



# History Curriculum Impact Statement 2024 -2025

<p><b>Overall synopsis / developments</b> Overall synopsis / developments</p> <ul style="list-style-type: none"> <li>• The new format of following key areas or strands is now embedded across the year groups.</li> <li>• History in school continues to be taught well and full coverage of the curriculum is evident in all books.</li> <li>• <b>Substantive Concepts</b></li> <li>• All year groups study and incorporate the following themes across the programs of study. Chronology, Gods and worship, Children, invasion and exploration and Empire.</li> <li>• Evidence of adaptive teaching across the school during History lessons is becoming more evident although not fully embedded.</li> <li>• Teachers are now fully aware of the key disciplinary concepts for example 'Cause and Consequence' and 'Change and continuity'.</li> </ul>	<p><b>Inclusion</b></p> <p>At Longshaw, we use a variety of teaching and learning styles in History lessons.</p> <p>Our principal aim is to develop the children's knowledge, skills and develop the different disciplines in order to be good all round historians.</p> <ul style="list-style-type: none"> <li>-Having different opportunities such as living history days and school trips also enriches the childrens' understanding of the chosen subject.</li> <li>- set common tasks that are open-ended and can have a variety of responses.</li> <li>- provide a range of challenges based on the same objective so all children can access the curriculum.</li> <li>- using additional adults to support the work of individual children or small groups including topic specialists.</li> </ul>
<p><b>Subject leadership – CPD, Monitoring and Evaluation</b></p> <ul style="list-style-type: none"> <li>• Renewed KS history subscription</li> <li>• All key targets on 2024/25 action met or partly met.</li> <li>• Action plan reviewed and new targets set for 25/26 .</li> <li>• Ambassadors meeting completed Summer 2</li> <li>• Living History days booked with outside agency.</li> <li>• Sonar tracker reviewed.</li> <li>• Science and industry museum visit.</li> <li>• Three living history days budgeted for to ensure continuity 25/26.</li> </ul>	<p><b>Highlights / Cultural Capital</b></p> <p>Opportunities for studying primary sources' Visit to York Y5 Egyptian day Y3 Portals From The Past Visitors y3/4 and 6. Remembrance day assembly and fundraising. IWM Manchester. Science and industry Museum Manchester.</p> <p><b>Pupil Voice (including ambassadors)</b> Ambassadors meeting was well received and all ambassadors participated well. Pleasing that 4, 5 and 6 year groups could 'wax lyrical' about previous</p>

topics taught in previous year groups. All showed a good understanding of topics covered and were able to recall key information. Y3 were particularly enthusiastic when discussing the Egyptians topic and showed good subject knowledge.

## Data Overview

Year 3 (90 Pupils)

	No Assessment	Significantly Below	Below	Just At	Securely At	Above	Significantly Above
History	2.2% (2)	2.3% (2)	13.6% (12)	26.1% (23)	44.3% (39)	13.6% (12)	

Year 4 (89 Pupils)

	No Assessment	Significantly Below	Below	Just At	Securely At	Above	Significantly Above
History	3.4% (3)	32.6% (28)	7.0% (6)	19.8% (17)	34.9% (30)	5.8% (5)	

Year 5 (90 Pupils)

	No Assessment	Significantly Below	Below	Just At	Securely At	Above	Significantly Above
History	1.1% (1)		15.7% (14)	14.6% (13)	62.9% (56)	6.7% (6)	

Year 6 (85 Pupils)

	No Assessment	Significantly Below	Below	Just At	Securely At	Above	Significantly Above
History	1.2% (1)		15.5% (13)	35.7% (30)	44.0% (37)	4.8% (4)	

