History Planning Statement

At Rickmansworth Park School, we recognise the importance of Article 29 and its relevance to the history curriculum we provide.

Article 29 states:

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for…their own and other cultures…

"History is the study of the past. It is all around us; we are continually making History through our thoughts, words and actions. History is personal and global; it is everyday life and momentous occasions. History is about people." Historical Society

Intent

History is a valued part of the curriculum which helps our children understand their own lives by exploring the past, enabling them to make sense of the world in which they live. History is not just about learning dates and facts; it is about developing an enquiring mind so that they are able to ask perceptive questions, think critically, weigh evidence, sift arguments, and reach their own conclusions. Our teaching of History is not about the study of isolated topics from the past. We seek to deepen children's historical understanding by promoting a 'big history' approach to our teaching and learning by linking units of work: to the bigger picture of the past; it's chronological context; its bigger geographical context; making comparisons across and between different times. School trips and agencies from outside are used, for example, Portals from the Past deliver workshops to further fuel enthusiasm for the subject. Where possible, history is linked to geography and other foundation subjects to ensure that it is taught in a meaningful way.

Implementation

History is taught in half termly blocks. At the beginning of each new history topic, teachers refer to classroom timelines to develop children's understanding of chronology. Each topic is introduced with reference to the chronology of previous topics (including those from previous years). Key knowledge is reviewed by the children and rigorously checked and consolidated by the teacher.

Our curriculum is refined yearly, but it maintains a consistent knowledge base to ensure conceptual progression. We have identified a set of key historical concepts which children will repeatedly revisit throughout their time at Rickmansworth Park. These concepts are: **Legacy, Leadership, Invasion and Settlement, Way of Life and Trade.** The children make reference to 'Learning Journeys' that describe how these concepts are covered in each year group. They can then see how their work relates to what they have already learned as well as what they will be learning the following year.

We have designed 'big questions' at the beginning of each unit taught rather than a general title like "The Ancient Egyptians, for example Y4's key question when studying the Egyptians is "What was it like to live by the River Nile in Ancient Egypt?" Each unit is divided into smaller questions that, when answered one at a time, offer fresh perspectives. Our children can feel a sense of progress as they tackle the bigger, more comprehensive question by asking and then responding to these manageable questions.

The planning itself takes a variety of formats and draws on teacher's own plans, published plans from the internet, for example, Twinkl, TES, PlanBee and History Rocks. To ensure the key knowledge and skills that the children need to acquire and develop in this subject, teachers refer to the Progression of Skills document.

The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in Reception to have an 'Understanding of the World' by the end of the academic year. Teachers plan early experiences so that the children can:

- Comment on images of familiar situations in the past
- Compare and contrast characters from stories, including figures from the past
- Talk about the lives of people around them and their roles in society
- Talk about some similarities and differences between things in the past and now, drawing on their experience and what has been read in class
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

When planning and teaching history, teachers will ensure that all children have equal access to the curriculum by implementing the following: adhering to pupil support plans, structured questioning, adapting resources and using a variety of teaching strategies to ensure engagement and address differing learning styles.

Impact

At Rickmansworth Park, the impact of quality first teaching in History will foster a love and enthusiasm for the subject.

- Well-constructed and well-taught lessons provide pupils with opportunities to research and apply skills independently – skills essential for lifelong learning. Book scrutiny indicates high expectations and reflect what pupils have learned to a good/very good standard.
- Pupils will leave KS2 will have a chronological understanding of British history from the Stone Age to the present day. They will be able to draw comparisons and make connections between different time periods and their own lives.
- Knowledge and skills will have developed progressively to not only enable them to meet the requirements of the National Curriculum but to prepare pupils to become competent historians in secondary education. We want pupils to have thoroughly enjoyed learning about history and therefore to look forward to learning about history at secondary school.

Valuing our local Heritage

To make the children's learning more meaningful and relevant, the history curriculum at Rickmansworth Park draws from, and makes full use of, the immediate and wider local area, enabling children to develop a deep understanding of the rich history of their own locality. In order to make sure that local history is explicitly taught and that connections with more general historical themes are formed, local history is incorporated into our history curriculum. For instance, in Year 1, children study Lord Ebury and the reasons why several locations in Rickmansworth are named after him. Children discover why Rickmansworth was inhabited throughout the Stone Age in Year 3. Additionally, they learn about Verulamium, a Roman town in St. Albans. Y4 learn about the three rivers, River Chess, Gade and Colne, that converge at Rickmansworth. They learn about the influences they have had on the town both historically and currently.



The local war memorial is a resource that children in Year 6 use to respond to inquiry questions about the servicemen who lived in Rickmansworth and the effects WWI and WWII had on their families.