

History Subject Leader Annual Report to Governors

Academic Year: 2025–2026

Subject Leader: Robert Smith

1. Executive Summary

History continues to play a significant role in developing pupils' understanding of the world and their place within it. Throughout the academic year, pupils have engaged with a broad and ambitious curriculum that promotes chronological understanding, historical enquiry and critical thinking. The subject remains a strength within the curriculum, with pupils demonstrating increasing confidence in discussing historical concepts, using subject-specific vocabulary and making connections between different periods of history. This report outlines key developments, strengths, areas for improvement and priorities for the coming year.

2. Curriculum Review

Curriculum Vision

Our History curriculum is designed to inspire curiosity about the past whilst equipping pupils with the knowledge and disciplinary skills needed to think as historians. Through carefully sequenced learning, pupils develop an understanding of chronology, cause and consequence, significance, continuity and change, and historical interpretation. The curriculum supports pupils in becoming informed citizens who can understand how the past has shaped the modern world.

3. Quality of Education

Teaching and Learning

Monitoring activities conducted throughout the year included:

- Learning walks
- Book & display scrutiny
- Pupil voice
- Planning reviews
- Lesson visits

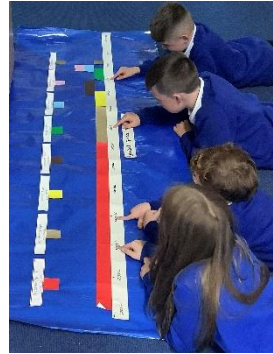
Evidence gathered indicates that:

- Historical vocabulary is increasingly embedded across the school.
- Retrieval practice is supporting pupils to remember previously taught content.
- Teachers are making effective use of questioning to deepen understanding.

- Pupils are developing greater confidence when discussing evidence and historical sources.

Areas Identified for Further Development

- To continue to recap previous learning as this seems to be having a good outcome
- To find time to focus on SEN children who leave lessons for interventions during the afternoon – to catch up missed learning



4. Pupil Achievement and Outcomes

Assessment Overview

Year Group	% Below	% Securely AT	% Above
Year 1	16%	79%	5%
Year 2	25%	64%	12%
Year 3	14%	68%	18%
Year 4	12%	75%	12%
Year 5	24%	45%	31%
Year 6	15%	62%	23%

5. Pupil Voice and Engagement

Pupil discussions conducted throughout the year suggest that children enjoy History and value opportunities to investigate the past through enquiry-based learning.

Common themes emerging from pupil voice included:

- Year 3 and 4 mentioned that they enjoyed learning about the Victorians and they especially enjoyed the trip to Port Sunlight. Year 4 also enjoyed the trip to Chester and found the Romans engaging.
- Year 5 pupils enjoyed the Greek topic this year and liked learning about how the modern Olympics compares to the ancient games.
- Year 6 pupils have particularly enjoyed their study of Ancient Egypt. Also, following the completion of SATs, pupils benefited from increased opportunities to engage in independent historical enquiry, allowing them to explore areas of interest in greater depth and demonstrate their knowledge through more creative and self-directed projects.

Pupils demonstrated an increasing ability to:

- Explain historical concepts.
 - Use historical vocabulary accurately.
 - Make comparisons between different periods.
 - Justify opinions using evidence.
-

6. Inclusion and Equality of Access

Ensuring that all pupils can succeed in History remains a priority.

Provision includes:

- Adapted learning activities.
- Vocabulary scaffolds.
- Visual supports and timelines.
- Structured retrieval activities.
- Targeted support for SEND and EAL pupils.

Monitoring suggests that pupils with additional needs are able to access the curriculum successfully and participate fully in historical enquiry.

Concluding Statement

History remains an important and highly valued subject within the curriculum. Pupils are developing a secure understanding of the past alongside the skills needed to question, interpret and evaluate historical information. Continued focus on curriculum development, staff expertise and pupil engagement will ensure that History remains a subject that inspires curiosity and academic success for all learners.