

# History Curriculum Impact Statement 22/23



## Overall synopsis / developments:

History continues to a subject which children enjoy and is a strength across the school which is highlighted by our super learning days. Before we implemented the Impact curriculum we had identified gaps in the History curriculum especially in Local history and Upper KS2 units. These gaps have now been highlighted and units added to our curriculum to ensure that we have a progressive curriculum with outcomes for all.

Within our new impact curriculum we have identified a set of historical concepts or golden threads that the children repeatedly revisit throughout their time at Edgworth. These golden threads being, leisure and entertainment, religion and beliefs and Edgworth local History.

Work has also been done with Turton Tower to help build our Local History unit across the upper juniors, and links made to support further learning

## History in the EYFS:

The impact of the EYFS curriculum is reflected in having well rounded, happy and confident children. The children transition into Year 1 with key knowledge and overarching concepts to enable them to access the requirements of the National Curriculum. Our children are often amazing role models for others in school. Our children consistently exceed the National and Local Authority data for children achieving a Good Level of Development. Our children reach our endpoints identified through our carefully planned curriculum offer for all seven areas of learning.

## Data overview for History

Percentage of children at the Expected Standard or better (age appropriate)

Reception	Key Stage 1	Key Stage 2	Whole school
84.6%	92.5%	74.3%	79.3%

\* Subject in EYFS = My Family and Local History

## Subject leadership - CPD, Monitoring and books:

Outcomes in History books evidence a broad and balanced history curriculum and demonstrate the children's acquisition of identified knowledge. Children review the agreed learning at both the beginning and end of each topic via a knowledge organiser and tested via a quiz at the end of the unit.

Emphasis is placed on analytical thinking and pupils gain a coherent knowledge and understanding of Britain's past and the wider world encouraging their thirst for more learning. Work shows that a range of themes are being covered, concepts are revisited, and cross curricular links are made where possible. Assessments and monitoring will show standards in History will be high and will match standards in other subject areas, with a recent addition to more emphasis on local history introduced across all key stages.

## Highlights / Life in all its fullness

Super Learning days – 70<sup>th</sup> Jubilee celebrations & Coronation day; Y4 Ancient Egypt – super learning day; Y5 Ancient Greece – super learning day; Y3 Romans – super learning day; Y5/6 Football local history

## Pupil voice (including ambassadors)

Pupil voice shows that pupils are confident and able to talk about what they have learnt in history using subject specific vocabulary. Pupil voice also demonstrates that pupils enjoy history and are able to recall their learning over time. Pupils work demonstrates that history is taught at an age appropriate standard across each year group with opportunities planned in for pupils working at greater depth. Work is of good quality and demonstrates pupils are acquiring knowledge, skills and vocabulary in an appropriate sequence. History activities and super learning days are ambassador led, with children's views in mind.