

History End of Year Evaluation

Evaluation of Impact

The history curriculum has been developed with the school's context and the needs of its pupils in mind. The school recognises the importance of ensuring that all pupils have access to a broad and ambitious body of knowledge that contributes to their cultural capital. As a result, there is a consistent emphasis across subjects on securing important knowledge, building connections between learning and ensuring that pupils retain what they have been taught.

In history, this is reflected in a carefully sequenced, enquiry-based curriculum that develops both substantive and disciplinary knowledge over time. The curriculum enables pupils to develop a secure chronological framework while also learning how historians investigate and interpret the past through evidence, interpretation, cause and consequence, similarity and difference, change and continuity, and significance.

The five key concepts of culture, rule of law, society, conflict and migration are revisited across the curriculum, allowing pupils to deepen their understanding and make meaningful connections between different periods and places. The impact of this approach is evaluated through assessment, work scrutiny, pupil voice and ongoing monitoring, enabling leaders to identify what pupils know and remember, how well they are developing as historians and where further action is required.

Curriculum and Teaching

The history curriculum provides clear progression in both substantive and disciplinary knowledge from EYFS to Year 6. Units are carefully sequenced to develop pupils' chronological understanding and enable them to make connections between periods studied.

History is taught through an enquiry-led approach, with units organised around key historical questions. Pupils are increasingly required to interpret evidence, consider different viewpoints, evaluate significance and construct historically valid responses. This provides opportunities for pupils to develop an understanding not only of what happened in the past, but also of how historical knowledge is constructed.

Daily reviews are a consistent feature of history lessons and revisit key vocabulary, learning from the previous lesson and relevant knowledge from previous years. This supports pupils to retrieve important substantive knowledge and make connections between current and prior learning.

Teachers explicitly teach and revisit historical vocabulary and core knowledge, supporting pupils to develop an increasingly secure and well-connected historical understanding. In KS2, pupils regularly refer to the timeline maintained at the front of their history books,

enabling them to place new learning within a broader chronological framework and make connections across different periods.

The curriculum also provides pupils with opportunities to apply their historical knowledge and disciplinary understanding within familiar and meaningful contexts. Local history studies in KS1, including changes to local shops and houses, enable pupils to explore continuity and change within their immediate environment. In KS2, local history, including the study of the Battle of Peterloo, provides further opportunities for pupils to explore significance and change over time.

Reading is deliberately embedded within history teaching, supporting pupils to interpret sources, make inferences and evaluate historical information. Activities are adapted where necessary to ensure that pupils with SEND can access the curriculum and demonstrate their historical understanding, while maintaining appropriate ambition.

Ongoing learning walks, content checks and scrutiny of pupils' work provide leaders with an informed understanding of how consistently the intended curriculum is being implemented and how effectively pupils are developing both substantive and disciplinary knowledge.

Assessment and Use of Information

Assessment is used to provide leaders and teachers with precise information about pupils' historical knowledge and understanding rather than simply as an end point.

At the end of each academic year, pupils complete a Mastermind-style history assessment covering the units taught during the year. The assessment includes questions designed to evaluate both substantive knowledge retention and disciplinary understanding.

Subject leaders undertake question-level analysis to identify knowledge that has been securely retained, misconceptions and areas requiring further consolidation. This information is shared with teachers and used directly to inform subsequent teaching.

Where gaps are identified, teachers use the findings to plan specific content for daily reviews, particularly during the autumn term. This enables pupils to revisit important knowledge early in the academic year and provides further opportunities to secure knowledge that was not yet fully retained.

Assessment information is considered alongside pupils' work, learning walks and pupil voice. This enables leaders to develop a broader understanding of the impact of the history curriculum and to identify where changes to teaching, retrieval or curriculum planning may be required.

Impact of Re-Assessment

The impact of this responsive approach was evaluated through a spring re-quiz, revisiting key knowledge identified through the end-of-year assessment and question-level analysis as requiring further consolidation.

The results demonstrate an increase in average points scored across all year groups represented in the re-quiz:

History Re-Assessment Report – Spring

Year Group Average Points Scored +/-

Year 1	+2%
Year 2	+11%
Year 3	+15%
Year 4	+15%
Year 5	+13%

All year groups represented demonstrated an increase in average points scored. The strongest increases were seen in Years 3 and 4 (+15%), followed by Year 5 (+13%) and Year 2 (+11%), demonstrating improved retention of identified historical knowledge following further opportunities for retrieval and teaching.

The smaller increase in Year 1 (+2%) is understood in the context of pupils' already high scores in the end-of-year assessment. The limited movement therefore does not indicate a significant decline in performance; rather, it reflects that pupils had comparatively less headroom for further improvement. Leaders identified opportunities for further small-step consolidation within the Significant People in History unit to continue strengthening pupils' knowledge.

The assessment outcomes demonstrate that the identification of specific knowledge gaps and subsequent retrieval opportunities have supported improved retention across the year groups represented. The variation between year groups also provides leaders with useful information about where further consolidation may be appropriate.

Assessment outcomes are considered alongside ongoing monitoring of daily review content, pupils' work and pupil voice. Together, these provide evidence of a rigorous and responsive approach to assessment, in which leaders use evidence about pupils' knowledge and understanding to inform teaching and then evaluate the impact of subsequent action.

Inclusion and Pupil Groups

Leaders consider the impact of history provision across different groups of pupils, including those with SEND and disadvantaged pupils. Assessment information is analysed to identify pupils who have retained less knowledge or who require further support or targeted retrieval.

Pupil voice is used alongside assessment information to explore pupils' understanding of history, their confidence as historians and any barriers affecting their learning. This provides leaders with information that cannot be gained from assessment outcomes alone and helps to inform subsequent teaching and curriculum development.

Pupil voice following the Year 5 assessment identified that one of the questions did not provide an accurate opportunity for a SEND pupil to demonstrate their historical understanding, as the pupil was able to answer the question verbally despite finding the written format less accessible. Leaders recognised that the assessment question therefore needed to be refined to ensure that the intended historical knowledge, rather than the accessibility of the question format, was being assessed.

As a result, the question will be reworded for the 2026–27 assessment cycle to provide a more appropriate opportunity for pupils to demonstrate their knowledge and understanding. This demonstrates the use of pupil voice and assessment evidence to refine assessment practice and improve the accuracy of information gathered about pupils' learning.

Where evidence indicates that particular pupils or groups have not secured important historical knowledge, this informs further teaching, retrieval and, where necessary, adaptations to the curriculum or teaching approach.

Individual case studies are developed for identified pupils where appropriate and shared with governors. This enables governors to understand the experiences and outcomes of individual pupils, consider the impact of actions taken and hold leaders to account for the effectiveness of provision and the progress made by pupils.

This ensures that pupils are not simply identified through assessment data but that leaders seek to understand and respond to the reasons behind gaps in knowledge, with appropriate oversight from governors.

Leadership and Curriculum Development

The assessment and monitoring cycle provided leaders with a clear understanding of the strengths and areas for development within history. The subject leader and Teaching and Learning Lead use assessment information, question-level analysis, pupils' work, learning walks, content checks and pupil voice to evaluate the effectiveness of provision and identify where further action is required.

The increase in average points scored across all year groups represented in the spring re-quiz demonstrates that identified knowledge gaps have responded positively to deliberate retrieval and further teaching. At the same time, the smaller movement in Year 1 and the findings from pupil voice in Year 5 have provided leaders with specific information to inform future planning.

The Year 1 findings have led to a continued focus on small-step consolidation within the Significant People in History unit, while the Year 5 pupil voice has resulted in a specific change to the wording of an assessment question for the 2026–27 cycle.

This demonstrates that leaders use evidence from assessment and pupils' experiences to refine both curriculum and assessment practice. Where persistent gaps are identified,

leaders can consider whether changes are needed to curriculum sequencing, the emphasis given to particular knowledge, teaching approaches, resources or opportunities for retrieval.

The ongoing evaluation of history therefore supports leaders in maintaining a clear understanding of both the impact achieved and the areas requiring further development.

Overall Evaluation

Overall, the evidence demonstrates positive impact on pupils' retention and development of historical knowledge and understanding. The spring re-quiz shows that all year groups represented increased their average points scored, with increases ranging from 2% to 15%.

The assessment evidence is strengthened by pupils' work, daily review monitoring and pupil voice, providing leaders with a rounded understanding of how effectively pupils are developing both substantive and disciplinary knowledge.

Pupils are increasingly able to place historical periods within a secure chronological framework, use historical vocabulary accurately, make connections across periods and engage with evidence and interpretations. The enquiry-led curriculum provides pupils with opportunities to develop their understanding of cause and consequence, change and continuity, similarity and difference and historical significance.

The evaluation also demonstrates that leaders respond to evidence rather than simply recording outcomes. Identified gaps inform daily reviews and further teaching; pupil voice has resulted in a specific refinement to assessment practice for 2026–27; and individual pupil case studies provide governors with a deeper understanding of pupils' experiences and outcomes and enable appropriate challenge and accountability.

The history curriculum is therefore contributing to the school's wider commitment to providing pupils with a broad and ambitious education. Pupils develop a secure body of historical knowledge alongside the disciplinary understanding required to question, interpret and evaluate the past, supporting them to become increasingly confident and independent historians and preparing them for the demands of KS3.