

History Policy



Vision

At William Reynolds Primary School, we recognise the importance of stimulating the pupils' interest and developing their understanding about the past, both in Britain and the wider world. Pupils will develop their enquiry skills, using evidence available to them, which they will use to draw conclusions about what life was like in the past, helping them to understand the world today.

Aims

The intentions of the teaching of History is for the pupils to:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world.
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'.

Teaching of History

In Key Stage One, pupils are taught about changes within living memory; events beyond living memory and the lives of significant individuals and historical events from the past.

In Key Stage Two, British history is taught in chronological order this supports pupils with their chronological understanding. Additional to British history, we teach the Achievements of the Earliest Civilisations - an in-depth study of Ancient Egypt, Ancient Greece and the Mayans as a non-European study.

Local studies are carried out, including Woodside, Ironbridge and Wroxeter Roman City.

Our pupils have visitors into school to share history learning and have hands on experiences.

Assessment

Each unit of History poses an overarching enquiry question that the children answer at the end of the learning sequence. This is the end point for the unit of work by which children have the chance to demonstrate what they've learned in both a substantive and disciplinary sense. The purpose here is to showcase what they know and remember, but it also marks the beginning of the historian's craft.

Monitoring and review

We monitor teaching and learning in the same way as we do all the other subjects that we teach in the school.

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Governing body signature:	