



FARINGTON MOSS ST PAUL'S CHURCH OF ENGLAND PRIMARY SCHOOL
Thrive in the gift of life John 10:10: 'I came that they may have life and have it abundantly.' We realise our vision through inspiring and nurturing our whole school family to grow and reach their full potential.

Subject Leader Report - History **September 2026**

History Lead: Caroline Walmsley

Our vision is for all children within our care to 'Thrive in the gift of life'. We realise our vision through inspiring and nurturing our whole school family to grow and reach their full potential by promoting the spiritual, moral, social and cultural development of every child.

Rationale

At Farington Moss St. Paul's Primary School, our History curriculum is designed to ignite our children's curiosity about exploring the past. We aim to expand every child's understanding of the world around them, their own heritage and that of others, through learning and enrichment opportunities that spark children's curiosity and inspire them to ask questions and make informed judgements about the past. To learn about real people and about real events that have preceded us. In understanding this, our children will gain a greater appreciation of today's world and their place in it.

Intent

Our curriculum is designed to help all children deepen and enrich their substantive and disciplinary concepts about the past in a meaningful and creative manner.

Substantive concepts (knowledge content):

To learn about significant changes within and beyond living memory, about the lives of significant people, events and places from the past, about our local history, including the history of our school, periods in British history and significant aspects of history in the wider world.

To establish clear narratives within and across the periods studied with a secure knowledge of chronology. Key concepts are revisited to allow children to make connections, build upon knowledge and develop the appropriate use of historical vocabulary.

Disciplinary concepts (historical skills):

To learn how historians, investigate the past and how they construct historical claims, arguments and accounts. To use high quality sources (documents, photographs, maps, artefacts, oral testimony, videos and secondary interpretations) to ask investigative questions and form their own judgments based on the evidence.

To understand:

- Cause and effect
- Chronology
- Continuity and change
- Historical evidence
- Historical significance
- Interpretations
- Similarity and difference
- The importance of communicating findings

Planning - Implementation

History is taught three times throughout each year, through a thematic approach providing opportunities to deepen understanding and create a rich narrative for the children. In EYFS it is taught as part of the topic work through child-initiated and adult led activities. For children working at the Foundation Stage there is great emphasis on children gaining knowledge through first-hand experiences. Children learn to investigate, be curious, be enthusiastic, experiment, solve problems, pose questions and adopt appropriate language through play, continuous provision and exploration. Our children are given the opportunity to find out about new and old events in their own lives, and those of their families and other people they know.

The National Curriculum determines the history content and key skills from years one to six. We have used this to develop a key concept map. This outlines the concepts revisited and built upon to allow children the opportunity to make meaningful connections and deepen existing knowledge and skills. Our curriculum map outlines coverage for each year group. Teachers use these documents to then develop sequences of lessons which ensure progression and development in historical knowledge, understanding and skills. Teachers plan activities designed to motivate and engage children.

Impact

- Children are engaged and curious in lessons
- Children are critical and analytical in their thinking, making informed and balanced judgements based on their knowledge of the past
- Children are aware of how historical events have shaped the world today, including History at the local and personal level
- Children develop enquiry skills to pursue and investigate their own interests within a topic
- Children experience enrichment opportunities to enhance their learning in History and create positive memories
- Children retain learning and can make connections between what they have previously learned and what they are currently learning
- Children are able to articulate what they have learned in History and can describe significant periods, events and people from the past

Assessment, monitoring and evidence

Ongoing monitoring, assessment and review is fundamental to all aspects of teaching; including teaching history. Teachers constantly make judgements with regards to progress, attainment and understanding and adjust planning and provision accordingly to meet the needs of our children. Teacher assessment is used during discussions, observations and retrieval practices. The children are asked to produce a final outcome which communicates their findings linked to the initial key learning question. Teachers then assess this final piece against the key skills. Teachers provide written and/or verbal feedback to help children progress and children who are identified as requiring further support are supported within class.

Standards are monitored in a variety of ways: lesson visits, book looks, team discussions to discuss curriculum coverage and progression, working walls and pupil voice. Enrichment activities are evidenced and monitored.

Enrichment opportunities - Implementation and impact. 2025-26

Enrichment	Further Information
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EYFS	Ongoing throughout the year
Year 1	Great fire of London outreach event
Year 2	Fleetwood Museum - history of the seaside
Year 3	Helmshore Mill - the history of cotton
Year 6	WW2 Secret War event at The Museum of Lancashire
Whole school	Black history month

Targets 2025-26 - Impact

Target (INTENT)	Implementation	Evaluation (IMPACT)
Ensure that classes consistently use the newly designed history concept symbols in displays, lesson materials, and pupil books throughout the year. This will improve pupil understanding of historical threads.	Subject monitoring time. Staff meeting time. Pupil voice. Book looks.	History concept symbols were embedded across most year groups. Symbols were evident in some classroom displays, planning documentation and pupil books. Pupil voice interviews showed that children could recognise some of the symbols and explain how they linked.
Increase pupil participation in history-related enrichment activities, including trips, visitors, themed days, or local heritage projects. Pupil feedback will show increased engagement and enjoyment.	Staff meeting time. Subject leader time. Enrichment activities.	Educational visits and local history experiences. These activities enhanced classroom learning and provided meaningful real-world contexts for historical enquiry. Pupil voice highlighted high levels of enjoyment and engagement, with many pupils identifying enrichment experiences as memorable aspects of their history learning. Staff reported increased enthusiasm and participation during history lessons following enrichment events.
Develop an enrichment map of activities which will be available for the children year upon year Links to curriculum topics are clearly evidenced.	Staff meeting time. Subject leader time.	The enrichment offer is now more strategically planned and embedded within the curriculum. Pupils across the school benefit from a coherent sequence of experiences that enhance historical knowledge and cultural understanding.

Staff training CPD - Impact 2025-26

Subject monitoring - September 2025- June 2026

Plague -The Stuarts for the History lead - November 2025

Training led by Kate Taylor (School Advisor) and Ann Pryce (SENCO) to support adaptations for SEND children.

Focus for learning 2026-27

Target (INTENT)	Implementation	Evaluation (IMPACT)
Implement consistent retrieval practice across history -Embed regular retrieval tasks in all history lessons to support knowledge retention.	Subject monitoring time. Staff meeting time. Pupil voice. Book looks. Retrieval tasks evident in books and planning across all year groups	
Embed key concepts and symbols to strengthen understanding of historical threads. Ensure consistent use of key symbols and concepts across units. Evidence of repeated exposure to concepts across different contexts and year groups.	Staff meeting time. Subject leader time. Key concepts and symbols are referenced in planning and lessons. Pupils can confidently talk about the key concept when explaining their learning.	
Strengthen assessment in history -Develop consistent approaches to formative and summative assessment in history.	Staff meeting time. Subject leader time.	

Future targets - Future intention, implementation and impact

- To attend training for History subject leaders and cluster meetings.
- To book CPD for the whole school - oracy and storytelling in history.

Appendix 1 - National Curriculum Programme of study for history

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf

Appendix 2 - Early years foundation stage (EYFS) Statutory Framework (March 2021)

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>