



EUXTON PRIMROSE HILL

Primary School

"Together we will make a difference."

Subject Leader Report – History

History Leader: Laura Blackwell

Subject Overview:

The aim of History teaching at Primrose Hill School is to provide a high-quality history education, which will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. We find that history leads our children to ask questions, research evidence, draw conclusions and communicate findings. Furthermore, History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. We understand how History has an underpinning link to British values. For example, showing the need for democracy when looking at modern and ancient societies for them to be successful, the examples of tolerance and lack of tolerance shown in wars and conflicts of the past, the need for laws to help build great ancient civilizations and the importance of mutual respect between communities for them to successfully co-exist. Moreover, in specific relation to our school values: Courage, Ambition, Respect and excellence, the history curriculum will enhance pupils' understanding of RESPECT for other cultures and the AMBITION and EXCELLENCE of historical figures who have shaped our modern world.



Year 4 Evacuation Day

Curriculum Mapping Rationale:

Our History curriculum will enable children to take on the role of a historian by asking perceptive questions, thinking critically, weighing evidence, sifting arguments, and developing perspective and judgements.

At Primrose Hill, we believe that all children's education begins in Early Years. Our curriculum is aligned to the Early Years Framework and shows the sequential steps of essential knowledge to be acquired from Reception to Year 6.

Upon designing our History curriculum, we have ensured that the knowledge our children will learn has been carefully selected, ordered coherently and is built upon progressively over time. As children move through our history curriculum they will begin to: understand the history of Britain in a coherent and chronological order, from the earliest times to the present day. Understand how people's lives have shaped Britain and the wider world, understand significant aspects of the history of the wider world and develop a knowledge of different historical concepts. This curriculum structure enables pupils to develop and deepen their understanding of different historical periods and events thus making meaningful connections to prior knowledge.

All children are entitled to know and remember the core knowledge and vocabulary identified in our curriculum. We use knowledge organisers to identify this and are committed to ensuring all children master this substantive knowledge.



Assessment:

Assessment in history is formative and ongoing to inform next steps in teaching and learning. This information comes from a variety of sources including skilful questioning, discussion, observing and children's recorded work. We use 'in the moment', constant formative assessment to respond to learners' needs, providing support or challenge where necessary, addressing any misconceptions immediately as they arise.

Children's prior knowledge is ascertained through history quizzes such as, at the beginning of a new unit and at the end of units to assess understanding of knowledge taught.

Throughout all history units, pupils are assessed against the key knowledge and skills taught and their understanding of the subject. This wealth of assessment information enables teachers to make performance data judgements against National Curriculum standards.

These judgements are included in end of year reports, stating whether pupils have met age related expectations, are working at greater depth or working towards the expected standard. Foundation subject trackers are used to monitor the progress of all cohorts as well as groups of pupils including pupil premium and AGD. End of year data is analysed; any trends or areas of development are identified and this is used to inform the subject development plan.

The subject leader talks to pupils about their learning as part of the monitoring process. Children's books and knowledge organisers are used to guide discussion and provide the subject leader with the information required to measure how much of the core knowledge and vocabulary has been remembered and understood across the school. Pupils' work, in written and photographic forms, is used to demonstrate children's learning. It informs teacher assessment, both formative and summative, and is used by the subject leader as part of the monitoring process.

Enrichment opportunities:

The History curriculum is widely enriched through artefacts, resources, trips and visits including:

Enrichment	Further Information
Y6 – Manchester Museum - Egyptians	Pupils handled Egyptian artefacts to find out more about life in Egyptian times.
Y5 – Samlesbury Hall - Tudors	Pupils met a 'real-life Henry 8 th ' and found out about life in the Tudor times.
Y5- Meet the Greeks- Greeks	Pupils met an 'An Ancient Greek Time Traveller' they had the opportunity to handle sources and learn about life in Ancient Greece.
Y4 – Mere Tun – Anglo Saxons	Pupils engaged in first hand activities for example foraging, weapon making and cooking to develop their understanding of the life of a Viking.
Y4- Evacuation Evening/Sleep over –WW2	Pupils dressed as evacuees and experienced what it was like for a child to have been evacuated during WW2.
Y3 – Chester DeWa Museum – Romans	Pupils dressed as Roman soldiers and handled Roman artefacts to experience the life of a Roman.
Y3- Stone Age Day	Pupils engaged in first hand activities for example fire building, hut building, foraging and jewellery making.
Y2 - VISIT – Helmsore Mills	Pupils visit a local mill to begin to understand what life was like locally in the past.



Y6 – Manchester Museum - Egyptians



Y4 – Mere Tun – Anglo Saxons



Y3 – Stone Age Day



Y3 – Chester Dewa Museum – Romans

Review of Previous year's Subject Development Plan 24- 25

Targets	Steps to achieve target	Impact
To ensure that disciplinary knowledge is embedded within the History curriculum.	<ul style="list-style-type: none"> • Talk to children about their history lessons. • Look at pupils' books and online Showbie for evidence • Talk to staff about how they ensure disciplinary knowledge is taught throughout each unit. 	<ul style="list-style-type: none"> • Pupils demonstrated a clear understanding of historical disciplinary knowledge (e.g. cause and consequence, significance) through pupil voice and work scrutiny. • Staff confidently articulated how disciplinary knowledge is embedded across units, showing consistency in planning and delivery. • Evidence from Showbie and books confirmed progression in historical thinking across year groups.
To support and guide ECT teacher within school in the teaching of History in KS2.	<ul style="list-style-type: none"> • To visit lessons and support and guide teachers with their history teaching. • Discuss and develop staff subject knowledge through dialogue and sharing of knowledge. • 	<ul style="list-style-type: none"> • ECT teacher reported increased confidence in teaching historical concepts and using enquiry-based approaches. • Planning support led to improved curriculum coverage and more engaging history lessons. • Ongoing dialogue helped develop deeper subject knowledge and reflective practice.
To support the EYFS curriculum's integration of historical learning through the development of engaging, age-appropriate	<ul style="list-style-type: none"> • Spend time with EYFS staff and identify opportunities for integrating historical learning across the seven areas of learning. <p>Spend time in the EYFS talking to children about their understanding of the world and time looking at the range of activities provided to develop children's historical learning.</p>	<ul style="list-style-type: none"> • EYFS staff successfully embedded historical learning into continuous provision, linking to "Understanding the World". • Children showed curiosity about the past and used time-related vocabulary in play and discussion.

activities that foster curiosity, critical thinking, and a sense of belonging in time.

- Activities supported early historical thinking, such as sequencing events and exploring family history.

Targets 2025 2026:

Targets	Steps to achieve target
To enhance cross-curricular links between History and other subjects to deepen pupils' understanding and engagement.	<ul style="list-style-type: none"> • Audit current curriculum plans to identify existing or potential cross-curricular opportunities (e.g., linking History with English, Art, Geography). • Meet with subject leads to discuss how historical themes can be integrated into their subjects. • Create a cross-curricular map showing where History links naturally with other subjects across year groups.
To develop pupil voice in History to ensure children feel ownership and engagement in their learning.	<ul style="list-style-type: none"> • Create opportunities for pupil feedback through surveys, interviews, or informal chats about their History lessons. • Establish a History pupil group or ambassadors who can share ideas and help shape the curriculum. • Conduct a pupil book study across year groups to explore how children's historical knowledge develops over time. Focus on: <ul style="list-style-type: none"> - Breadth of content covered - Use of historical vocabulary - Evidence of enquiry and critical thinking - Progression in disciplinary knowledge
To improve the use of historical sources and enquiry skills across all key stages.	<ul style="list-style-type: none"> • Review current use of sources in planning and lessons—are pupils engaging with a variety of sources (photos, artefacts, documents, etc.)? • Provide CPD or guidance to staff on how to teach historical enquiry effectively. • Create a bank of high-quality sources and enquiry questions for each unit, tailored to age and ability. • Model lessons or team-teach to demonstrate how to use sources to build critical thinking. • Evaluate impact by looking at pupil work, talking to children, and assessing progression in enquiry skills.

Staff training:

Staff CPD	Intended Impact
History Yarrow subject leader training	Curriculum map and core knowledge effectively sequenced to support key learning in History.

Ongoing Targets:

- Facilitate History cluster meetings with local schools
- Deliver/coordinate History CPD for staff as appropriate