

Assessment in History at Christ Church



History at Christ Church is taught as a discrete subject, however cross curricular opportunities are planned for where possible, for example in Geography or in English lessons. Teachers look closely at the age-related expectations from the **National Curriculum** and the '**Progression in History**' document when planning units of work. When staff are new to a year group, they have access to the **whole-school overview**, previous planning (to adapt for the particular year group's needs and individual learning trajectories) and are supported by the **subject leader**. See appendices below:

Appendix 1: History Whole-School Overview

		Autumn	Spring	Summer
Year 3	Key Question	What are the secrets of the Stone Age through to Iron Age?	What was the cause of Boudicca's Revolt?	How has our school changed since Victorian times?
	Context What will the children learn? (outcomes of key knowledge and understanding)	Demonstrate an understanding of a prehistoric Timeline from the Stone Age to Iron Age. Annotate historical evidence.	Effects of The Roman Invasion on Britain. understand that historical opinions vary. To appreciate that the causation of an event is not generally just down to one factor	Research the history of our school using primary and secondary sources. Local history Develop the concepts of change and continuity
	National Curriculum Coverage	Pupils will be taught about: changes in Britain from the Stone Age to the Iron Age as well as late Neolithic hunter-gatherers and early farmers, for example, Skara Brae They will continue to develop a secure chronological understanding of British history	Pupils will be taught about: The Roman Empire and its impact on Britain Caesar's attempted invasion in 55-54 BC The Roman Empire by AD 42 and the power of its army The British resistance, for example, Boudica	Pupils will be taught about an aspect of local History which will extend pupils chronological knowledge beyond 1066
	Lesson enquiry questions	1. When was the Stone Age? 2. Where is Skara Brae? 3. How was it discovered? 4. Why is it of such historical importance?	1. Who were the Romans? 2. When did the Romans invade? 3. Why did the Romans invade? 4. Who were the Celts?	1. When was the Victorian era? 2. What was life like for children in Victorian Britain? 3. How old is our school? When does it date back to?

Appendix 2: Progression in History – linked to the three strands, and also Oracy (Voice21 School). The development of oracy from an early age is essential to ensuring success across the curriculum and key stages.

Year Group	Historical Knowledge	Chronology	Historical Enquiry	Oracy
1	Looking at similarities and differences in artefacts Using sources to find out some characteristics of the past	Sequencing events and objects (from Wilson loan boxes) in chronological order Sequencing photos from different points in own life	I can begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past)	Communicating understanding through: <ul style="list-style-type: none"> Looking at and discussing a timeline. Drawing Drama Role Play Hot Seating
2	Finding out about people and events in the past. Describing similarities and differences in artefacts	Sequencing events Sequencing photos from different periods of time	I can sequence a collection of artefacts I can use timelines I can discuss the effectiveness of a source	Drama – developing empathy (link to PSHE Jigsaw Curriculum) <ul style="list-style-type: none"> Hot seating Speaking Asking questions
3	Identify reasons and results of peoples' actions in History Show an understanding of why people may have had to do something	Use dates related to the passing of time Sequence events or artefacts Use dates related to the passing of time	I can use a range of sources to find out about a time period I can observe small details artefacts/pictures I can select and record information relevant to the study I can begin to use books and iPads for research	<ul style="list-style-type: none"> Asking questions from source material Sharing questions with others in class verbally Hot seating – putting self into role of a person in history (e.g. through Roman topic).

Assessment is used to inform future planning and to facilitate differentiation (for example, but not limited to, those with EAL or SEND). The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being continually made. We ensure that focus in History is rooted in a sense of period - a deep knowledge of people within the era in which they lived - grounded in evidence, enquiry and imagination.

Acknowledgement of children's work is a key part of our learning process – this may be through verbal or written feedback, which is given to the children as soon as possible to enable them to reflect upon and celebrate their achievements. Displays and working walls to showcase work and to support the ongoing learning journey are also used to celebrate and support learning.

Appendix 3: An example of a working wall, used to celebrate and support learning.



Our assessment process looks at a range of factors, and is led in the first instance by the History Subject Lead –who considers and monitors the teaching materials available, teaching style, and differentiation – so that we can enable children to learn effectively. We always ensure that our teaching is matched to the child's needs, hence, the History overview is adapted annually.

Each History unit is encapsulated in an overarching enquiry-led question, for example, in Year 6 in the Spring Terms, 'How far were the Windrush Generation welcomed to Britain? At the end of a unit, a formative assessment will take place so that the children can reflect on their learning during the unit and showcase what they know.



At Christ Church, we actively involve all children in their own learning through, for instance, discussion and debate with peers and teacher; assessing, reviewing and reflecting on their own performance.

Formative, continual assessment:

This can happen in a variety of ways, including (but not limited to):

- Questions and Questioning
- Speaking and listening - **it is really important to note that at Christ Church, speaking and listening are central to our ongoing formative assessment (linking to our focus on oracy).**
- Reading books
- Reading documents
- Children writing
- Discussions about objects, artefacts and maps
- Story-telling
- Drama and role play
- Games
- Expressive movement and freeze frames
- Visits to sites and the environment – discussions, questioning, questions.
- History Investigations

Summative / End of year judgements:

We report progress in history to parents each year through our school reports. To help support teachers with reporting, we have use an overarching assessment grid from Y1-Y6 which helps teachers to decide whether a child is 'Emerging', 'Developing' or 'Secure'. These are used as best fit as there may be some areas they are weaker/ more confident in with the aim being a best fit judgement.

Appendix 4: An example of how we report to parents at the end of the year.

History	Effort: 1	Working Within National Expectations for Age
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Our aim at Christ Church is that our children are prepared and 'Year 7 ready' at the end of Key Stage Two, with a love of History that has been developed from Reception through to Year 6.