



Subject leader report – History

2025-2026

'Thrive in the Gift of Life' John 10:10

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

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

EYFS - Ongoing throughout the year

Year 1 - Fire brigade - linked to the Great Fire of London - Great fire of London outreach event

Year 2 - Fleetwood Museum - history of the seaside

Year 3 - Grow a cotton plant

Year 4 - The Plague 1665 outreach event

Targets 2024 - 2025

Target - Intent	Evaluation - Impact
Monitor planning and teaching to ensure that retravel tasks are implemented throughout the teaching sequence to allow children the opportunity to recall what they have learned.	All staff have developed MTP's to ensure that planning and teaching is sequential and builds on existing substantive and disciplinary concepts. Within this sequence there is evidence of 3 retrieval tasks. These help our children strengthen their knowledge by encouraging them to recall key facts, concepts, and events from memory. This repeated practice boosts long-term retention, deepens understanding, and helps pupils make connections between different historical periods and themes.
Develop symbols to be used alongside each of the Key concept threads. This will provide easily recognisable images which in turn will allow children to make links with previously taught concepts.	Key concept symbols have been developed and a staff meeting has been held to discuss the use of them in the 2025/2026 academic year. This will help children become familiar with recurring historical threads. These visual cues will support pupils in making meaningful connections between previously taught topics, deepening their understanding of chronology, cause and effect, and change over time.
Develop local history knowledge related to our school and local heritage. Create a display within school which celebrates the rich history of Farington Moss St. Paul's.	We have embedded local history into our curriculum to help children develop a strong sense of place and heritage. A dedicated display in school celebrates the rich history of our school and its role in the community. In Year 2, pupils explore the history of our school itself, learning how it has changed over time and its significance to local families. In Year 3, children study the cotton mills of Farington Moss, gaining insight into the area's industrial past and its impact on the lives of local people. These experiences help pupils make meaningful connections between their learning and the world around them.

Targets 2025 - 2026

Target - Intent	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.	
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.	
Develop an enrichment map of activities which will be available for the children year upon year. Links to curriculum topics are clearly evidenced.	

CPD - training

The history lead and teachers are kept up to date through regular CPD.

The history lead feeds back to staff and the link governor following subject meetings/training and monitoring.

Past CPD

The art of magic in the classroom CPD for all staff - October 2023

Channelling history CPD for all staff - February 2024

Substantive and disciplinary skills in history Subject leader - February 2024

Subject monitoring - October 2024 - March 2025

Upcoming CPD

Local history CPD for all staff

Plague - The Stuarts for the History lead

Appendix 1 - National Curriculum Programme of study for history

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRI_MARY_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>