

History Statement

Tany's Dell Primary School

Autumn 2016

At Tany's Dell we believe that a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We aim to inspire children to become time detectives, developing their curiosity to know more about the past and develop their understanding of chronology. History teaching focuses on enabling children to think as historians in a fun and exciting way. Visits and artefacts will be used to bring the past alive and encourage children to investigate and develop their skills of enquiry. Please also see our Teaching and Learning Policy.

At Tany's Dell we aim to:

- Foster in children an interest in the past.
- Enable children to know about significant events in British history and to appreciate how things have changed over time.
- Develop pupils' understanding of chronology;
- Help children understand society and their place within it, so that they develop a sense of their own cultural heritage.
- Develop in children the skills of enquiry and investigation.

We believe that all children should have equality of opportunity and should be able to access the history curriculum regardless of race, religion, gender or ability. Please also see our Equalities Policy.

Curriculum planning:

In the foundation stage, teaching is based on the Early Years Foundation Stage Curriculum and is implemented as part of Understanding the World through themes. The National Curriculum sets out the required learning for children from Year One to Year Six. It is the basis for planning and teaching in History and is implemented through a creative Tany's Dell curriculum themed approach, incorporating cross curricular links. This is a whole-school overview of history topics that ensure coverage and progression across the school.

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| Foundation Stage | Nursery - Shows interest in the lives of people who are familiar to them, remember and talk about significant events in their own experience, recognises and describes special times or events for family and friends, shows an interest in different occupation and ways of life Reception – Enjoy joining in with family customs and routines, talk about past and present events in their own lives and in the lives of family members, know about similarities and differences between themselves and others, and among families, communities and traditions |
| Year One | Significant historical events, people and places in their own locality Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life. |
| Year Two | The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (eg. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee etc). Events beyond living memory that are significant nationally or globally (eg Great Fire of London, first aeroplane flight or events commemorated through festivals or anniversaries). |
| Year Three | The Roman Empire and its impact on Britain Britain's settlement by Anglo-Saxons and Scots The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor |
| Year Four | Changes in Britain from the Stone Age to the Iron Age Ancient Greece – a study of Greek life and achievements and their influence on the western world The legacy of Greek or Roman culture (art, architecture or literature) on later periods in British history, including the present day. |
| Year Five | A local history study [design and growth of Harlow New Town linked to World War Two and what was here before?] The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of one of the following: Ancient Sumer, The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. |
| Year Six | A study of an aspect of British History that extends pupils' chronological knowledge beyond 1066 A non-European society that provides contrasts with British History – one study chosen from: early Islamic civilisation, including a study of Baghdad c AD 900; Mayan civilisation c AD 900; Benin (West Africa) c AD 900-1300. |

Monitoring:

We have identified Key Performance Indicators (KPIs) for each year group that show us how well the children are performing compared to national expectations. The History Leader then collates this information and uses that, as well as information from monitoring teachers' plans, lessons and children's work to ensure our provision and pupil outcomes are the very best they can be. Any next steps to move the subject and the children's learning forward are fed into the History Leader's action plan, which is part of the whole school development plan.