



## History at New Hartley First School

### Intent Statement:

To ignite children's curiosity about the past in Britain and the wider world. To gain an interest in finding out about how and why the world, our country, culture and local community have developed over time, and to help children understand how the past influences the present. History will enable children to develop a chronological framework for their knowledge of significant events and people. What they learn through history can influence their decisions about personal choices, attitudes and values.

History is all around us! At New Hartley First School, the intent, when teaching history, is to stimulate the children's curiosity in order for them to develop their knowledge, skills and understanding. We teach the National Curriculum, supported by a clear skills and knowledge progression. This ensures that skills and knowledge are built on year by year and sequenced appropriately to maximise learning for all children. It is important that the children develop the skills of a historian throughout their time at New Hartley First School and do not just learn a series of facts about the past. As historians, our children need to be able to research, interpret evidence, including primary and secondary sources, and have the necessary skills to argue for their point of view; a skill that will benefit them as they progress through life

| Early Years links to History  |   |  |   |   |
|---|---|--|---|---|
| Nursery 3-4 year old  |   | Reception  | End of Reception assessment ELG   |   |
| <b>Understanding of the World</b> <ul style="list-style-type: none"><li>Begin to make sense of their own life-story and family's history.</li></ul> |   | <b>Understanding of the World</b> <ul style="list-style-type: none"><li>Comment on images of familiar situations in the past.</li><li>Compare and contrast characters from stories, including figures from the past.</li></ul> | <b>Understanding of the World - Past and Present</b> <ul style="list-style-type: none"><li>Talk about the lives of people around them and their roles in society.</li><li>Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</li><li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li></ul> |   |
| History in EYFS at New Hartley  |   |  |   |   |
| <b>Autumn 1</b><br>How we have grown.<br>How are we different now and in the past? (as babies)  | <b>Autumn 2</b><br>Celebrations/traditions<br>Christmas Story - long, long ago. | <b>Spring</b><br>Old and present transport links   | <b>Summer 1</b><br>Six Dinner Sid story - identifying old features in houses - toilet outside.  | <b>Summer 2</b><br>Traditional tales - stories told over time |

## History in Year 1 to Year 4 at New Hartley

|               | Autumn 1                              | Autumn 2  | Spring 1                  | Spring 2                                  | Summer 1                      | Summer 2 |
|---------------|---------------------------------------|---|---------------------------|---|-------------------------------|----------|
| <b>Year 1</b> |                                       | Florence Nightingale and Mary Seacole<br>1800's | Great Fire of London 1666 |   | Rosa Parks<br>1950's          |          |
| <b>Year 2</b> |                                       | Grace Darling<br>1800's                         |                           | Hester Pit Disaster 1862                  | The Suffragettes<br>1903-1918 |          |
| <b>Year 3</b> | Prehistoric Britain<br>9500BC – 800BC |   |                           | Ancient Egypt<br>3000BC                   | Ancient Greece<br>800BC       |          |
| <b>Year 4</b> |                                       | The Romans<br>AD 43 – c AD 410                  |                           | Anglo–Saxons and Scots<br>410 AD – 790 AD | George Stephenson<br>1825     |          |