

# KEY STAGE 3 OUTLINE PLANNING 2014

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# Assessment

Assessment in the Key Stage 3 curriculum will be based around a tri-partite model of assessment – incorporating a mixture of formative and summative elements.

Each enquiry will be planned around the final assessment point. Mastery models cannot function without a clear end point, therefore a rigorous, conceptually based assessment is the building block for each unit. These assessments should draw together students' understanding of substantive as well as second order concepts. Not all of these assessments will be given formal, written feedback however, some will represent work to be completed in class.

Assessment for Key Stage 3 will also fit in with school policies of six “assessed tasks” per year.

Three of the assessments will be based on formal work conducted in controlled conditions, whilst three will be based on informal tasks conducted in lessons or at home. All other enquiries will have an assessment which is not formally assessed, but which provides an end product for the enquiry. This may well be an in-class task, group discussion, presentation or other piece of work. Assessments are intended to be formative and will form part of a learning dialogue with students for improvement.

## Concepts, Knowledge and “History Points”

At the start of the year students will be given a sheet which outlines the features of a good historian – these will refer back to the core concepts identified above. Students should have a copy of this in their books for reference. Each of the core concepts can be referred to in lessons and made relevant to specific topics

Students will be given “History Points” for formal assessments, based on their ability to engage with the specific concepts identified in each assessment. A specific mark scheme for each assessment will guide teachers in the awarding of “History Points”.

Students will also have a totaliser which shows the number of “History Points” they have accumulated over the year. They should record each new assessment as an addition to this total score. Where appropriate, students might be given an

opportunity to improve a piece of work based on their feedback and have a new score given. As the points total continues over the year, it will hopefully be a system which rewards effort as well as attainment.

## 1) Formal Assessments

### Essay Style Formal Assessments

Essay style tasks will be given a “History Points” score. This will be split to give marks for content and argument (Knowledge & Communication SP1-3) as well as the concepts being tackled specifically. The points awarded here will form part of the dialogue for students to improve. There should be up to 2000 “History Points” awarded for an essay task. These will be awarded for the specific conceptual focuses of the task. Each task will have a mark scheme which is tied to the specific content. Students will need to respond to the feedback they are given. A teacher based mark scheme will also outline bands of success.

### Non-Essay Formal Assessments

Non-essay style tasks will have mark schemes which are tied to the core concepts being tested. There should be up to 2000 “History Points” awarded for an assessed task. These will be awarded for the specific conceptual focuses of the task. Each task will have a mark scheme which is tied to the specific content. Students will need to respond to the feedback they are given. A teacher based mark scheme will also outline bands of success.

### Group/Project Formal Assessments

Feedback should also be provided at the end of an informal unit, referring back to the specific concepts and skills developed during the enquiry. Tasks might include a piece of work completed in a group, a debate or discussion, a poster or other visual task, or a longer term project style task. There should be points 1000 pts awarded for an informal assessment task. These will be awarded for the specific conceptual focuses of the task. Each task will have a mark scheme which is tied to the specific content. Students will need to respond to the feedback they are given. A teacher based mark scheme will also outline bands of success.

## Recording Formal Assessments

Teachers should record:

- The “History Points” achieved by the student
- The student’s overall attainment:
  - Fail – Below expectations for the task
  - Pass – Meeting basic expectations for the task
  - Merit – Confidently meeting expectations for the task
  - Distinction – Above expectations for the task
  - Starred Distinction – Exemplary rendering.
- The student’s effort (ie. Did they do as well as they could have in the assessment? This is a measure relative to the student’s own abilities)
  - ☹☹=unacceptable, ☹=poor, 😐=below par, 😊=good, 😊😊=v good

Teachers will also need to provide feedback to students. This will include:

- “History Points” awarded for the task – if appropriate (ie for an exam) this could be split into different conceptual areas or for knowledge, including a final points score. Students will also get a grade where appropriate.
- A set of comments on areas of success and challenges.
- An effort grade in the form of a smiley face/other pictogram

Students will need to make a record of their marks – to do this they should:

- Stick their feedback proforma into their book, next to the work.
- Complete the feedback section and any corrections.
- Record their awarded points on the totaliser which should be stuck in the back of their book.

## 2) Informal Assessments

Other end of unit assessments should be conducted as part of normal teaching sequences. They will not be given “History Points” in the same way as formal assessments but should receive formative feedback in line with school policies. Informal assessments should still come back to the core historical concepts and help to answer the key enquiry question being tackled. Formative comments

should refer to misconceptions students may need to overcome and should refer specifically to the domain. Informal assessments do not necessarily have to be carried out in the same way by all teachers, as long as the basic requirements are met.

## 3) Chronology & Knowledge Checks

Teachers should also aim to build in regular (ie. fortnightly) knowledge and chronology checks – this could form the starter of one lesson a fortnight. These are a good way of identifying students who might be getting lost in the history.



## Making Progress in History:

This sheet aims to give you an overview of the kinds of things good historians are able to do. During Key Stage 3 you will be given opportunities to improve your skills as an historian. Your feedback this year will keep referring back to the 6 things we believe good historians are able to do. This will help you to set yourself targets and get better at History. Every assessment you do will give you a number of points, which will help you keep track of your progress as the year goes on.

### What Do Good Historians Do?



#### 1 Good Historians Explain Why Things Happen (LO1).

They can show how events have many causes and how these link together (LO1.1). They can see that some causes are more important than others (LO1.2) and that things happen due to the actions of people but also other causes eg. the economy or politics (LO1.3)



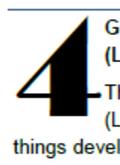
#### 2 Good Historians Are Skilful At Using Evidence (LO2).

They can use evidence to make suggestions about what the past was like (LO2.1). They can compare different sources (LO2.2) and decide on the most useful ones to find out about a topic (LO2.3). They are also careful to think about how reliable evidence is (LO2.4)



#### 3 Good Historians Think About Different Views In The Past (LO3).

They understand that people in the past had very different ideas about the world than people today (LO3.1). They think about the time in which people lived and how this affected them (LO3.2). They use evidence to empathise with people in the past (LO3.3), and they recognise that people had very different experiences depending



#### 4 Good Historians Understand How Things Changed Or Stayed The Same (LO4).

They understand that things in the past developed and changed over time (LO4.1). They understand that sometimes things stayed the same whilst other things developed rapidly (LO4.2). They can talk about turning points in history, and judge the pace and amount of change (LO4.3)



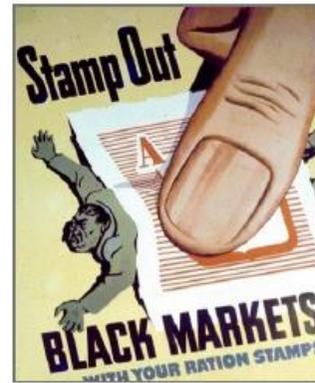
#### 5 Good Historians Understand Other Historians' Interpretations of the Past (LO5).

They can identify what other people have said about the past (LO5.1) and understand people's opinions of historical events (LO5.2). They carefully consider why people have different interpretations of the past (LO5.3) and think about how this affects their reliability. (LO5.4).



#### 6 Good Historians Have Detailed Knowledge And Can Write Clearly (LO6).

They have a detailed understanding of different periods of history and can use this knowledge to explain things (LO6.1) They are able to write in clear paragraphs (LO6.2) and build good historical arguments (LO6.3)



## Where am I in History?

As you go through the year you will gain points for each of the 6 assessments you complete. This page is for you to fill in every time you get assessment feedback. Make sure you update this each time. You should set yourself a goal of where you would like to be by the end of the year.

History Legend!!  
7400

Y9 History Master									
5600	7200	7000	6800	6600					
	5800	6000	6200	6400					
5500	5300	5200	5100	5000	4900	4800	4700	4600	
3900	3700	4000	4100	4200	4300	4400	4500		
Y9 History Elite									
3800									
2700	2800	2400	2900	3000	3100	3200	3300		
Y9 History Natural									
2600	2500							2300	2200
1500	1600	1700	1800	1000	1900	2000	2100		
Y9 History Rookie									
1400	1300	1200	1100						
100	200	300	400	500	600	700	800	900	



# History Common Assessment

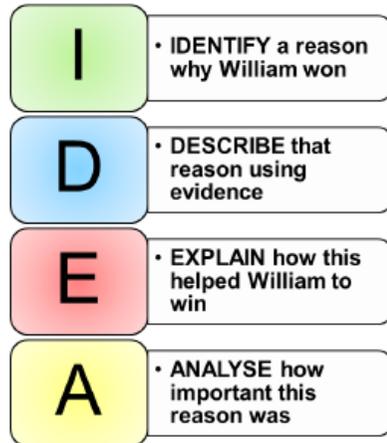
Title: Why did William Win the Battle of Hastings?



This assessment is testing your ability to explain things clearly, using the evidence you have prepared. You will have a lesson to gather your thoughts and make a plan and then another lesson to write your ideas up. There are 2000 pts up for grabs on this assessment, but most people will get somewhere between 700 and 1300 pts.

The assessment is testing 3 really important skills in History

- Using your historical knowledge (LO6)
  - TIP: Make sure you know what happened at the Battle & can give specific examples.
- Explaining why things happened (LO1)
  - TIP: Remember that there are many different reasons or causes for William winning the battle - try to find the connections between them, or explain why some are more important than others.
- Writing in a clear way (LO6)
  - TIP: Remember to write in paragraphs, have an introduction which gives the background to the battle, and a conclusion which explains your overall opinion. Use the IDEA structure to help you structure your paragraphs.



Word Bank	Sentence starters
battle	The Battle of Hastings happened in... when...
cavalry	This essay will explain why...
Harold Godwinson	There are many reasons why...
Housecarls	One reason that William won at Hastings is...
leadership	For example he...
Senlac Hill	...helped him win because...
William of Normandy	If this had not happened...
	Another reason why William defeated Harold...
	If it had not been for...
	The most important reason for William's victory...
	...is the most important reason because...
	This links to...

## Teacher Notes

The table below shows how the points achieved by the student will translate into expectations for this Year 7 task. These grades should be recorded in your mark book but not shared with the student

0-500pts	Fail
A minority of students	Students at this level will tend to produce work which contains limited knowledge of the actions of William or of the events leading up to or during the Battle. Knowledge will be asserted where available and there may be inaccuracies in the knowledge given. In other cases, the knowledge used may be generic rather than specific eg. William played a trick on Harold... The structure will tend to be narrative. Command of language will be weak.
600-900pts	Pass
Some students	Students at this level will show at least some knowledge of actions taken during the Battle of Hastings. Students may well give descriptions of the actions of William or the failures of Harold with some supporting detail. Knowledge will be relevant and accurate for the most part. They may also show some outline knowledge of the context of the battle. The structure will still tend towards narrative, although some paragraphing may be evident thanks to the planning frame. Links back to the question will be implicit at best. There will be some evidence that the student understands at least the main outlines of the Battle of Hastings.
1000-1300pts	Merit
The vast majority of students	Students at this level will have a good understanding of the main events of the battle including some specific detail on the actions of William and of other factors leading to the victory. Evidence will be chosen to answer the question and there will be signs that there is a rationale to the choice of evidence. The accuracy of evidence will be generally good. There may be a stronger sense that students understand the context of the battle. There will be a logical structure to the work, with key topics forming paragraphs and some conclusion, even if only short, being arrived at. The explanations given in paragraphs may still be implicit in their links to the question, however the conclusion will make an attempt to provide a direct answer to the question. Command of language will be adequate.
1400-1500pts	Distinction
A minority of students	Students at this level will tend to show a very good understanding of the battle - including specific details of the different contributing factors to William's victory. There will be a rationale evident for the choice of evidence which will be deployed in a way which helps their argument. Analysis of this evidence may still lack depth however there will be obvious attempts to use the evidence to directly answer the question. The structure of the essay will be largely analytical with a focus on the question which is sustained for the majority of the time. The account will show a deliberate engagement with the question and the conclusion will show an independent reflection on the question itself. At this level, students may also begin to consider the impact of different causes and see links between them. Command of language will be good.
1600-2000pts	Starred Distinction
Exceptionally rare	Student at this level produce a sustained and well-focused answer which is analytical. The answer will use a range of specific and accurate evidence to explore the importance of different factors in leading to William's victory. There may still be some limitations to the analysis but the conclusions will demonstrate clear, justifiable and independent thinking and a good command of language.

Please ensure:

- You make a note of the points, grade and effort in your own mark book
- The student sticks in the marking proforma
- The student responds to the comments and corrections
- The student adds their points to their totaliser which is in the back of their book



# Schemes of Work

The schemes of work below outline the key areas which are to be covered during Key Stage 3.

- Each unit of work lasts a half term and will consist of 2 or 3 key enquiry questions.
- Each enquiry will have a specific end product to be assessed either formally, informally or as part of an end of unit lesson. Assessments will target one (or occasionally more) key concepts from the Mastery Model
- Each enquiry will have a selection of key content to cover to ensure consistency.
- Each enquiry will provide opportunities to incorporate a range of historical narratives. Teaching style and the modes of delivery will be left up to the teacher. There will also be scope to target historical concepts beyond the final assessment focus.

A bank of additional digital resources will also be made available over the course of 2014/15. Teachers therefore have the freedom to:

- a) Use only the key question and content in forming their own learning programme
- b) Collaborate with other teachers to devise a scheme of work which covers the key question and content
- c) Use resources developed by others around the key question and content, making any necessary changes for their own groups

Six core aspects need to be held in mind whilst delivering the curriculum:

1. Learning will be sequenced around a number of enquiry questions. These will structure student learning and conceptual understanding through the course. It is important to use enquiry questions as the building block for meaningful sequences of lessons. Enquiries should ideally be no longer than 6 lessons in length.
2. Enquiries should cover a mixture of breadth and depth questions. In the breadth sections there is considerable freedom to explore a range of issues. In the depth section, the focus must be on the enquiry question for the unit and each lesson or sequence of lessons should help students to work towards answering this.
3. A range of core concepts should be developed in pursuit of the investigation. There must be coverage of all core concepts in each school year.
4. The assessments at the end of certain enquiries are required. These are marked on as “Formal Assessments” and should be conducted in the same way by all teachers. They will either be essay or exam style tasks, or more group based work. Differentiated versions of some assessments will be available, however these will be worth less overall points.
5. All units should have some end product, which may be a summing-up lesson in the case of units with no “Formal Assessment.”
6. Whilst timing within units is flexible, the units should be kept roughly within half-term blocks where possible. Timing will be especially important for the last Year 9 unit.

## Year 7 Enquiries

	MAIN CONCEPT	KEY QUESTIONS	ASSESSMENT	LSN	L/W
<b>Romans (MAS)</b>	Mixture	What exactly is History?	Informal Assessment - Mixture	4	
	Change & Continuity SP 1-3	How far did the Romans change Britain? What did the Romans do for us?	<b>Group/Project Formal Assessment (1000pts) – Continuity and Change</b>	6	
<b>Normans (AFD)</b>	Causation SP 1&2	Why was 1066 a year of crisis in Britain?	Informal Assessment - Causation	3	
	Causation SP1 &2, Communication	Why did William win the Battle of Hastings?	<b>Essay Formal Assessment (2000pts) – Causation</b>	6	
	Change & Continuity SP 1-3	How far did the Normans change England?	Informal Assessment – Continuity and Change	6	
<b>Life in the Middle Ages (HBO)</b>	World Views SP1&2, Evidence SP1&2	“Mucky and miserable” is this a good way to describe a peasant’s life in the Middle Ages?	<b>Group/Project Formal Assessment (1000pts) – World Views/Evidence</b>	6	
	Causation SP1-3	Why were the peasants revolting?	Informal Assessment - Causation	4	
<b>Crusades (JG)</b>	World Views SP1-4, Evidence SP1&2	How important was the Church in the Middle Ages?	Informal Assessment – World views/evidence	5	
	Causation SP1-3, Perspectives SP1&2	Greed, Glory or God? Why did people really go on Crusade?	<b>Essay Formal Assessment (2000pts) – Causation</b>	5	W
<b>Reformation (AFD)</b>	Causation SP1-3	It was all about Henry having a son wasn’t it? Exploding myths about the Reformation.	Informal Assessment - Causation	5	
	Change & Continuity SP 1-3	How far did the Reformation change England 1536-1608? (including a study of Roche Abbey/Morebath)	<b>Group/Project Formal Assessment (1000pts) – Continuity and Change</b>	5	L
<b>English Civil War (LSN)</b>	Causation SP1-3	Why did the people of Britain kill their king?	<b>Essay Formal Assessment (2000pts) – Causation</b>	5	
	World Views SP1-4, Evidence SP1&2	The World Turned Upside Down. Why was the Civil War so shocking?	Informal Assessment	5	

## Year 8 Enquiries

	MAIN CONCEPT	KEY QUESTIONS	ASSESSMENT	LSN	L/W
<b>French Revolution</b>	Causation SP1-3	Why did the French kill their king in 1789?		6	W
	Evidence SP1-4	Does Charles Dickens give us a good view of the Storming of the Bastille?		6	W
	Change & Continuity SP 1-4	For whom was the French Revolution most significant? OR How far did the French Revolution change France?		3	W
<b>Origins of Empire</b>	Causation SP1-3	Why did the British want an Empire?		3	W
	Causation SP1-3	How did the British take control of India/Africa?		4	W
	Interpretations SP1-3	Why do people still argue about the impact of Empire?		6	W
<b>Slave Trade</b>	Evidence SP1-3	Why does Harewood House want to forget its past? (ie. What were the horrors of the slave trade?)		6	L
	Causation SP1-4	Wilberforce: 'The World owes to him the Abolition of Slavery'...Why was slavery abolished in the UK?		6	
	World Views SP1-3	How should Britain commemorate the end of slavery?		3	
<b>Industrial Revolution</b>	Causation SP1-4	Why was there an industrial revolution in Britain?		4	
	Evidence SP1-3, World Views SP4	"A perfect wilderness of foulness" Is this the best way to describe Victorian Leeds?		6	L
<b>Women's Suffrage</b>	World Views SP4	Were ALL women powerless in the Victorian era?		3	
	Evidence SP1-5	Who should we thank for women winning the vote in 1918?		6	
	Change & Continuity SP1-4	To what extent have women achieved equality since 1918?		4	W
<b>First World War</b>	Causation SP1-4	Why did the world go to war in 1914?		4	
	World Views SP4	Why should Guiseley remember her war dead?		6	L
	Interpretations SP1-4	Does Haig deserve to be remembered as the "Butcher of the Somme?"		3	

## Year 9 Enquiries

	MAIN CONCEPT	KEY QUESTIONS	ASSESSMENT	LSN	L/W
The USA in the 1920s	Causation SP1-4	Why was there an economic boom in the 1920s?		3	W
	World Views SP4 Evidence SP1-5	Did everyone benefit from the Roaring 20s?	Essay Formal Assessment (2000pts) – World Views/Evidence	5	W
	Evidence SP1-5	Who was the real Al Capone?		3	W
Nazi Germany & Holocaust	Causation SP1-4	Why were the Nazis able to seize power in Germany?		3	W
	N/A	What was the Final Solution?		1	W
	World Views SP4	How can we challenge assumptions about the Holocaust?	Project Formal Assessment (1000pts) – World Views	6	W
The Second World War	Change & Continuity SP1-4	When did the tide of war turn against Hitler?	Informal Assessment – Change & Continuity	4	W
	Evidence SP1-4	Were the Nazis the only one who committed atrocities?	Formal Exam Assessment (2000pts) – Evidence	5	W
The Cold War	Causation SP1-4	“An Iron Curtain Across Europe” Why did the Cold War begin?	Informal Assessment - Causation	3	
	Evidence SP1-4	Who shot JFK?	Formal Project Assessment (1000pts) – Evidence	4	W
Civil Rights	World Views SP1-4	How ‘civilised’ was the USA post war?		3	W
	Evidence SP1-4	How important was Martin Luther King in the Civil Rights movement?	Formal Exam Assessment (2000pts) – Evidence	4	W
End of Empire		Why did Britain stop being a superpower?			