



History Impact Statement

Overall aim: Ensure that all of our children have a coherent knowledge of Britain's past and the wider world.

Achievement

	EYFS (Understanding the World)	KS1	KS2
Progress			
Attainment	93%	83%	87%

What is the impact on the school?

Children in Year 1 could discuss Leonardo da Vinci and his inventions. They could make links with Art and Design.

Year 3 could make links between 'power' and 'society' with how they would like to be treated on a day-to-day basis in school. They could then further this discussion into being an adult and working. They could give clear explanations of the different roles in Mayan society. They could discuss the importance of being a role model to younger children in school, linked to being a good King or Queen.

What is the impact on the local area?

Children in Key Stage 2 discussed the importance of learning new things and teaching people in your local area new things, passing on the information.

What is the impact on preparing our children for life in Modern Day Britain?

Children in Year 1 could discuss how their topic 'The Great Fire of London' can help us learn about fire and fire safety. Children could make links with Samuel Pepys and his diary. Children were passionate about talking about burying their valuable possessions.

Children in Year 3 could discuss the importance of buildings of the pyramids and made links with Science. Children were able to make comparisons between Ancient Egyptians and Mayans.

Impact of child conferences:




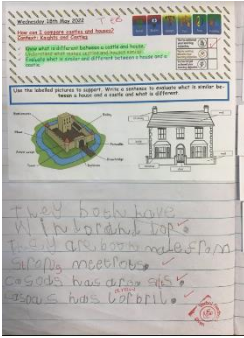
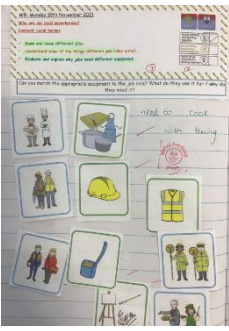
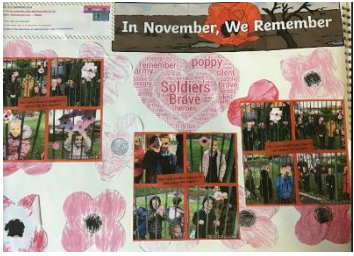
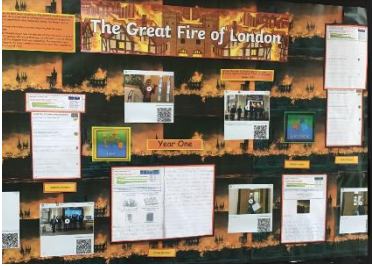
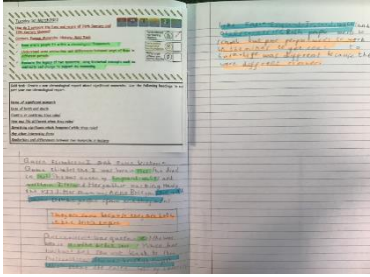

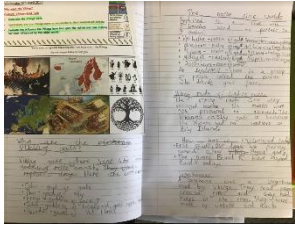
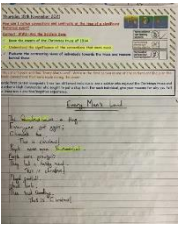
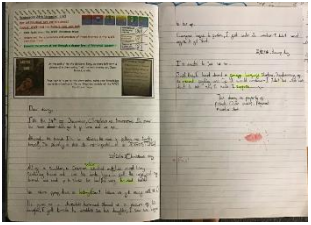
It was evident that using books and examples of the lessons generated discussions with the children. The impact on preparing children for life in Modern Day Britain was a lot stronger than on the local area and the impact on school.

Impact of data:

Next steps:

Children to have in-depth knowledge of History topics and make links between the impact historical events can have on individuals and the local area.

Portfolio of Work

			
<p>EYFS</p>	 <p>In Spring Term, Reception learnt about castles. Children had to compare castles in the past to houses now.</p>	 <p>In Autumn Term, Reception were learning about superheroes. The discussed local heroes. Children understood to name and describe people who were familiar to them.</p>	 <p>In Reception children linked their knowledge of understanding the world to worship. Children commented on events and people in the past to generate vocabulary. Links made with A&D.</p>
<p>KS1</p>	 <p>Year 1 created a corridor display to demonstrate their knowledge and understanding of the Great Fire of London. There were links made with science, computing and English.</p>	 <p>Year 2 learnt about the power and impact of Queen Elizabeth I and Queen Victoria. Children evaluated their legacy. Children produced a non-chronological report. Links made to English.</p>	 <p>Year 2 were learning about significant events beyond living memory. Children evaluated how events can be commemorated. This shows progression from Early Years. Links made to computing.</p>
<p>KS2</p>	 <p>Year 5 had to demonstrate their understanding of invasion and how Britain were influenced by the wider world. Links made to English and Geography.</p>	 <p>As part of their WWI topic, Year 6 compared and contrasted historical events. They made connections between the Christmas Truce 1914.</p>	 <p>Year 6 recorded a diary entry to evaluate how Christmas turned war into peace. This linked to their WWI topic. Links made to English.</p>