

HISTORY INTENT 2025/2026

Reviewed June 2026

INTENT Our teaching of history should enable pupils to...	To use a range of evidence to answer questions and develop perspective and judgement about Britain's past and the wider world. To communicate findings , once evidence has been sifted. To recognise the history and significance of the local area and their own identity.		
	Evidence (for chronology, change, complexities and challenges)	Communication of findings	Local area
EYFS ELG (past and present): Know some similarities & differences between things in the past and now, drawing on experiences and what has been read in class. Understand the past through settings, characters and events encountered in books	- Baby photos - Grandparents - Toys from the past - Holmfirth in the past	- Show and tell, conversation and discussion - Talk about changes as we get older - look at and play with old toys – talk about what's the same and what's different - Cutting and sticking old photos to make a poster - Conversation and discussion - Spotting differences on the field trip	- Look at photos of Holmfirth in the past and work out where they are now - Visit the Picturedrome to look at an old building and talk about entertainment in the past

read in class and storytelling	Drawing Club traditional tales and animations from the past	Drawing club pictures and discussion	Watch clips of Holmfirth in the past
<u>Year 1</u>	Use sources to learn about... Florence Nightingale – videos and book Gunpowder plot – videos and book Queen Victoria – Internet research of specific questions George Stephenson – photographs and invention of locomotive train book Neil Armstrong – videos, books and photographs Nelson Mandela- videos, books and photographs. Holmfirth flood – walk, photographs, life stories and videos.	Demonstrate learning through... Painting. Guy Fawkes wanted poster. Group presentation. Hot Seat Queen Victoria. Reflex assessment. Shared group fact file- video presentations. Moon landing role play. Independent fact file. Posters. What is freedom? - Verbal responses videoed. Descriptive writing. Group presentations.	Know about events that have shaped the locality... Holmfirth – finding the locations of significant flood events.
<u>Year 2</u>	The Great Fire of London - Real History Alive visit, videos, books, Samuel Pepys' diary, historical paintings of destruction, paintings of significant individuals.	Poster of life in 1666 Houses of Pudding Lane Report writing	

	Polar Regions. The expedition to the South Pole - photos, books, websites. Fenella the Tiger - videos, books, library visit, story, photographs William the Conqueror – research, videos, books Throughout the Year: adding to our timeline where we compare the dates/times of historical events	Diary Entry writing including appropriate dates and names of significant people. Drama (Conscience Alley), letter writing. fact book, debate Character description, discussions Verbal responses about decades/centuries/earlier/later/a long time ago/recently.	Holmfirth - comparing features of Holmfirth with features of South Pole. Holmfirth - the locations of Fenella's adventures.
<u>Year 3</u>	<u>Stone Age to the Iron Age</u> Chronology – How do we know about a time so long ago? After the Ice Age. Three time periods of the Stone Age; Palaeolithic, Mesolithic and Neolithic. Comparison through time of housing, farming, food, people, communication, animals. Stone Age Day	Evidenced by... • Factual Paragraphs • Story for FW based on the knowledge they have learned this half term. • Drama • Stories • Outdoor learning – Stone Age glue/jewellery/flints-(using soap) • Art – Cave painting, woolly mammoth, Stone Age animals. • Research via books & websites.	

	<u>Tudor Monarchs</u> War of the Roses- ordering key events. Monarchs Tudor life Henry VIII & his wives Elizabeth I <u>Ancient Romans</u> Chronology – after the Stone Age. How do we know about a time so long ago? Where is Rome? (Link to Geog/Italy) Life in Rome - compare to St A & today Buildings, social hierarchy, spread of the Army, Caesars, Olympics. Roman invasions of Britain + soldiers/army. Boudicca and the Celts. Roman legacy – roads, aqueducts, viaducts, central heating, people. <u>The Maya</u> Why did settlers settle here? What do the ruins tell us about life? The mystery of the abandoned cities	• Non-chronological report • Timelines • Drama & debate- who is the rightful king? • Comparison tasks- compare tudor life to now • Various worksheets & research Short study of modern v Ancient Rome. Factual paragraphs. Reading comprehensions to learn about various aspects of Roman life + children in AR. Research via books & websites. Atlases and maps. Atlases and maps. Factual writing. Reading comprehensions.	
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<u>Year 4</u>	Ancient Egyptians Internet searches/use of non-fiction books – home/school project. Use of videos appropriate to the topic Volcanoes Internet searches/use of non-fiction books – home/school project Use of videos appropriate to the topic Early Islamic Civilisation Internet searches/use of non-fiction books – home/school project Use of videos appropriate to the topic Ancient Greece Internet searches/use of non-fiction books – home/school project Use of videos appropriate to the topic	Newspaper reports, Eyewitness accounts, Diary entries, Poems, Stories Outdoor learning - building of pyramids and tools from this age Time line of events using chronology to plot and see how long the era lasted and where it fits in with previous topics Comic strips, stories, recounts and instructional writing, outdoor learning - volcano construction Historical narratives stories of creation, recounts, diaries, leaflets. To look at specific people and the impact they had in history Writing stories, newspaper report, diaries, leaflets, poems and letters Time line of events using chronology to plot and see how long the era lasted and where it fits in with previous topics	Holmfirth-comparing features of Holmfirth with features of Ancient Egypt Holmfirth-comparing features of Holmfirth with features of volcanic eruption history and land building. Maps of change over time from volcanoes Visit a mosque to understand the change of the civilisation over time Holmfirth-comparing features of Holmfirth with features of Ancient Greece and thinking about prior knowledge of comparison with Ancient Egypt from Autumn Term
<u>Year 5</u>	Holmfirth Flood <i>Local history DVD</i> <i>Paintings from 1852 flood</i>	Newspaper reports Eyewitness accounts Diary entries	Holmfirth Trail The Old Towser Gravestones

	<i>Photos from 1944 flood</i> <i>Library</i> <i>Internet research</i> The Victorians – the lives of Victorian children <i>Street Child and links with Dr Barnardo</i> <i>Bleak Streets</i> <i>Internet searches – home/school project.</i> The Anglo-Saxons and Vikings <i>Viking map</i> <i>Lindisfarne raid</i> <i>Murton Park visit – living like a Viking, Viking settlements and daily life.</i> <i>Books</i> <i>Internet</i> <i>Videos</i> The Titanic Evidence from.. Recounts from survivors on the Titanic Newspaper reports from the time	Field work – monuments/gravestones Diary entries/newspaper reports Victorian school day. Outdoor learning – Viking tools, weapons, games Non-chronological reports PAL project on Viking jobs Art – Viking patterns Recounts Newspaper reports	Maps of local area for most local workhouse. What Holmfirth looked like in the Victorian times Holmfirth maps and place names
<u>Year 6</u>	World War 1 War Horse- cross curricular link	Newspaper reports- start of WW1 Propaganda posters Ration recipes & meal plan	PAL Based on War Memorials/soldiers in Holmfirth & surrounding area

	Letters from the trenches and Homefront Internet searches Local memorials & family stories- PAL Adverts & short films- Christmas Truce Sainsburys advert (Prof. Alan Sharp visit/zoom) The Inter War Period Newspapers & news reports Non-fiction books World War 2 Local stories and family artefacts- photos, ration books, medals, letters etc- PAL Evacuee diaries- Anne Frank, Carrie's War Evacuee day- immersive day Newspaper reports Maps Non fiction books, internet, videos	Letters from the trenches- conditions, xmas truce Art pieces- remembrance, charcoal Map work Our world treaty Examining source material Research task- Britain post WW1 WW2 day- cooking with rationed recipes, making Anderson shelters, air raid drills Source analysis- the blitz Map work- plotting the events of the war	Life on the Homefront- jobs of women in Holmfirth/Huddersfield Comparing conditions past and present. Looking at global and local issues and what we would put in a treaty today Local stories from the War- PAL. HH and other staff members tell stories of their families relating to the war. Holmfirth as a place for evacuees Bombings in Manchester/Sheffield