

Assessment in History at Chacewater



Retrieval - 'Lesson Lookback'

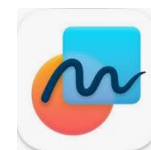
- 1. based on last week's lesson (worth 1 brilliant token)
- 2. based on the last learnt unit - this will be from Autumn term or Spring KS1 (worth 2 brilliant tokens)
- 3. based on a unit from the year before - the key knowledge / end points for each of these units can be found on the @ document (worth 3 brilliant tokens)

Ongoing assessment

First slide of each unit each lesson begins with **chronology** - focusing on the timeline and language. Introduce the overarching enquiry question with icons/shown on the LF from the History @ document.



Each lesson contains ongoing retrieval assessment 'Assessing progress and understanding' against the lesson enquiry questions and the over-arching question (and picture linked to this), which helps teachers to identify those pupils who are secure in their learning. Using **free form boards** and retrieval practice.








End of unit assessment





Each unit of work assesses children's understanding and retention of key knowledge and skills (where appropriate). The end point statements clarify what is being assessed and the assessment activities help to ensure that teaching has resulted in coherent and appropriate outcomes. Our end of unit assessment, which aims to answer the units 'over-arching' question, allows children to express their understanding in a way which is accessible to them and to 'write and think as an Historian'.

questioning and feedback






Substantive and disciplinary concept coverage

Concepts are built on throughout each year, where Historical understanding is developed and consolidated. Towards the end of KS2, children are encouraged to look back and discuss the concepts from previous units.

	Acorns	Seedlings	Buds	Young Oaks	Bur Oaks	Red Oaks	Mighty Oaks
 chronology	✓	✓	✓	✓	✓	✓	✓
 similarities and differences	✓	✓	✓	✓	✓	✓	✓
 cause and consequence			✓	✓		✓	✓
 continuity and change		✓	✓	✓	✓		✓
 significance	✓	✓	✓	✓	✓	✓	✓

	Acorns	Seedlings	Buds	Young Oaks	Bur Oaks	Red Oaks	Mighty Oaks
 migration / settlement				✓	✓	✓	✓
 trade				✓ <small>Light touch Stone Age</small>		✓ <small>Geography link</small>	✓
 achievements / legacy	✓	✓	✓	✓	✓	✓	✓
 governance / monarchy				✓	✓	✓	✓

Examples of how substantive concepts are built upon -

	EYFS	Key Stage 1	Key Stage 2
 chronology	Use everyday language related to time Order and sequence familiar events Describe main story settings, events and principal characters. Talk about past and present events in their own lives and in lives of family members.	Develop an awareness of the past Use common words and phrases relating to the passing of time Know where all people/events studied fit into a chronological framework Identify similarities / differences between periods	Continue to develop chronologically secure knowledge of history Establish clear narratives within and across periods studied Note connections, contrasts and trends over time
 similarities and differences	Know about similarities and differences between themselves and others, and among families, communities and traditions	Make simple observations about different types of people, events, beliefs within a society	Describe social, cultural, religious and ethnic diversity in Britain & the wider world
 cause and consequence	Question why things happen and give explanations	Recognise why people did things, why events happened and what happened as a result	Identify and give reasons for, results of, historical events, situations, changes
 continuity and change	Look closely at similarities, differences, patterns and change	Identify similarities / differences between ways of life at different times	Describe / make links between main events, situations and changes within and across different periods/societies
 significance	Recognise and describe special times or events for family or friends	Talk about who was important	Recognise and describe special times or events for family or friends