



History



Subject Leader Report 2025-2026

Subject Leader: Louise Wilson

Autumn Term

This term has been a purposeful period of observation, reflection, and collaboration across the school. The History subject lead has undertaken lesson observations, learning walks, book monitoring, and pupil discussions to gain a clear understanding of how History is taught and experienced across all key stages. These opportunities have supported the ongoing refinement of teaching approaches, ensuring that History lessons are engaging, inclusive, and effective in developing pupils' understanding of the past, chronology, and historical enquiry. A strong emphasis has continued to be placed on helping children make meaningful connections between the past and their own lives, particularly through local, national, and global history.

EYFS:

In Early Years, children have been introduced to the concept of history through a focus on what history means and how it relates to their own lives. By exploring their personal "living history," children have been encouraged to talk about their past experiences, family traditions, and changes they have noticed as they grow. Through discussion, storytelling, and role play, pupils have begun to develop an understanding of the passage of time and the concept of change. This foundational work supports children in developing early historical vocabulary and provides a strong basis for future historical learning.

KS1:

In Key Stage 1, pupils have been learning about significant historical figures and their impact. Year 1 focused on Lord Leverhulme, exploring his legacy and the lasting impact he has had on the local area. Children developed an understanding of how individuals from the past have shaped the world they live in today, with a particular emphasis on local history and community links.

In Year 2, pupils studied significant figures with a focus on Rosa Parks. Through this topic, children learned about fairness, equality, and courage, while developing their understanding of past events and why certain individuals are remembered. Pupils were encouraged to ask questions and discuss the importance of Rosa Parks' actions and the impact they had on society.

LKS2:

Lower Key Stage 2 pupils have developed their historical knowledge and enquiry skills through a range of engaging topics. In Year 3, children focused on Samuel Crompton, learning about his role in the Industrial Revolution and his significant impact on the local area. This unit strengthened pupils' understanding of local history and how industrial developments have shaped communities.

In Year 4, pupils explored Ancient Greece, developing an understanding of Greek



History



Subject Leader Report 2025-2026

civilisation and its influence on the modern world. A particular focus was placed on the Ancient Olympic Games, with children comparing them to the Olympics today and discussing how Ancient Greece has influenced aspects of modern life, including democracy, sport, and culture.

UKS2:

Upper Key Stage 2 pupils have been engaged in deeper historical enquiry and critical thinking. In Year 5, children studied the Anglo-Saxons, exploring aspects of daily life, settlements, beliefs, and invasions. Pupils developed their understanding of chronology and cause and consequence, while using historical evidence to draw informed conclusions about the past.

In Year 6, learning focused on World War II. Pupils explored key events and experiences of the war, with a strong emphasis on justifying the reliability of secondary sources. Children learned how historians use evidence and were encouraged to question bias and accuracy. A significant element of this unit focused on empathy, particularly through exploring the experiences of evacuees. Pupils reflected thoughtfully on the emotional impact of evacuation and how wartime experiences shaped the lives of children and families.

Spring Term

This term has been an engaging and immersive period for History across the school. The History subject lead has continued to monitor and support the subject through lesson observations, learning walks, book scrutiny, and pupil voice. These activities have provided valuable insight into pupils' historical understanding, the progression of skills, and the impact of teaching approaches. A strong emphasis has been placed on active learning and enquiry, allowing pupils to develop curiosity about the past and make meaningful connections between historical events and their own lives.

EYFS:

In EYFS, children have been introduced to fundamental historical concepts and have continued to embed the vocabulary of "*past*" and "*future*." These key terms support children in beginning to understand the flow of time, starting from their own personal experiences. Through simple and meaningful activities, such as discussing their own life events and thinking about what may happen in the future, children gain an early understanding of historical timeframes. This approach helps secure foundational historical thinking and lays strong groundwork for more complex historical learning as they progress through the school.



History



Subject Leader Report 2025-2026

KS1:

In Key Stage 1, pupils have developed their historical understanding through engaging and age-appropriate topics. Year 1 focused on Explorers and Adventurers, learning about significant historical figures such as Amelia Earhart. Pupils explored why these individuals are remembered and discussed the challenges and achievements of explorers, helping them to understand the concept of significance. In Year 2, pupils studied The Great Fire of London. Through storytelling, timelines, and discussion, children developed a clear understanding of the event, its causes, and its impact. Pupils were encouraged to compare life in the past with life today, supporting their understanding of change over time and strengthening their chronological awareness.

LKS2:

Lower Key Stage 2 pupils have engaged enthusiastically with their History learning this term. In Year 3, children have been studying the Stone Age, developing an understanding of how people lived during this period. Pupils explored changes over time, including developments in tools, shelter, and lifestyle, and considered how early humans adapted to their environment. In Year 4, the focus has been on the Romans. Pupils learned about the Roman Empire and its impact, including Roman invasions, daily life, and the lasting legacy of Roman innovations. Learning activities supported pupils in developing a clearer understanding of cause and consequence, as well as the ways in which Roman influence can still be seen today.

UKS2:

In Upper Key Stage 2, both Year 5 and Year 6 pupils have been studying the Vikings this term. Lessons focused on developing a secure understanding of who the Vikings were and the impact they had on Britain. To bring learning to life, pupils took part in an interactive scavenger hunt, using a range of sources to locate information and answer key historical questions. This engaging approach supported pupils in developing enquiry skills, teamwork, and independent research, while deepening their understanding of Viking life, culture, and legacy.

Next Steps:

Moving forward, the focus will be on continuing to strengthen historical enquiry skills across all key stages, including the use of sources, questioning, and historical vocabulary. There will be further opportunities to develop immersive and experiential learning approaches that support pupils in making meaningful connections with the past. Continued support for staff will ensure consistency and progression in History teaching, enabling all pupils to develop a confident and thoughtful understanding of the subject.



History

Subject Leader Report 2025-2026



Summer Term