

Assessment in History

Assessment	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
Y7 - Mary Celeste	Theories about what happened to the crew	Historical investigation and a requirement for the assessment	Utilise evidence to justify opinion	Evaluating Sources and Interpretations Reaching Conclusions Utilising Evidence	Utilised throughout History curriculum
Y7 – Battle of Hastings	Reasons why William invaded	Y10 KS4 in more depth	Who the different characters are and distinguishing between Normans and Saxons	Selecting and justifying (evaluation)	Utilised throughout History curriculum
Y7 – Medieval Villages	Features of a medieval village	Retrieval, strategies for learning (revision techniques) and extended writing. Y10 KS4 in more depth.	Key vocabulary – pottage, manor, feudal, fallow.	Organising extended writing in paragraphs. Retrieval.	Utilised throughout History curriculum
Y7 – Black Death	Symptoms, causes, cures and effects.	Second order concepts of significance, cause and consequence. Y10 KS4 in more depth	Knowledge about the actual cause compared to medieval beliefs about the cause.	Retrieval of knowledge. Source analysis.	Utilised throughout History curriculum
Y7 - Agincourt	Why the English won at Agincourt	Second order concept of causation and a requirement for the assessment	Key spellings – Agincourt, Henry. Shakespearean language needs explaining.	Retrieval of knowledge. Source analysis. Organising extended writing in paragraphs.	Utilised throughout History curriculum

Y7 – Princes in the Tower	Who murdered the Princes in the Tower?	Historical investigation and a requirement for the assessment	Understanding the different characters involved. Understanding why Henry VIII wanted the princes dead. Understanding the bias in Shakespeare's play.	Retrieval of knowledge. Organising extended writing in paragraphs.	Utilised throughout History curriculum
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Y8 – Bloody Mary	Different interpretations of Mary I and her treatment of people.	Looking at different historical interpretations. Links with Normans topic in Year 10.	Misinterpreting numbers in the source e.g. comparing executions under Mary to other Tudor monarchs. Confusion with the Bloody Mary legend (whereby the ghost of Bloody Mary appears in the mirror).	Interpreting evidence. Organising extended writing in paragraphs. Source analysis. Source evaluation. Reaching conclusions.	Utilised throughout History curriculum
Y8 – Gunpowder Plot	Causes, events and effects of the Gunpowder Plot.	Historical investigation Retrieval, strategies for learning (revision techniques) and extended writing. Second order concept of causation and a requirement for the assessment.	Guy Fawkes was burnt on a bonfire instead of being arrested and tortured. Confusing Robert Cecil and Robert Catesby.	Organising extended writing in paragraphs. Source analysis. Retrieval of knowledge.	Utilised throughout History curriculum

Y8 – French Revolution	Long-term and short-term causes of the French Revolution.	Historical investigation Retrieval, strategies for learning (revision techniques) and extended writing. Second order concept of causation and a requirement for the assessment. Second order concept of chronology.	Mixing up the long-term and short-term causes of the French Revolution.	Organising extended writing in paragraphs. Source analysis. Retrieval of knowledge.	Utilised throughout History curriculum
Y8 – Napoleon in Russia	The reasons why Napoleon was defeated in Russia.	Historical investigation Retrieval, strategies for learning (revision techniques) and extended writing. Second order concepts of causation and consequence. Reaching reasoned conclusions.	Pupils should realise that links between the different causes can be explained.	Organising extended writing in paragraphs. Source analysis. Retrieval of knowledge. reaching reasoned judgements.	Utilised throughout History curriculum
Y8 – Native American Tribes	Lifestyles of Native American tribes, including customs and warfare.	Historical investigation Retrieval, strategies for learning (revision techniques) and extended writing. Second order concepts of similarity and difference. Reaching reasoned conclusions.	All Native American tribes were the same.	Organising extended writing in paragraphs. Source analysis. Retrieval of knowledge. Reaching reasoned judgements.	Utilised throughout History curriculum

Y8 - Slavery	Triangular trade, life on the plantations, abolition.	Historical investigation Retrieval, strategies for learning (revision techniques) and extended writing. Second order concepts of causation and consequence. Reaching reasoned conclusions.	There were a range of reasons why slavery was abolished. pupils need to explain and evaluate these in their answers.	Organising extended writing in paragraphs. Source analysis. Retrieval of knowledge. Reaching reasoned judgements.	Utilised throughout History curriculum
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Assessment	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
Y9 – Coal Mines	Coal mining jobs and conditions. Making inference from sources and using evidence from the sources to substantiate their inferences.	Pupils will not be able to complete the exercises without prior knowledge and understanding of jobs and conditions.	All mines were the same. All people had the same opinions about coal mining conditions.	Source analysis. Source evaluation. Links with Normans topic in Year 10 and the Nazi topic in Year 11.	Utilised throughout History curriculum

Y9 – Workhouse Conditions	A range of workhouse conditions and different interpretations of workhouses.	Historical investigation Retrieval, strategies for learning (revision techniques) and extended writing. Second order concept of causation and a requirement for the assessment.	Pupils should understand that there were different views regarding workhouse conditions.	Organising extended writing in paragraphs. Source analysis. Source evaluation. Retrieval of knowledge. Reaching a reasoned judgement. Skills required for the GCSE exam.	Utilised throughout History curriculum
Y9 – Jack the Ripper	The reasons why Jack the Ripper was never caught.	Historical investigation. Retrieval, revision techniques and extended writing. Second order concepts of causation and consequence. reaching a reasoned interpretation.	Police attempts to catch the Ripper were not useless. the police did the best job they could given the limitations of police work at the time.	Organising extended writing in paragraphs. Source analysis. Source evaluation. Retrieval of knowledge. Reaching a reasoned judgement. Skills required for the GCSE exam.	Utilised throughout History curriculum
Y9 – The Battle of the Somme	The aims, tactics and outcome of the battle. Lessons learned by the British after the disaster of the first day.	Historical investigation. Retrieval, revision techniques and extended writing. Second order concepts of causation and consequence. Reaching a reasoned interpretation.	Interpretations should be linked to the aims of the battle and not simply focus on 1 st July 1916.	Organising extended writing in paragraphs. Retrieval of knowledge. Reaching a reasoned judgement. Skills required for the GCSE exam.	Utilised throughout History curriculum
Y9 – The Treaty of Versailles	A range of terms and whether each of these	Historical investigation. Retrieval, revision techniques and	Pupils need to link their answers back to the causes of the war	Organising extended writing in paragraphs.	Utilised throughout History curriculum

	terms was fair on Germany.	extended writing. Reaching a reasoned interpretation	rather than simply blaming Germany for causing the war.	Retrieval of knowledge. Reaching a reasoned judgement. Skills required for the GCSE exam.	
Y9 – First World War Project	Pupils select an aspect of the First World War from anything they have learned.	To create their own project.	Outstanding projects from previous years are shown to pupils so they are aware of the expectations regarding the quality of their project.	Organisation. Self-discipline. Creativity. The ability to use prior knowledge and create their own project.	Determination to succeed and reach high standards.

Summative Assessment KS4

Assessment	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
Y10 - The People's Health, 1250-today Part 1: 1250-1750	Living conditions. Responses to epidemic disease. Improvements.	GCSE content.	Pupils need to ensure that their answers correspond to the correct time period.	Retrieval of knowledge. The ability to write structured, organised essays that reach reasoned conclusions.	Required for the GCSE examination.
Y10 - The People's Health, 1250-today Part 2: 1750-today	Living conditions. Responses to epidemic disease. Improvements.	GCSE content.	Pupils need to ensure that their answers correspond to the correct time period.	Retrieval of knowledge. The ability to write structured, organised essays	Required for the GCSE examination.

				that reach reasoned conclusions.	
Y10 – The Norman Conquest, 1065-1087 Part 1: Anglo-Saxons & why William became king	Was there a Golden Age in late Anglo-Saxon England? Why did William become King of England?	GCSE content.	Pupils need to understand that the Anglo-Saxon period refers to England before the Norman Conquest.	Retrieval of knowledge. The ability to write structured, organised essays that reach reasoned conclusions. Source analysis and evaluation. Understanding different historical interpretations.	Required for the GCSE examination.
Y10 – The Norman Conquest, 1065-1087 Part 2: Rebellions, castles and impact	Rebellions, 1066-1071. Castles, 1066-1087. The impact of the Norman Conquest.	GCSE content.	The purpose of castles changed over time. Not all people suffered under Norman rule.	Retrieval of knowledge. The ability to write structured, organised essays that reach reasoned conclusions. Source analysis and evaluation. Understanding different historical interpretations.	Required for the GCSE examination.
Y10 - Mock	The People's Health, 1250-today The Norman Conquest, 1065-1087	GCSE content.	As above.	Retrieval of knowledge. The ability to write structured, organised essays	Required for the GCSE examination.

				that reach reasoned conclusions. Source analysis and evaluation. Understanding different historical interpretations.	
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Assessment	Essential Component Knowledge	Why is this essential knowledge?	Misconceptions Often Addressed	What are the essential skills?	Why is this an essential skill?
Y11 – Mock	Living Under Nazi Rule, 1933-45. Ribchester.	GCSE content.	Pupils need to use the physical features in their answers to the Ribchester paper and clearly state a specific time period if it is required.	Retrieval of knowledge. The ability to write structured, organised essays that reach reasoned conclusions. Source analysis and evaluation. Understanding different historical interpretations.	Required for the GCSE examination.
Y11 – Viking Expansion, c.750-1050	Viking Expansion, c.750-1050	GCSE content.	Pupils should understand the different reasons for Viking expansion in the different areas they study.	Retrieval of knowledge. The ability to write structured, organised essays that reach reasoned conclusions.	Required for the GCSE examination.

Y11 – Numerous former exam papers prior to the examinations	All GCSE topics.	GCSE content.	As above, depending on which topic is being tested.	Retrieval of knowledge. The ability to write structured, organised essays that reach reasoned conclusions. Source analysis and evaluation. Understanding different historical interpretations.	Required for the GCSE examination.
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What happens following an assessment to address pupil misconceptions and reteaching of essential knowledge?

Feedback, green pen corrections, MRI section completed on the assessment label, spellings corrected, pupils improve their answers in the lesson following the assessment.

Pupils highlight the common mistakes/misconceptions during feedback. This feeds into teaching the topic better next time.

Formative Assessment in History

Questioning, retrieval practice, class debates, assessment of written work, stand up/sit down, whiteboards, post-it notes.

Feedback and Acting on Feedback (should be on the most valuable thing)

Green pen corrections, MRI section completed on the assessment label, spellings corrected, pupils improve their answers in the lesson following the assessment.

Pupils highlight the common mistakes/misconceptions during feedback. This feeds into teaching the topic better next time.

At KS4, pupils complete a target sheet in the back of their exercise book. This is signed by parents so they are informed of their child's progress.