



Subject Report 2025-2026

Subject	History	Report prepared by	Laura Tack
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Overview of the year:

3 key messages from the year (2025- 2026):

- Completion of introduction of *Key Lines of Enquiry* to ensure teaching is relevant to all pupils reflecting the challenges of our world and the diversity of our community.
- Purchase of high quality resources to complement lessons and foster curiosity.
- Update and circulation of *History at the Cambridge* and *One-page Guide* to share vision for history and intent of topics, ensuring consistency of topic format and assessment across the school particularly for new staff.

Curriculum: Intent, implementation, Impact

Intent

At The Cambridge Primary School we envision children leaving our school with a wide breadth of knowledge relating to both their local history and beyond. We hope to nurture the children’s **curiosity** about the past in Britain and the wider world. By developing the skills of a historian children will begin to build their own understanding of how history has impacted us and develop an understanding of the essential part this plays in preparing us for living and working in the modern world.

When children leave The Cambridge Primary School, they will have the following skills:

- Chronologically sequence events from the past on a time line
- Recognise and comment on differences between the past and modern day
- Able to ask and answer questions relating to different sources and objects
- Have confident use of the library etc. for research
- Recognise primary and secondary sources

In History, A Cambridge Pupil will leave with:

Key Skills	Qualities
<ul style="list-style-type: none"> • Form a critical arguments and opinions on a historical event and support it with evidence from primary/secondary sources. • Evaluate the validity of historical sources. • Demonstrate a strong chronological understanding of historical knowledge in greater depth. • Compare and contrast historical events including comparisons with the present day. • Record and present historical information in a range of different forms. (e.g. Display, time line, story board) • Produce an explanation (written or spoken) of historical events, referring to cause and effect using evidence to support their explanation. 	<p>In History, a Cambridge pupil is inquisitive and shows bravery when developing opinions on historical events. They show enthusiasm to work both independently and collaboratively, building on each other’s ideas and opinions about artefacts and evidence of historical events; using a variety of sources to deepen their understanding and knowledge. Pupils innovatively present their findings and confidently explain historical events, drawing on connections with other events and demonstrating an awareness of the chronological order. Pupils are excited and enthusiastic to steer their learning; taking ownership of their ideas and presentation, applying critical thinking and asking probing questions.</p>

Implementation

History is embedded within the thematic overarching topic each year group is studying over a half term. History is taught to the whole class, once a week over three half-terms. Other subjects and experiences are used as opportunities for cross curricular learning. For instance, during Year 2’s Up, Up and Away topic children apply their learning of box kites to their DT kite project, whilst pupils from Year 4 use their historical knowledge in English to produce a newspaper report about a key battle between the Vikings and Saxons.

To provide relevance and purpose, topics are planned around a *Key Line of Enquiry* which is returned to weekly throughout lessons to provide focus and embed key substantive knowledge.

We intend use historical artefacts, visitors, workshops and visits to excite and intrigue our children to find out more about events and people from the past. Immersive experiences within lessons or as part of hook days and school trips should immerse children in the subject and help to foster empathy and an understanding of the past. Immersive experiences may be as simple as asking pupils “*What would you do?*” questions or as complex as the battle re-enactments facilitated by external specialists.

Topics taught across each year group:

	AT1	AT2	SP1	SP2	SU1	SU2
EYFS	People who help us	Celebrate the world (Bonfire Night, Diwali, Remembrance, Christmas)	Out of this world (space and dinosaurs)	Once upon a time	What’s in the Ocean	Do cows go quack
Y1		Moon Zoom Continuity and Change How is space exploration changing?		Memory Box Sources and Evidence How do we remember the past?	Superheroes Historical significance Why do we remember Florence Nightingale?	
Y2	Castles Sources and Evidence What can castles tell us?		Fire! Fire! Continuity and Change Could the Great Fire of London happen today?		Up, Up and Away Cause Who should we thank for our modern ability to fly?	
Y3	Through the Ages Historical Interpretation How do we understand prehistoric people?		Romans Empire Consequence What did it mean to be Roman?	Roman Britain Continuity and Change Was Boudicca right to resist Roman rule?		
Y4	Ancient Greeks Historical Interpretations How do we interpret the legacy of the Ancient Greeks?				Anglo Saxons Change & Continuity: Did the Anglo-Saxon’s bring a ‘Dark Age’ to Britain?	Vikings Similarity & Difference How important were Viking raiders to the emerging culture of the English?
Y5	Ancient Egypt Significance Why are we so fascinated with Ancient Egypt?		Tudors – Henry VIII Cause (Reformation) Was Henry VIII a good king?	Tudors -Elizabeth I Historical significance Non sine sole iris? (No rainbow without sun)		
Y6	WWI Consequence Why should we remember WWI?	Benin Sources and Evidence Why are the Benin Bronzes important?				WWII (Local Study) Historical Interpretation How do the experiences of children in Aldershot affect our understanding of the Second World War?

Rationale for curriculum organisation:

The planning for each topic is approached by considering the relevance of the subject to the children’s understanding of the world. This allows the Subject Lead to focus on the relevant National Curriculum concept and devise a *Key Line of Enquiry* which focuses the children’s thinking on the intended learning. The *Key Line of Enquiry* takes the form of a question which acts as a hook and provides purpose to the learning whilst ensuring that each lesson and activity contributes to the ultimate aim of the topic. For example, in year 4 considering different things the Anglo-Saxon brought to Britain each week in order to consider whether they brought a ‘dark age’.

What have you done to ensure that every skill is covered?

The topic overview document has been edited to track the coverage of historical concepts outlined in the National Curriculum across the school and new planning document has been created which charts the coverage of aims from the National Curriculum and skills outlined in the Cambridge Primary School’s Skill Progression. This enables the subject lead and teachers to check the coverage of skills and concepts across each topic. This document also includes a framework of historical skills which are being developed to ensure disciplinary skills are taught and assessed consistently throughout a topic.

<p>Impact At The Cambridge, Children find history a fascinating and engaging subject. They love learning about how things were different in the past and display curiosity by asking relevant questions. The children enjoy having in depth discussion with each other and their teacher sharing their knowledge and comparing their learnings with our lives today.</p>	
<p>What does marking and assessment look like in your subject? How do you know this has been effective for children's progress?</p>	<p>What CPD have you received / research have you carried out in your subject area? What has been the impact of this on the children?</p>
<p>Marking in books follows Fast-feedback policy with teachers completing the fast-feedback sheet to assess children against the lessons learning intention. A range of history skills have been developed and mapped on to Blooms taxonomy for use in Learning intentions to ensure disciplinary knowledge is being assessed efficiently. Substantive knowledge is assessed via an online Kahoot quiz at the start and end of the topic.</p>	<p>In addition to subject knowledge research to support relevant and engaging planning, the subject leader has liaised with teachers to understand the requirements for their year groups and topics. The increased use of IT in school is reflected in discussions with IT lead regarding how resources can be shared and work completed electronically by pupils. Subject Lead accompanied Year 5 to Hampton Court Palace to experience on-site workshop in order to experience use of artefacts in learning to feed into effective and engaging planning at CPS.</p>
<p>What Performance Information is monitored? What are the 3 questions are you considering for future developments?</p>	<p>How are Fundamental British Values, the Cambridge Learning Characteristics and personal development promoted within your subject?</p>
<p>The effective teaching of history at the Cambridge is monitored through review of KAHOOT data, book looks, pupil and teacher conferencing and lesson drops ins and observations.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. What does pupil progress look like across the school and how do we assess and track this? 2. How are History skills in EYFS introduced and embedded to create a secure foundation 3. How do we promote deep thinking in History by linking learning across the history curriculum? 	<p><u>Fundamental British Values</u> Pupils are taught to respect the cultures and heritage of other Nations in history (<i>mutual respect and tolerance</i>). They are encouraged to reflect upon how the past is different to the present and how society has progressed through time, allowing us to have more choices about things today (<i>individual liberty</i>). Topics are planned to include a range of cultures, ethnicities, genders and other protected characteristics where possible to ensure that all pupils feel represented and included and appreciate the contribution of a range of individuals (<i>diversity, inclusion and equality</i>).</p> <p><u>The Cambridge Learning Characteristics (BICO)</u> In History, pupils are encouraged to be brave and share their ideas and opinions. Through the KAGAN structures and immersive experiences, children often work collaboratively with their peers. We encourage the children to take ownership of their learning by thinking the way historians do: putting pieces of evidence together and making innovative judgements about the past. History stimulates children's natural curiosity to understand more about what it was like in the past.</p> <p><u>Opportunities for Personal Development</u> Immersive activities are planned in lessons and as part of hook days and trips to develop empathy and decision-making skills. Opportunities for collaboration foster teamwork to prepare children for the world beyond school.</p>

