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| **History Curriculum Impact Statement 23/24** |  |
| **Overall synopsis / developments:**History continues to be a subject in which the children of Turton and Edgworth enjoy. History is a strength across the school which is highlighted by our super learning days, visitors to the school and visits to museums. The golden threads that run through our History curriculum being, leisure and entertainment, religion and beliefs can be seen woven throughout when looking at children’s books, and knowledge organisers can be seen to assist all learning and quizzes which take part at the end of each unit studied. 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. Children have developed a passion for history and an enthusiastic engagement in learning, which is both helps develop their sense of curiosity about the past and their understanding of how and why people interpret the past in different ways, to embrace challenging activities whilst fulfilling a high desire to undertake high quality research across a range of topics.*
 | **History in the EYFS:**My Family and Local HistoryThe 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 #subject#**Percentage of children at the Expected Standard or better (age appropriate)

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| Reception | Key Stage 1 | Key Stage 2 | Whole school |
| 85% | 85.7% | 90.7% | 89% |

\* Subject in EYFS = My Family and Local History |
| **Highlights / Life in all its fullness:** Y4 Ancient Egypt – super learning day; Y5 Ancient Greece, Anglo-Saxons and Maya Year 3 visit to Chester Roman museumY6 leavers performance WW11 |
| **Subject leadership - CPD, Monitoring and books:**It has been evident through book looks and lesson observations that the Impact curriculum has been followed well and that children are making good progress across all age groups. Children have also done class assemblies showing parents and other children what they have learnt whilst also embedding their knowledge at the same time as enjoying themselves.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. Regular updates are also made with the history link governor, |
| **Pupil voice (including ambassadors)**Ambassadors had termly meetings with History lead and discussed events such as Kings coronation. 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. |