

History Department

Year 9 Assessment

In KS3 History, students follow the same assessment pattern each half term so they can build knowledge and skills step by step.

- **Homework 1** is based on disciplinary literacy and helps students practise key facts and develop historical vocabulary.
- **POP Task** (Proof of Progress) is an in-class task to check understanding. It is usually an **extended piece of writing**, but this can vary depending upon the topic and/or point in the year.
- **Homework 2** focuses on using sources and interpretations or skills such as cause and consequences, change and continuity or writing accounts, encouraging students to think and write like historians.
- **End of Unit Test** is at the end of the first half-term. Students will complete a short written test focused on key knowledge, chronology, and disciplinary literacy skills. This includes multiple-choice questions, short factual answers, and brief explanation tasks. The test is peer-marked in class using teacher guidance, helping pupils to reflect on their progress, correct misconceptions, and build exam technique in a low-stakes environment.
- **End of Term Test** brings everything together. It assesses the **content** and **skills** learned in the previous two half-terms. It is more challenging than the End of Unit Test and includes multiple choice questions, short knowledge questions, and longer written answers. This checks recall, explanation, and source analysis skills.

Autumn Term End of Unit Test (October)

As part of their History curriculum, your child has been studying two very different societies that existed at the same time during the early medieval period: Anglo-Saxon England and Abbasid Baghdad (Islamic Golden Age). This unit encourages students to compare and contrast the two, exploring themes such as religion, government, daily life, and learning.

Enquiry: How similar were Medieval Baghdad and Anglo-Saxon England?	
What has my child studied?	<p>Enquiry: <i>What was life like during the First World War?</i></p> <p>In summary, over the first half-term your child has studied:</p> <ul style="list-style-type: none">• What kind of world existed before 1914?• What caused the war to break out in 1914?• Why did men sign up to fight?• What was life like in the trenches?• Who fought in WWI and why?• What happened at the Battle of the Somme?• Was General Haig a butcher or hero?• How did the war affect people at home?• What happened after the war ended?
What will the test include?	<p>The test is knowledge-focused and peer-marked. It will contain:</p> <ul style="list-style-type: none">• Key vocabulary questions• Chronology of WW1 events• Multiple-choice knowledge checks• Short factual recall questions

	Students are also developing their extended writing and source analysis skills in class and through homework — these will be assessed and marked separately and not part of this test.
Key Words/Terms	Top 10 Key Words/Terms for the Unit <ol style="list-style-type: none"> 1. Alliance – An agreement between countries to support one another. 2. Militarism – Building up strong armed forces and being ready to use them. 3. Triple Alliance – A military agreement made in 1882 between Germany, Austria-Hungary and Italy. The countries promised to support each other if one was attacked. 4. Triple Entente – A friendship agreement made in 1907 between Britain, France and Russia. It was not as strict as the Triple Alliance, but the three powers agreed to co-operate if threatened. 5. Artillery – Large, powerful guns and cannons used in war. In WWI, artillery fired shells over long distances and caused most of the casualties in trench warfare. 6. Propaganda – Information spread to influence opinions. 7. Conscription – Forcing men to join the army. 8. Trench – Long narrow ditch used in WWI warfare. 9. Shell shock – Psychological trauma caused by warfare. 10. Armistice – Agreement to end fighting (11 November 1918).
Key Dates to Know	<ul style="list-style-type: none"> • 1914 – WWI begins • July 1916 – Battle of the Somme • 1917 – USA enters the war / Russian Revolution • 1918 – Armistice signed
Useful Links	<ul style="list-style-type: none"> • BBC Bitesize – World War One • Imperial War Museum – WWI resources
How can my child revise?	<ul style="list-style-type: none"> • Review class notes and knowledge organisers. • Quiz key words and dates using flashcards. • Practise describing life in the trenches. • Write a paragraph: “Was General Haig a butcher or hero?” with evidence.

Autumn End of Term Test (December)

Enquiry: Why was England a battlefield in 1066?	
What has my child studied?	<p>Enquiry: <i>Did Suffragette action help or hinder the suffrage movement?</i></p> <p>What has my child studied?</p> <ol style="list-style-type: none"> 1. Were men and women equal in the early 20th century? 2. Why did women want the vote? 3. How did the Suffragists campaign for change? 4. How did the Suffragettes campaign for change? 5. How far did public opinion support votes for women? 6. Case Study: Emily Davison – martyr or reckless militant? 7. How did the government respond? (Cat and Mouse Act) 8. Did the First World War change everything? 9. Why did some women get the vote in 1918?

What will the test include?	<p>The End of Term Test is more challenging than the End of Unit Test. It assesses both content knowledge and historical skills from the full term.</p> <p>The format includes:</p> <ul style="list-style-type: none"> • Multiple-choice questions • Short factual answers (AO1) • A source-based question (e.g., suffragette tactics or public opinion) • Extended written answer (judgement: <i>Did Suffragette action help or hinder the movement?</i>) <p>Students will receive both teacher feedback after the test.</p>
Key Words	<ul style="list-style-type: none"> • Suffrage – The right to vote. • Suffragist – Member of NUWSS; campaigned peacefully. • Suffragette – Member of WSPU; sometimes used militant tactics. • Martyr – Someone who dies for their beliefs. • Cat and Mouse Act – 1913 law to deal with hunger-striking suffragettes. • Representation of the People Act – 1918 law giving some women the vote. • Militant – Willing to use extreme or violent methods to achieve aims. • Moderate – Prefers peaceful and gradual methods to bring about change. • Hunger strike – Refusing to eat as a form of protest. • Protest – An action (like a march, rally, or strike) showing opposition or demanding change. • Democracy – A system of government where people choose their leaders by voting.
Key Dates to Know	<ul style="list-style-type: none"> • 1903 – WSPU founded by Emmeline Pankhurst • 1913 – Emily Davison dies at the Derby • 1914–18 – WWI • 1918 – Representation of the People Act gives some women the vote
Useful Links	<ul style="list-style-type: none"> • BBC Bitesize – Votes for Women • Parliament UK – Women and the Vote resources
How can my child revise?	<ul style="list-style-type: none"> • Create comparison charts of Suffragist and Suffragette methods. • Practise explaining Emily Davison’s actions using evidence. • Write a short PEEL paragraph: “Did WWI or the campaigners play a bigger role in women getting the vote in 1918?” • Quiz key dates and individuals.