



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 (UW - PP)	KS1	KS2
Attainment 2012-22	93%	83%	87%
Attainment 2022-23	69% (-24%)	83% (0%)	80% (-7%)

What is the impact on the school? Children in Year 2 were able to discuss significant people and their impact. They were able to discuss Henry VIII, stating "if it wasn't for Henry making his own church, we wouldn't be here and our school wouldn't exist". They were able to discuss Martin Luther-King as having had a huge positive impact, as "all children can go to school together" and different races "can connect with each other and be together". Children explained it was important to learn about significant people so we can learn from them and change things like they did.

Year 4 were able to discuss the impact of invading civilizations such as the Romans and Vikings on local culture and customs. They demonstrated a good understanding of chronology and some good historical vocabulary.

What is the impact on the local area?

Children in KS1 discussed Newcastle Castle and explained that this was built for defence and protection. With encouragement they could discuss what they had seen there, such as stocks, pillory used for punishment. Children in KS2 questioned the impact of the Romans leaving, stating "it was a mistake that the Romans left the area... What do you leave behind when you have invaded?"

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

Children in both KS1 and KS2 were able to discuss a range of jobs involving history, such as tour guide, tourism jobs, historian and archeologist.

Children in KS2 were able to explain how you can learn from the mistakes of others. Children explained that they felt the new curriculum taught them "more in depth". Children were particularly strong at discussing chronology (e.g. Indus Valley, Sumarians and Egyptians) and hierarchy (ranking).

Impact of child conferences:

Children's developing knowledge of key concepts such as significance, hierarchy, chronology and civilisations was evident. High expectations for vocabulary clearly beginning to filter through. Children needed some discussion around impact of visits and it would seem that although children enjoyed historical visits, it was unclear if they knew why they had been to certain sites.

Impact of data:

Data showed inconsistencies in the number of Greater Depth pupils with a range of 7-30%.

Early Years outcomes were lower than those of KS1 and KS2 overall.

Some outcomes in other year groups may be lower than previous years due to reading heavy activities and increased expectations from a new curriculum.

Next steps:

Ensure historical visits have impact and value - can children discuss where they have been, how this links to learning and the reason for the visit? Does the visit further sticky knowledge?

Monitor how lower attainers (SEND / EAL) access the curriculum in terms of reading and recording.

Ensure plenty of opportunities for vocabulary reinforcement / extension and chances to support sticky knowledge.

Portfolio of Work

