



# History

## Subject Leader Report 2024-2025



Subject Leader: Megan Ritchie

### Autumn Term

History at Masefield Primary School continues to be a dynamic and engaging subject, with a clear focus on developing pupils' understanding of the past and fostering a sense of curiosity about the world around them. This term, the history lead has worked to support the teaching and learning of history across the school through lesson observations, learning walks, book monitoring, and discussions with pupils.

**Gold History Quality Mark:** A major highlight this term was the visit from the History Association, who observed lessons and evaluated the quality of history teaching at Masefield Primary. We were thrilled to be awarded Gold in the History Quality Mark, a testament to the high standards of history education at the school. This recognition reflects our commitment to ensuring that history is taught in a way that is both informative and inspiring, helping pupils to develop a love of the subject.

**EYFS (Reception and Nursery):** In Early Years, children have been exploring the concept of history, focusing on what history means and how it relates to their own lives. Through looking at their personal "living history," children have been encouraged to talk about their past experiences, family traditions, and the changes they have noticed as they grow. This foundational approach helps young children develop an understanding of the passage of time and the idea of change, which is essential for building their historical knowledge in.

**KS1:** In KS1, the focus has been on developing children's understanding of chronology. In Year 1, children have learned about the concept of time and placed key events on a simple timeline, while Year 2 pupils explored the impact of significant individuals, focusing on Rosa Parks and her role in challenging racial discrimination.

**KS2:** In Key Stage 2, history teaching has focused on periods of invasion and significant historical events that shaped Britain.

Year 3, pupils have delved into the Stone Age, gaining a deeper understanding of prehistoric life. This topic has been brought to life through outdoor learning, where children have created their own Stone Age paintings and built shelters. These hands-on activities have not only enhanced their learning but also allowed them to engage with history in a practical and memorable way.

**UKS2:** In Year 5, pupils have been studying the Anglo-Saxons and Vikings, learning about the coexistence of these two periods of history in Britain. They have also developed an understanding of the lasting impact these two groups had on Britain's history, including their influence on language, culture, and society.

The next steps for History are to:

- Continue to strengthen links between history and other subjects, such as art, geography, and literacy, looking at artists, scientists and engineers from different periods in history.



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- Further incorporate primary sources such as historical documents, photographs, and artefacts into lessons across all year groups.



Year 3 are having a wonderful time in Forest School. They have been endeavouring to recreate Stone Age shelters. It's considerably more difficult than it looks!





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### Spring Term

The teaching of History within Masefield Primary School's curriculum plays a vital role in fostering an understanding of the world around us. It enables children to appreciate the past, understand the present, and make informed decisions about the future. Through their History units this term, children have focused on chronology, the development of historical vocabulary and the use of historical resources and artefacts; the key historical events and figures that have had an impact on the world we live in today.

At our primary school, we recognise the importance of a holistic approach to learning. History, as well as being taught explicitly, is integrated with other areas of the curriculum, ensuring that students develop a deeper, more interconnected understanding of the world around them. For example, we have linked History to different subjects in the curriculum, such as: In Art we have looked at different artists from different eras and in Science, we have studied different scientists from different periods throughout history. We provide students with opportunities to make connections, foster critical thinking, and apply knowledge in diverse ways.

#### **EYFS (Reception and Nursery):**

In EYFS, children have been introduced to fundamental historical concepts, and have continued to embed the vocabulary of "past" and "future." These terms help the children begin to understand the flow of time, starting with their personal experiences. Through simple activities, such as looking at their own life events and comparing them to the future, children gain an early understanding of historical time frames. This lays the foundation for more complex historical learning in later years.

#### **KS1:**

In **Year 1**, students have been learning about famous explorers who have made significant contributions to our understanding of the world and beyond. This topic has provided them with the opportunity to explore the lives and achievements of pioneers such as **Amelia Earhart**, **Neil Armstrong**, and **Sir Ranulph Fiennes**, helping to foster curiosity and an appreciation for exploration and adventure.

In **Year 2**, students have been learning about the **Great Fire of London**, a significant event in British history. By studying this topic, children have the opportunity to explore the chronology of historical events and how people lived in the past.

#### **LKS2:**

**Year 3** focuses on **Samuel Crompton**, a local hero who invented the spinning mule, which revolutionised the textile industry during the Industrial Revolution. This unit highlights local history, giving students a deeper connection to the past by learning about a figure who had a significant impact on their own area. To enhance their learning, **Year 3** students visited **Bolton Museum** to explore Crompton's life and contributions. This visit allowed them to see primary sources and artefacts, offering a tangible connection to the past. In **Year 4**, the focus shifts to **Nelson Mandela**: a key figure in the struggle against apartheid in South Africa. The study of Mandela introduces students to more complex historical concepts such as social justice, equality, and human rights. By learning about



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Mandela's life, students understand the significance of his role in challenging oppression and promoting peace.

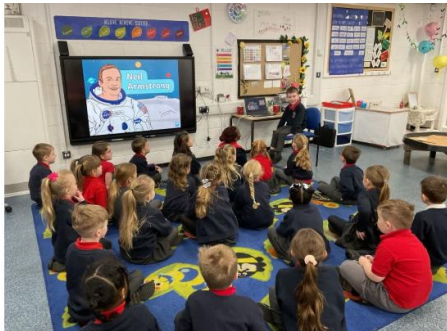
### UKS2:

Building upon the lessons learned in Year 4, Year 5 students focus on the **Civil Rights Movement**. This unit deepens the exploration of social justice by examining the struggles for equality led by figures such as Martin Luther King Jr. and Rosa Parks. The students learn about the significance of key events such as the **Bristol Bus Boycott**. Through discussions and research, Year 5 children explore the power of collective action and peaceful protest, understanding how the Civil Rights Movement changed the course of history.

In Year 6, students learn about the history of **space exploration**, a fascinating and expansive topic that engages their curiosity about the universe. The students explore the journey from the early sending of animals into space to the eventual achievement of sending humans, including the first male astronaut: Yuri Gagarin and the first female astronaut: Valentina Tereshkova. The history of space exploration helps children understand the significant technological advances that have shaped modern life.

The next steps for History are to:

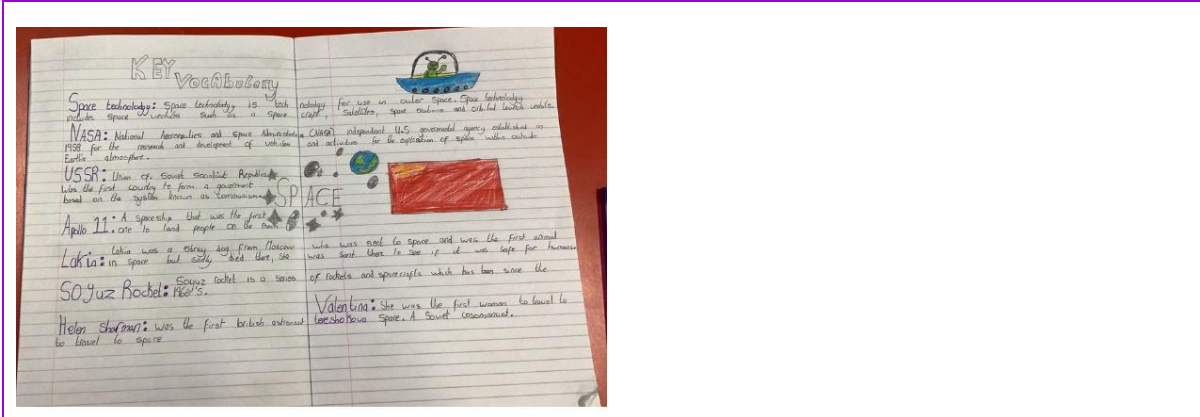
- To continue to embed historical enquiry and continue to strengthen links between history and other subjects





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## Summer Term

During the Summer Term, History teaching at Masefield Primary School has continued to engage and inspire pupils across all year groups. The curriculum has focused on developing children's understanding of the past through a variety of engaging topics, enabling them to make connections between different periods in history and understand how historical events have shaped the world we live in today.

History is a vital subject that helps children understand the story of human civilisation and the events that have influenced our modern society. At Masefield Primary School, History is taught not only as a collection of dates and facts but as a means to develop critical thinking, curiosity, and a sense of identity. It encourages pupils to ask perceptive questions, think analytically, and appreciate the complexity of people's lives, the diversity of societies, and the challenges of the past.

Throughout the term, children have been able to deepen their chronological understanding by exploring historical events in sequence and identifying cause-and-effect relationships. Pupils have worked on placing events on timelines, comparing different historical periods, and recognising continuity and change over time. This chronological framework has helped them build a more coherent picture of the past and better understand the context of key events and figures.

### EYFS (Reception and Nursery):

In the Early Years Foundation Stage, children have been continuing to develop the fundamental concept of what history is and what it means to them. Through storytelling, discussions about their own lives and families, and comparisons between past and present, they have begun to understand that history is about real people, real events, and how things change over time. Activities such as looking at old photographs, exploring traditional tales, and learning about key figures from the past have helped EYFS pupils connect historical ideas to their own experiences, laying a strong foundation for future learning.

**KS1:** In Key Stage 1, History teaching has focused on introducing children to the concept of significant individuals and their impact on the past and present. This term, pupils have been learning about prominent figures such as **Queen Elizabeth II** and **King Charles III**, helping



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them to understand the role of monarchy and how leadership and national events shape our country's history.

Children have explored key moments from Queen Elizabeth II's reign, including her long service to the nation and her role in modernising the monarchy. Following this, they studied King Charles III, learning about his early life, his new responsibilities as monarch, and the significance of the recent coronation as a historical event they are living through.

**LKS2:** The study of **Ancient Egypt** has allowed pupils to investigate how the civilisation flourished along the River Nile, the significance of pharaohs, and the remarkable developments in writing, architecture, and religion. Pupils particularly enjoyed exploring the process of mummification, the building of pyramids, and the discovery of Tutankhamun's tomb, using a range of sources and artefact replicas to enhance their understanding.

In their **Ancient Greece** topic, children have explored Greek myths and legends, the origins of democracy, and how Greek ideas continue to influence modern life—from language and philosophy to the Olympic Games. Pupils compared life in Athens and Sparta, gaining insight into different aspects of daily life and governance

**UKS2:** The study of **The Mayans** introduced children to the advanced civilisation that thrived in Mesoamerica long before European contact. Pupils explored Mayan achievements in writing, mathematics, astronomy, and architecture, as well as the importance of religion and city-states. They considered how and why the civilisation declined and how we know about the Maya today through the study of artefacts and ancient texts. This topic allowed children to reflect on non-European societies and the importance of diverse perspectives in history.

In the **World War II** unit, pupils examined the causes and key events of the war, with a particular focus on life in Britain during the conflict. Topics such as evacuation, rationing, the Blitz, and the role of women on the home front helped children to empathise with the experiences of ordinary people living through extraordinary times. They also studied significant leaders, the global impact of the war, and its long-lasting consequences on the modern world.

The next steps for History are to:



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- Continue to refine curriculum planning to ensure clear progression of knowledge and skills from EYFS through to Year 6. This includes making stronger links between topics across year groups and ensuring that pupils revisit and build upon key historical concepts over time.

