

History

Assessment and Progress at Beaminster School

This document explains the following:

- What we expect from every student.
- How we assess your progress in History.
- What your assessments will be.
- How to succeed in each assessment.
- What you need to do to improve.
- The outcomes that we are aiming for by the end of Year 9.



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How will I be assessed in Years 7-9?

The assessment progress is continuous and takes place every single day, whether you realise it or not. The way you walk into a classroom, how quickly you settle down, if you have your books and equipment with you and how willing you are to learn, will all be noticed by every teacher and History is no exception.

The most important factor that will affect your progress is your attitude. You are expected to be positive about your studies and to behave appropriately. Most students at Beaminster School manage this very well.

You will be expected to do your best at all times. Sometimes this will be hard. History is a fascinating but difficult subject sometimes. If you find something hard, you are expected to try and do your best to improve.

We don't like to hear....



We prefer to hear...



Your teachers will form an impression of you from the way you work in every lesson. You will be expected to produce work in your book that will be marked and comments made explaining how you could improve. The way you respond to this advice will also help your teacher decide how serious you are about your studies. **You** have the biggest part to play in **your** own progress.

Your book is an important tool to help you learn and to organise your ideas. It will be useful to help you remember significant points. You will be given class and homework to complete. The way you approach this is a good measure of how serious you are about your studies. You should always aim to do your best and to be proud of your work. Your book will help your teacher decide how much progress you are making. If writing is not your strong point, there are other ways to show what you know and the skills you are developing.

If you try to answer questions or involve yourself in class discussions then this will be noticed by your teacher. You will have the chance to work in pairs and groups to present and share your ideas. These will help your teacher assess your progress too.

There will be five or six formal assessments that you must complete during the year. They are explained in detail later in this document.

There is an end of year exam that you will sit in the school hall with all the other students. You will be prepared for this thoroughly and there is no need to worry about it. You need to experience what exams are like so that when you do your GCSE's in Year 11, you are prepared for them.

Remember that learning is a journey and sometimes on a journey we go quicker than at other times. You are not expected to be perfect yet! We want to prepare you so that when you start your GCSE's in Year 10, you know how to deal with problems and setbacks and that you have the skills to overcome them, as the following three quotes below prove...

'Our greatest glory is not in never falling, but in rising every time we fall.'
Confucius, a Chinese thinker writing in 500BC.

'I get knocked down but I get up again, you ain't never going to beat me down'
Chumba-Wumba in their 1997 number two hit record.

'It always seems impossible until it is done'
Nelson Mandela

How will I know how well I am doing?

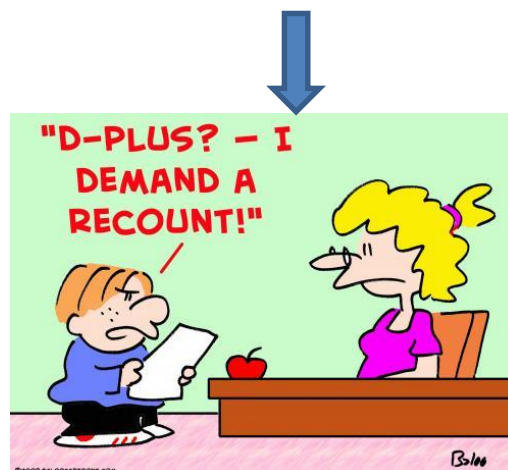
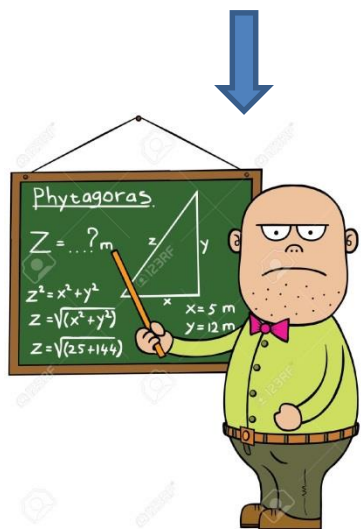
You will receive feedback in a number of ways throughout the year. Your book is an obvious place to look. You are expected to use a green pen to correct any mistakes after your book has been marked. You should also respond to any questions or suggestions that your teacher makes. You can either write in your book to ask a question or to explain a problem you are having, or you can choose to speak to your teacher. If you wish, you can e-mail your teacher using the school e-mail addresses.

Your teacher should be sitting down with you two or three times a year in your lesson and explaining what you are doing well and what you could be doing better. If you want something explained to you or you want to know how you are doing, you can always speak to your teacher after the lesson.

Your parents will receive a progress review twice a year that records how well you are doing. A written report which offers suggestions on how to improve will also be sent to your parents once a year.

Remember that the ideal situation is where you are aware of what you are doing well and what you need to do to get better. It is **your** responsibility to find this out if you don't know.

We want you to feel that your teacher can be approached and that you don't see him or her like the cartoon below but we don't want you to act like the student below either.



What we expect from every student.

To make sure you succeed we expect a positive attitude from you in your lessons and towards your teachers. This means getting into some good habits. Remember that your teachers always try to treat you with respect and they deserve the same in return.

1. Arrive on time, fully equipped, in correct uniform, and ready to start the lesson.
2. Take your planner to every lesson and have it opened on the desk in front of you at the start of the lesson.
3. Follow instructions the first time they are given and do as you are told first time, every time.
4. Speak and act towards others with both courtesy and respect.
5. Do not distract others - allow teachers to teach and others to learn.
6. Try to gain as much from every lesson as you can.
7. Ask questions if you are confused.

How to become an Independent Learner

Your formal assessments will test the skills that the National Curriculum demands from every student studying History. However, just as important are the skills that will help you to become an independent learner. An independent learner is someone who can:

- Research and plan a solution to a problem
- Try out alternative ways to solve a problem
- Communicate and share their ideas with their team
- Listen to the ideas of others and adapt them
- Organise time and resources well
- Accept the risk of failure
- Reflect and review what went well after the task is finished

To help you become an Independent Learner you will be expected to push yourselves. Sometimes this can be difficult but we all have to try. The cartoon below expresses this idea well.



You will be tested in many different ways in your History lessons. Some of the skills we are looking for can be found in the type of person who is:

Skill	Meaning
Persistent	The student who never gives up
Self- reliant	The student tries to solve problems for him or herself. They don't just ask the teacher when they need to find out something. Your 'Brains, Books, and Buddies' can help here.
Hard working	I think you know what this means.
Curious	Students do their best to be interested in the world around them. They are positive about the opportunities that are open to them.
Reliable	Students can be depended upon to do their best and to meet deadlines.
Reflective	These students think what they can do better next time and try to learn from every experience.

To become a truly independent learner takes time and practice. Some will become independent before others but the quicker this happens, the better your progress will be in school and beyond.

How will I be Assessed?

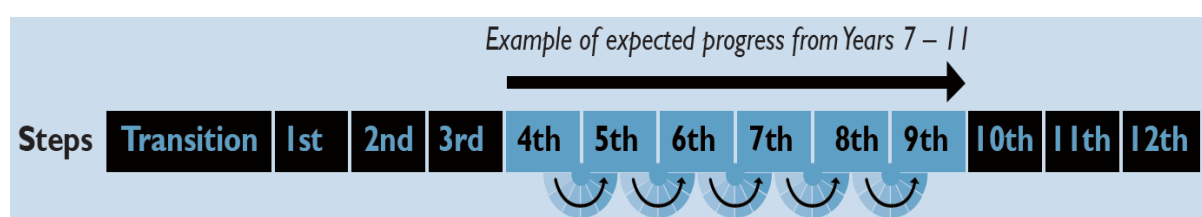
Each Formal Assessment will test various Historical Skills. Your level of achievement will be measured against your own target for that Year. You will be given one of three levels for each skill being tested. They are listed below. It is expected that you will be at least sound and probably secure by the end of Year 9 in most or all of the skills being tested.

Emerging: You are new to this skill or are struggling to understand the requirements of this skill.

Developing: You have a basic understanding of the requirements and sometimes demonstrate these skills in your work.

Mastered: You have a strong understanding and exhibit these skills frequently.

Your progress in Years 7 – 9 will be measured on a scale that moves from Step 1 to 12, see below:



The comments that are included on your assessment are just as important as the grade given. You are expected to review your own work and the comments provided and use them to plan what you will do better next time.

Sample Student Progress Sheet

Historical Skill	Target Step	Level
Cause and Consequence	8	Emerging
Evidence	8	Developing
Continuity and Change	8	Developing
Interpretations	8	Emerging
Knowledge, Communication and Chronology	8	Developing

Student Friendly Historical Skill Descriptors

This sheet aims to give you an overview of the kinds of things that good historians are able to do. During Key Stage 3 you will be given opportunities to improve your skills as an historian. Your feedback from the teacher will refer back to the 5 key skills identified below. You need to set yourself realistic targets to help you get better at History. Every assessment will give you advice and a step level that explains how well you are doing.



What do good Historians do?

(LO1) Good Historians Explain why things happen (Causation and Consequence)

LO1.1 They can show how events have many causes and how these link together

LO1.2 They see how some causes are more important than others.

LO1.3 They note how things happen due to the actions of people but also due to other causes e.g. the economy or politics.

(LO2) Good Historians use evidence skilfully (Evidence)

LO2.1 They use evidence to make suggestions about what the past was like.

LO2.2 They are good at comparing sources and noting similarities and differences.

LO2.3 They can decide which sources are the most useful for finding out about a particular topic.

LO2.4 They are careful to consider the reliability of the sources or evidence they study.

(LO3) Good Historians Understand how things changed or stayed the same (Continuity and Change)

LO3.1 They know that things in the past developed and changed over time.

LO3.2 They know that sometimes things stayed the same whilst other changes happened rapidly.

LO3.3 They can talk about turning points in history, and judge the pace and amount of change.

(LO4) Good Historians understand other historian's interpretations of the past (Interpretations)

LO4.1 They can identify what other people have said about the past.

LO4.2 They recognise what is an opinion and what is a fact.

LO4.3 They carefully consider why different people have different opinions about the past. LO4.4 They consider how this affects the reliability of each opinion.

(LO5) Good Historians have detailed knowledge and can write clearly (Knowledge, Communication and Chronology)

LO5.1 They have a detailed understanding of different periods of history and can use this knowledge to explain things.

LO5.2 They are able to organise their writing well in clear paragraphs.

LO5.3 They can produce good arguments that are well supported with strong evidence.

More detailed historical skill descriptors

LO 1: Causation

Understanding 'causation' in history means explaining why events in the past happened. It is a very important skill. You will have to sometimes investigate a range of reasons. You will have to show that you recognise that these causes often overlap with each other, have links and, therefore, can be grouped together. Deciding which causes are most significant is another important skill.

Signpost 1 Change happens because of multiple causes and leads to many different results or consequences. This creates a web of related causes and consequences.

Starting point

I talk about events having a single cause OR I can list causes but I don't explain what impact they had



Mastered

I can identify MULTIPLE causes of historical change. I can EXPLAIN how these causes led to the change.

Signpost 2 Different causes have different LEVELS OF INFLUENCE
Some causes are more important than others

Starting point

I don't really talk about the INFLUENCE or IMPORTANCE of different causes.



Mastered

I am able to rank or order importance depending on their INFLUENCE or IMPORTANCE.

Signpost 3 Historical changes happen because of two main factors.
The actions of HISTORICAL FIGURES and the CONDITIONS.
(social, economic, political, religious etc.)

Starting point
I only really talk about historical changes being caused by the actions of people (HISTORICAL FIGURES).



Mastered
I can show how HISTORICAL FIGURES were influenced by their CONDITIONS (social, religious etc) and how both led to change.

Signpost 4 HISTORICAL FIGURES cannot always predict the effects of their own actions. This leads to UNINTENDED CONSEQUENCES which can also lead to change

Starting point
I describe the only really talk about historical changes being caused by the actions of people (HISTORICAL FIGURES).



Mastered
I can show how HISTORICAL FIGURES were influenced by their CONDITIONS (social, religious etc) and how both led to change.

LO 2: Historical Evidence

Understanding how to study Historical Evidence is a complicated skill. Historians are like detectives of the past. They study all the clues that they can to work out what really happened. They cross reference or check facts against each other to test if what they believe is correct. Some evidence will be more useful than other pieces, depending what question is being asked. Some evidence will be more trustworthy or reliable. Evidence needs to be studied carefully and educated guesses (inferences) made about the meaning of each source (piece of evidence). Who produced the source and why should always be considered. It should be understood that attitudes and values have changed over time so we cannot always judge the actions or opinions of historical figures in the same way.

Signpost 1 Drawing inferences. Evidence needs to be studied with care. Sometimes the true meaning is hidden and has to be found by looking hard 'between the lines'.

Starting point

I take evidence at face value. I don't think beyond what I can see. I don't look for hidden meanings.



Mastered

I know that evidence can be misleading and that the true meaning might be hard to find. I always look beyond the obvious content of the source.

Signpost 2 Cross Referencing It is important to recognize that claims should never be made on only one piece of evidence. Evidence should always be CROSS-REFERENCED i.e. checked against other evidence.

Starting point

My claims about the past are often inaccurate because I rely on only one opinion or piece of evidence. I don't CROSS REFERENCE



Mastered

I know that evidence can sometimes be complicated to understand. I am good at recognizing the need to weigh up evidence carefully.

Signpost 3 Usefulness All historical evidence is useful. Some evidence is more useful than others. It depends what questions you are trying to answer by studying the sources.

Starting point
I accept what the source content says. I don't consider the strengths and weaknesses of each piece of evidence.



Mastered
I know that all historical evidence has some use. Its usefulness depends on what I am trying to find out. I can evaluate what sources are good and less good for.

Signpost 4 Evaluating Evidence. To really understand evidence properly the background of the author must be considered. What was the intended audience and what was the purpose of the evidence.

Starting point
The following questions are not considered when analysing evidence:
Who produced the source? When?
Why? This is called examining the PROVENANCE.



Mastered
I know that the source will reflect the views of the author based on when and why he or she produced the source. I can explain the likely impact of the source.

Signpost 5 Evidence in Context Evidence should be understood with reference to the times in which it was produced (the context) e.g. how did views about slavery change?

Starting point
I cannot put myself into the mind of someone who existed in the past. I can only make judgements based on 21st century ideas.



Mastered
I know that the context (what was happening at the time) will affect the meaning of a source. Evidence can be complicated. Understanding how attitudes may have changed is important in helping to understand it.

LO 3: Continuity and Change

It is important to understand that across the centuries, some things have changed quickly and other things have not changed much at all. At times, progress seems to slow down, stop and even go into reverse. Being able to recognise why changes happen or don't happen is a key skill. You will have to be able to compare and contrast different periods in history to obtain a broad perspective. History is not just 'one darned thing after another' but patterns have to be looked for and explanations given for the differing pace of change.

Signpost 1: Identifying Change. Past societies are not fixed but there is a flow of change. Changes in the past can be seen by looking at DEVELOPMENTS between two or more periods

Starting point

You see the past as unchanging.
You fail to recognise the key factors that changed at significant moments.



Mastered

You are aware that changes can be seen as specific differences when comparing different periods. You are clear what has stayed the same. (CONTINUITY)

Signpost 2 Interweaving Continuity and Change: Change and Continuity can occur at the same time. CHRONOLOGIES can be used to show this happening.

Starting point

I fail to see that change and continuity can happen at the same time.



Mastered

Continuity and change are shown to be linked closely. Some things change whilst others remain stable.

Signpost 3 Process of Change: Change is a process that happens over time. There are TRENDS and TURNING POINTS that should be recognized.

Starting point

I see all changes as individual events with no reference to each other.



Mastered

I can show how HISTORICAL FIGURES were influenced by their CONDITIONS (social, religious etc) and how both led to change.

Signpost 4 Complexity of Change: Change and Continuity are not a single process. There are many flows of change and continuity which happen alongside each other. Not all flows go in the same direction

Starting point

I believe that change is a single process which moves backwards and forwards over time.



Mastered

I can show how the past is formed by many different aspects which don't all flow in the same direction at the same time e.g. technological change and attitudes to slavery.

LO 4: Historical Interpretations

This skill is one of the hardest to learn so you may not be expected to make such rapid progress until Year 8 or 9. The skill requires a good understanding of the context or background knowledge about a period of history. This can take time to absorb. A historical interpretation is one person's view about the significance or relevance of an event or piece of evidence. Every piece of writing about a historical event is an interpretation.

Signpost 1: Identifying Interpretations. Historical interpretations are everywhere! Every piece of writing is an interpretation. In other words, the past is not fixed but is constructed. i.e. made and unmade constantly

Starting point

The past is knowable.
Interpretations are just different ways of telling a story about the past.



Mastered

You understand that interpretations are viewpoints which are constructed and deconstructed.

Signpost 2 Inferences from interpretations: It is possible to draw INFERENCES from interpretations of the past. INFERENCES will reveal the MESSAGE or MEANING of the interpretation.

Starting point

No inferences are made (educated guesses about meaning or message).
Interpretations may be confused with fact.



Mastered

The message and main points of an interpretation are identified.
Detailed reference to the interpretation is made.

Signpost 3 Evaluating Interpretations: The approach of an author must always be considered. This means considering the VIEWPOINT, PURPOSE, AUDIENCE and EVIDENCE CHOSEN to build their interpretation.

Starting point

I fail to see the strengths and weaknesses of the interpretation. The opinion is seen as accurate.



Mastered

The interpretation is seen as the product of a particular author. The APPROACH is identified and an understanding of the viewpoint, purpose, audience and evidence they have chosen to use.

Signpost 4 Interpretations in Context: Historical opinions and attitudes have changed over time. This means that you must consider the CONTEXT of when they were created. E.g. attitudes to what was considered suitable work for women or why women were not given the vote.

Starting point

I see interpretations as views on the past but I don't understand what opinions or attitudes existed at the time. I judge everything by the standards of today, i.e. Slavery is wrong so everyone who kept slaves in the past was evil.



Mastered

I demonstrate an ability to put myself into the time when the interpretation was produced. I know the context of opinions at the time. I can see what the interpretations reveal about the time they were written.

LO 5: Knowledge, Communication and Chronology

This is a particularly useful skill as it is transferrable to many other subjects and has practical uses in life beyond school. The ability to retain, recall and select information to help develop an argument is a key historical and life skill. Being able to construct an extended essay or extended piece of writing is a critical skill that will help you succeed in many subjects. Using relevant and accurate evidence to back up an opinion is essential.

Signpost 1: Knowledge. A good historian can remember the key details surrounding important events. They also look across historical periods and note similarities and differences. They identify the points that will help to answer the question set.

Starting point

The evidence given in an explanation will be weak or not relevant. Opinions will be made without providing evidence to back them up (assertions not proof).



Mastered

Detailed, relevant and accurate evidence is provided to back up the point being made. More than one piece of evidence is offered.

Signpost 2 Structure: All writing needs a clear structure. Learning how to introduce your ideas, how to develop them and how to reach clear conclusions is very important.

Starting point

You fail to structure your work in a formal way. Questions are answered in a single paragraph with no real structure. You might write in a series of short sentences.



Mastered

A clear structure is provided. Paragraphs are used effectively and they all help to answer the question. Conclusions come to a judgement about the question. Each paragraph weighs up the arguments. Introductions are focused on the question and provided some background (context).

Signpost 3 Argument: All historical essays and extended answers need some form of argument to develop. This means that you have to answer the question set and to build a clear and detailed line of argument throughout your work.

Starting point

You fail to link your answer to the question set. This might mean that you provide accurate information but the information doesn't actually answer the question set. (ATQ)



Mastered

Your work is analytical and based on key factors. Evidence is used to back up your points clearly and there are frequent links back to the question in every paragraph. Links are made between multiple pieces of evidence and between factors. The argument flows nicely.

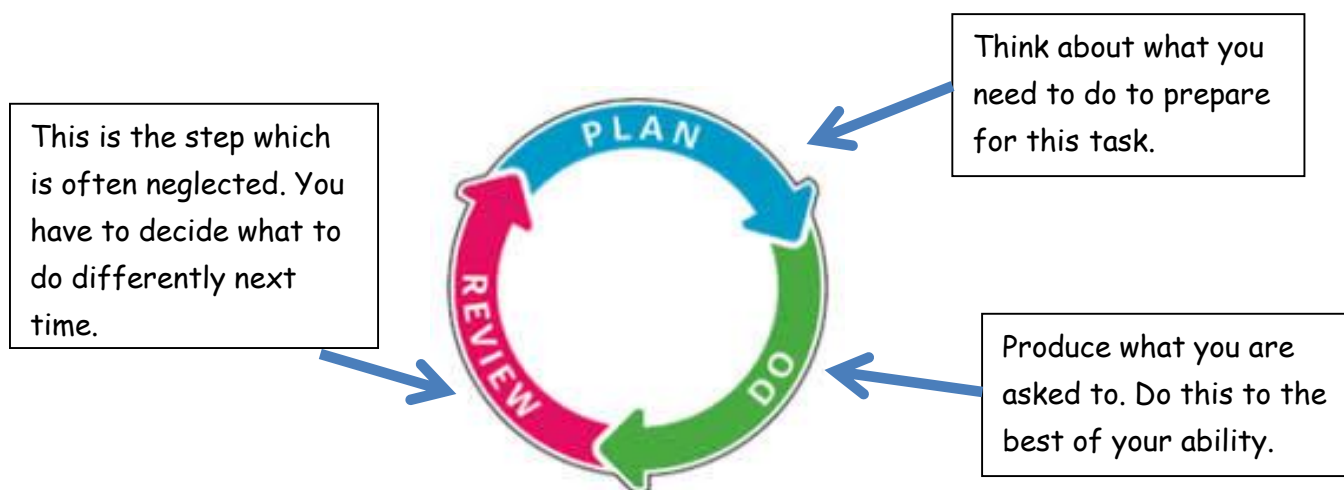
Feedback and how to react to it

When you receive feedback from your teachers it is essential that you think about what they have told you. It is your job to make sure that you try to iron out the weaknesses and to improve. You must play an **active** part in **your own** progress. **You** have the biggest impact on **your** learning. The harder you work now, the better prepared for your GCSEs you will be.

You will receive feedback from your teacher in many ways but mostly this will be in the form of verbal conversations and written comments in your book or on assessment review forms. At times you will be expected to learn from the other students in the room. In fact, this is often a very effective way of learning. You will use a green pen to update your book and to show that you have understood where you did well and where you could improve. Your planner contains a record of the marking codes that we use here at Beaminster School. The codes will often expect you to carry out an action in your book to develop your learning. Some students think that they can get away without performing a green pen review. These students are the most at risk of failing to improve and are damaging their futures.

The History Department expects you to complete the following process whenever you are working.

The History Department Plan-Do-Review Cycle



After every formal assessment, you should complete a review sheet that records what you will do better next time. A sample copy of the sheet is included below.

Student History Assessment Evaluation Sheet

Assessment Title		Date completed	
Historical Skills being assessed	Explanation		✓
LO1	Causation: What events, individuals etc. made something happen?		
LO2	Evidence: How well did you analyse and evaluate the meaning of the evidence or sources you studied?		
LO3	Continuity and Change: What stayed the same and what changed? Can you see a similarity or difference with other key events in history?		
LO4	Interpretations: What have other people said about this event? What affects the reliability of this evidence?		
LO5	Knowledge and Communication: How much do I know about this topic and how well do I organise my ideas on paper?		

Tick the actions that you completed before handing your assessment in.

Action	✓	Action	✓
Referred to the mark scheme		Asked for help if I was confused.	
Researched the topic myself.		Drafted and amended my original work.	
Used my exercise book.		Got someone else to check it	
Checked the spelling and grammar using a dictionary.		Gave myself enough time to do a good job.	

Assessment and Review

Teacher's comments and Step reached	
What I found easy	
What I found difficult	
What I will do differently next time	

Your Assessments in Year 7

You will complete up to six assessments in Year 7. A summary of the type of assessments is included below. They are designed to encourage independent learning and to test your ability to apply the skills and knowledge that you have gained in your lessons.

	Assessment Title	Skills Tested	Description
1	What Skills do we use in History and how do we measure time?	Chronology Keyword knowledge	A short written paper to be done in class.
2	How important were the Romans, Celts and Saxons?	Communicating Organising Knowledge and Understanding	You will work in a group to examine and evaluate the significant achievements of the Romans, Celts, and Saxons.
3	Why did William Win the Battle of Hastings?	Literacy, Knowledge and Understanding, Communicating	An extended piece of writing that requires you to analyse the evidence about the battle and decide what was most significant.
4	What was life like in Medieval England?	Organisation, Communication Research skills, Knowledge and Understanding Change and continuity	An A3 book is to be created, with students researching at least one aspect of Medieval Life in groups. The book will combine the pages produced by each group.
5	How did the Black Death change the country?	Source evaluation skills Communication	You will study evidence from different sources to establish what people believed caused the Black Death. An essay that examines the effects of the plague on the lives of different people.
6	How have people protested over time?	Change and Continuity Knowledge and Understanding Causation	A broad study of the variety of methods used by protestors over time. A board-game is to be produced that helps answer the enquiry question.

Your Assessments in Year 8

You will complete up to six assessments in Year 8. A summary of the type of assessments is included below. They are designed to encourage independent learning and to test your ability to apply the skills and knowledge that you have gained in your lessons.

	Assessment Title	Skills Tested	Description
1	How did England's relationship with Scotland Wales and Ireland change?	Chronology Keyword knowledge	A timeline with key events to be produced and a small project on three of these key events.
2	What was the Reformation and how did it change the country?	Communicating Knowledge and Understanding	A short summative test to check students' understanding.
3	Research project on Henry VIII.	Evidence, Knowledge and Understanding, Communicating	An extended project to be done over 5 weeks at home. This is an opportunity for independent research on a topic that particularly interests the student. E.g. military, political, social religious history.
4	How fair was the trial of Charles I?	Evidence, Knowledge and Understanding, Communicating	An opportunity to demonstrate how to evaluate primary and secondary sources.
5	How did Britain modernise 1600-1800?	Knowledge, Causation, continuity and change	This is a group presentation and research exercise into an aspect or aspects of the period (political changes, lives of women or children, technology, military changes, art, science etc.)
6	Why did Public Health improve in Britain	Change and Continuity Knowledge and Understanding Evidence	A variety of primary sources will be examined to test your ability to investigate from evidence at the time. You are expected to recognise the context i.e. how Britain was different from today.

Your Assessments in Year 9

You will complete up to six assessments in Year 9. A summary of the type of assessments is included below. They are designed to encourage independent learning and to test your ability to apply the skills and knowledge that you have gained in your lessons.

	Assessment Title	Skills Tested	Description
1	The diary of a slave	Keyword knowledge	A set of detailed diary entries that require a good understanding of keywords, knowledge and understanding.
2	Why was the slave trade abolished in Britain in 1807?	Knowledge and Understanding, Causation and consequence	A written analysis and evaluation of the various reasons why the slave trade was abolished.
3	Research exercise on sinking of the Titanic	Evidence, Knowledge and Understanding, Communicating	An evaluation of your ability to work co-operatively in a group and to research key questions that interest you.
4	Does Sir Douglas Haig deserve the title 'Butcher of the Somme'?	Evidence, Knowledge and Understanding, Interpretation	An opportunity to demonstrate how to evaluate primary and secondary sources. To use evidence to construct and develop an argument.
5	Holocaust Memorial Design Task	Knowledge, Causation, continuity and change	This is a practical assessment to design a memorial to those who suffered under Nazi rule. A written explanation will accompany the practical aspect.
6	How did life change in the period 1945-1995?	Change and Continuity Knowledge and Understanding Evidence	An aspect of social, political or economic life is to be explored across the post war period. Continuity and change is to be explored and explanations for this highlighted and explained.