

## Assessing Primary History

Schools should plan to make and report to parents a **summative judgement** about a pupil's knowledge and understanding of history on three occasions during the primary phase:

At the end of Key Stage 1: Summer term of Year 2

At the end of Lower Key Stage 2: Summer term of Year 4

At the end of Key Stage 2: Summer term of Year 6

On these occasions teachers should draw upon the intelligence gained from the formative assessment of pupils, which is integral to each enquiry, to make a summative judgement as to whether the pupil has achieved the expected level of attainment detailed in the performance descriptor, exceeded the expectations or has yet to reach the anticipated level.

Each enquiry which forms the programme of learning and teaching in history sets clear objectives which define the anticipated outcomes for the pupil. The scheme of work also suggests in the 'Formative Assessment' section an extensive range of ways in which the teacher can carry out ongoing assessment to ascertain whether a pupil has achieved these outcomes. Evidence is drawn from a wide range of sources to inform this process including interaction with pupils during discussions and related questioning, day to day observations, practical activities such as model making and role play drama, the gathering, presentation and communication of fieldwork data and writing. The outcomes of each enquiry serve to inform the teacher's developing picture of the knowledge and understanding of each pupil and to plan future learning accordingly. Summative assessments should not be made of individual pieces of work or for that matter of separate enquiries.

At the end of each of the three learning stages, the teacher will be able to use their knowledge and understanding of the pupils gained through extensive formative assessment over the previous two years to reach an accurate judgment of what they know and can do. At this point they need to take into account the relative strengths and weaknesses of each pupil and reach a 'best fit' summative judgement taking into account the whole of the descriptor rather than specific parts of it. **Most critically this decision is based on the professional knowledge and judgement that the teacher possesses of the pupil, built up over an extended period of time, which is then used to make a rounded and holistic judgement of their attainment in history.**

### Key Stage 1 Performance Descriptor

Pupils at the **expected level of attainment** at the end of Key Stage 1 will be able to:

Identify, describe and compare and contrast the similarities and differences between popular toys and games of the 1960s and those of today and suggest reasons for what they

observe. They will also be able to recall some significant historic events, people and places of the 1960s both in the United Kingdom and globally and use simple data gathering techniques to collect the recollections of adults who were alive at the time. Through the study of Guido Fawkes and a range of other significant individuals who lived in different periods and places, they are able to both recall their achievements and suggest simple reasons for the impact their lives have had. In relation to their own local area pupils at this level know about how and why some individuals, places and events are important historically and can compare in simple terms the significance of one with another. In relation to their investigation of Sappho at Pompeii pupils will be able to describe in simple terms what the Roman Empire was, the events that occurred at Pompeii in 79 AD and suggest what some artefacts tell archaeologists about the lives of the people who lived there. Through the study of a number of different famous past and present explorers pupils are able to describe their achievements, some of the effects on life they had at the time and suggest things they may have in common. Through an investigation of an aspect of the First World War pupils are able to describe how animals were so important to both sides and suggest in simple terms what this tells us about ways of life in Britain a hundred years ago. During their investigations they will gain and use simple historical vocabulary correctly and use basic historical skills such as interpreting simple original sources.

Pupils **exceeding the expected level of attainment** will, in addition to the above, be able to:

Demonstrate greater knowledge and understanding through offering more developed and insightful explanations (as opposed to reasons) for the impact of the events and people they are investigating. They will also show a capacity to link their learning in one investigation with others particularly in terms of being able to compare ways of life in different periods. In doing this they draw upon, and apply, examples of specialised subject vocabulary and use multiple and/or more demanding original sources.

### **Lower Key Stage 2 Performance Descriptor**

Pupils at the **expected level of attainment** at the end of Lower Key Stage 2 will be able to:

Demonstrate both knowledge and understanding of history through identifying and explaining some of the ways that significant individuals and events during the period from the beginning of the Stone Age to the end of Anglo Saxon rule have contributed to shaping life in present day Britain. In doing so they use an increasing range of basic and more specialised subject vocabulary accurately and show that they can synthesise information from a broader range of historic sources including artefacts to help formulate their explanations. They will be able to make insightful links between their different enquiries to compare and contrast life in Britain at different times during this period and offer sound historic reasons for the similarities and differences they observe. As they do this they will show an understanding of key historical concepts such as continuity and change, cause and effect and significance.

Pupils **exceeding the expected level of attainment** will, in addition to the above, be able to:

Question the validity of some of the sources of historical evidence they use and exhibit an understanding of why different interpretations of artefacts and the actions of people and events in the past may not be altogether trustworthy. In doing so they use confidently and accurately a wide range of specialist subject vocabulary and demonstrate an awareness of more sophisticated historical concepts such as significance and perspective.

### **Upper Key Stage 2 Performance Descriptor**

Pupils at the **expected level of attainment** at the end of Upper Key Stage 2 will be able to:

Understand some of the most significant aspects of the lives of people in the ancient civilizations that they have investigated such as the Maya, Shang Dynasty and Ancient Greece, through interpreting and evaluating a range of source material of various kinds including written, visual, cartographic and artefactual evidence. They will also show a capacity to reach conclusions, make judgements and justify their views about the significance of major historic developments and events in Britain such as the rise and decline of the British Empire and the Battle of Britain. In doing this they will also demonstrate a basic understanding of the importance perspective when reaching conclusions in history. Through a detailed local historical study they will be able to explain some of the ways in which national and international events in the past have impacted their own community and evaluate some of their effects. In achieving these things they will use specialised historical vocabulary and skills confidently and regularly and apply more demanding concepts such as empathy insightfully.

Pupils **exceeding the expected level of attainment** will, in addition to the above, be able to:

Make and justify more informed and subtle judgements about the causes and outcomes of the historical events and developments that they have investigated. In doing so they exhibit some awareness of the questionable validity of much historical evidence, and generate meaningful questions of their own to pursue in order to gather further relevant information.