 'teach-do' approach.	Assessment for Learning and Feedback Strategies Assessment for learning opportunities are woven in throughout the lesson through careful questioning which makes pupils think deeply. Errors and misconceptions are picked up and addressed as the lesson progresses.

What makes History special at South Gosforth First School?

Year 1	'Mantle of the Expert': Toy Museum Visits: Discovery Museum - Toy Workshop, Beamish (1950s focus) Enhancements: 20 th Century Toys (Box of Delight), interviewing Grandparents, Metro safety assembly
Year 2	'Mantle of the Expert': Trial of Christopher Columbus / To create two exhibits for the significant explorers – Christopher Columbus and Ibn Battuta Visits: Discovery Museum (Great Fires workshop) Enhancements:
Year 3	'Mantle of the Expert': Tribes of the Stone Age, Opening of Tutankhamun's Tomb Visits: Great North Museum (Egyptian workshop) Enhancements: Drama workshop
Year 4	'Mantle of the Expert': Visits: Arbeia (Roman Fort) Enhancements: Ancient Greek Olympics, Victorian home life (Box of Delight)



CPD			
Strategy	Who	When	Impact
'Linking Leaders' Programme (Newcastle Research School)	Alex Mullick	Throughout academic year 2024-2025	External validation from professional colleagues in partner schools who gave feedback on our History curriculum, its organisation and sequence and key strengths and areas for development. This feedback was used to inform our curriculum provision in History.
Subject Leadership Time	Alex Mullick	Ongoing	Time to review the curriculum provision. Replanned several units of work to ensure progression across the school. Substantive themes reviewed.
Staff Meetings	Rachael Blackburn & Alex Mullick	Autumn Term 2024	Shared new curriculum plans with staff. Staff feel confident in new units and understand the reasoning behind this.
Membership to Subject Association	All Staff	Ongoing	Staff have access to high quality subject knowledge CPD and resources. High quality resources and authentic sources are used within history lessons across school.
GST Subject Leader Networks	Alex Mullick	2 sessions throughout the academic year	Subject leader has access to examples of best practice across the trust and can use this to inform our curriculum practice. Subject leaders can share planning and resources that can then be disseminated in school.
SNE Curriculum Conference	Rachael Blackburn Rob Adams	Spring Term 2024	SLT reviewed aims of curriculum and looked at provision of high quality, authentic sources used in school. SLT worked with subject leader to review provision and plan next steps.



Impact	
Strategy	Evidence and Findings
Pupil Voice	Key findings from this monitoring in school can be found on internal school documents and is collated by Alex Mullick (History Subject Leader). This monitoring informs the current 'History Subject Action Plan' which identifies key strengths and areas for development in History, as well as actions taken to improve the subject curriculum and delivery across school.
Book Looks	
Planning Scrutiny	
Lesson Observations	
External Reports eg. SIP/Governors	