

History Subject Leader Report

Academic Year: 2024–2025

Subject Leader: Robert Smith

Curriculum Intent and Implementation

At Mersey Park Primary School, our History curriculum aims to foster curiosity, critical thinking, and a secure chronological understanding of the past. History is delivered through a rich, well-sequenced curriculum that promotes both knowledge and historical enquiry. Pupils explore significant events, civilisations and individuals who have shaped the world, with learning designed to be engaging, inclusive and ambitious for all.

Early Years Foundation Stage

In EYFS, History sits within the 'Understanding the World' area of learning. Children explore their personal history, changes over time, and key events through storytelling, sensory activities and hands-on experiences. This early grounding supports later historical thinking.

Key Stage 1

KS1 pupils develop chronological awareness by studying events beyond living memory (e.g. the Great Fire of London), and significant individuals (e.g. Buzz Aldrin, Neil Armstrong). Children compare aspects of life in different periods, ask historical questions and begin to identify sources of evidence.

Key Stage 2

KS2 expands historical knowledge across ancient civilisations (e.g. Ancient Egypt, the Maya, Ancient Greece), British history (Romans, Anglo-Saxons, Vikings), and thematic studies (local history, the Victorians). Pupils develop deeper enquiry skills, critically evaluate sources and compare civilisations to recognise continuity and change.

Monitoring and Impact

This year, the impact of our History curriculum has been evaluated through book scrutiny, pupil interviews and lesson observations. Monitoring showed:

- Improved subject knowledge among pupils, especially in lower KS2.
- Stronger use of historical vocabulary, supported by working walls and recap strategies.
- Increased engagement during enrichment activities and themed days, such as Victorian school day and having the Maya archaeologist in.
- Developing analytical thinking, though some pupils still require support to justify opinions using evidence.

Learning outcomes remain broadly positive, with the majority of pupils achieving expected standards. However, there remains a notable proportion working below, particularly in lower KS1.

Assessment Overview (End of Year Teacher Judgements)

Year Group	% Below	% Just AT	% Securely AT	% Above
Year 1	17.2% (10)	19.0% (11)	48.3% (28)	15.5% (9)
Year 2	17.9% (5)	25.0% (7)	53.6% (15)	3.6% (1)
Year 3	3.4% (2)	12.1% (7)	65.5% (38)	19.0% (11)
Year 4	12.1% (7)	27.6% (16)	44.8% (26)	15.5% (9)
Year 5	3.3% (2)	34.4% (21)	50.8% (31)	11.5% (7)
Year 6	10.3% (6)	15.5% (9)	48.3% (28)	25.9% (15)

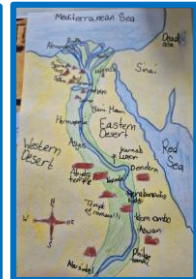
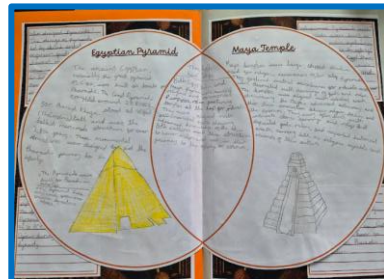
Key actions in response:

- Recap quizzes have been embedded weekly to strengthen knowledge retention.
- Additional retrieval practice at the start of lessons supports pupils at risk of falling behind.
- Children seem to be thriving as they move up the school

Enrichment and Experiences

Trips, workshops, and immersive experiences continue to play a vital role in bringing history to life:

- Year 1 Seaside & Toy Museum Visit – allowed comparisons of past and present through artefacts and visual stimuli.
- Year 4 Roman Day (Chester) – enhanced understanding of Roman life through roleplay, artefact handling and architecture.
- Year 5 Maya Workshop – offered rich cross-curricular links to geography and archaeology.



CPD and Subject Leadership

This year's CPD has focused on:

- Curriculum mapping and progression – ensuring clear skills and knowledge development across year groups.
- Effective questioning to promote historical thinking.
- Keeping up to date with innovations including the use of AI in education, virtual tours, and digital timelines.

Inclusion and Accessibility

- Adaptations and scaffolding ensure all pupils, including those with SEND or EAL, can access key historical concepts.
- Visual aids and vocabulary prompts support comprehension.
- Carefully selected texts link to history topics to support reading development.

Next Steps for 2025–26

1. Embed use of recap strategies further to secure long-term memory and reduce knowledge loss over time.
2. Enhance pupil voice opportunities – through mini history leaders or student historians contributing to displays and assemblies, also by using learning buddies.
3. Develop cross-curricular writing in history to raise standards in extended writing tasks.
4. Further develop staff confidence in using and sourcing high-quality primary and secondary sources.

Final Thoughts

History at Mersey Park remains a strength, offering memorable experiences that ignite curiosity and connect pupils with the wider world. Through continued development of pedagogy, curriculum design and assessment, we aim to ensure all pupils are equipped with the knowledge and skills to think like historians.