BROUGHTON
HIGH SCHOOL
Achieving Together

Assessment in KS3 History

Rationale: What is the purpose of assessment in KS3 History?

Assessment is used to check pupils' knowledge and understanding to inform future learning. At KS3 pupils are assessed on their substantive knowledge (the "what" of History; key events and people, understanding of concepts such as monarchy, parliament and the Church) and disciplinary knowledge (their understanding of how History is constructed).

Assessment is a part of every lesson. Teachers routinely assess that pupils are learning, understanding and remembering the components of the curriculum through regular recall tests, whiteboard activities, questioning etc. Additional formative assessment tasks are built into selected units of work and have been designed to assess if pupils are learning the curriculum and able to piece together the components – Do they know what we want them to know? Can they remember this knowledge over time? Can they select, apply and use this knowledge?

At the end of each unit, pupils are tested on their substantive knowledge through cumulative diagnostic knowledge tests, usually multiple choice or short-answer. These are designed to identify gaps in knowledge and misconceptions which can then be addressed. Pupils are also assessed on their ability to apply their knowledge to test historical claims using both substantive and disciplinary knowledge. These are extended written assessments and are assessed according to whether pupils have met the expected standard (as per the curriculum).

We assess learning for three key reasons:
1. To check our curriculum design is appropriate (the curriculum model is the progression model)
2. To check our teaching and learning is effective
3. To check that all our pupils are learning the curriculum and making progress

Implementation: What does assessment look like in KS3 History?

Key tasks are formally assessed to check that pupils are working at the 'expected standard' (for curriculum related expectations) in terms of knowledge and their developing skills of analysis and evaluation. We look for depth of knowledge and use of specific keywords to show their understanding of the content they've been taught.

At the end of the year there is also an End of Year Exam which gives pupils the opportunity to pull together what they have learned across the year. Pupils are expected to revise in preparation for these formal assessments and will be given relevant revision lists.

Year 7	**Overarching enquiry question: What do we know about power, knowledge and society in the Medieval world?**						
	How did the Anglo Saxons shape England?	Did the Normans bring a "truckload of trouble" to England in 1066?	How did the Silk Roads connect the Medieval world?	What can we learn about medieval Mali from the life of Mansa Musa?	What really mattered to medieval people?	How did monarchs challenge the power of the Church?	Was Elizabeth I's reign really a Golden Age?
	Knowledge test.	Extended written piece.	Knowledge test.	Knowledge test.	Extended written piece.	*End of Year Exam*	Knowledge test.

Year 8	**Overarching enquiry question: How did the Age of Revolutions affect peoples' lives before 1900?**					
	Why did the English Civil War turn England upside down?	Did the French Revolution stick to its principles?	How did British imperialism affect India?	What can the Benin Bronzes tell us about West African kingdoms?	What was Britain's role in the Transatlantic trade?	How did the Industrial Revolution shape life in Britain?
	Extended written piece.	Knowledge test.	Knowledge test.	Extended written piece.	*End of Year Exam*	Knowledge Test

Year 9	**Overarching enquiry question: How have politics, conflict and ideologies affected the Twentieth Century world?**					
	Why did Europe go to war in 1914?	What was the impact of the First World War?	How did dictators affect people's lives?	Why did European peace crumble in 1939?	What was the Holocaust?	How was Germany affected by Cold War tensions?
	Extended written piece:	Extended written piece.	Knowledge test.	Knowledge test	Extended written piece/*End of Year Exam*	Knowledge test.

Impact: How is information from assessment tasks used?

For assessment tasks pupils receive feedback about what they have done well and what they need to do to improve. Pupils will also receive feedback on work completed between assessment points. This is particularly important in supporting pupils who are not yet meeting the expected standard to see how and where they are making incremental progress. Pupils are expected to improve work as a result of teacher feedback. Teachers use the information gathered from assessments to review teaching and learning so that any misconceptions are addressed. This work is tracked by the teacher/department using a RAG marking system which will inform teachers in deciding if pupils are meeting curriculum expectations when completing reviews.

🟥 **not meeting** curriculum expectations - no evidence of relevant knowledge

🟨 **working towards** curriculum expectations - relevant knowledge is partially demonstrated, but in need of further development in order to achieve the expected standard

🟩 **working at** curriculum expectations - relevant knowledge and understanding are clearly demonstrated and applied to the task

🟦 working at greater depth (**exceeding**) than curriculum expectations - knowledge and understanding demonstrated at a particularly high and insightful level