

ST MONICA'S RC HIGH SCHOOL ASSESSMENT OVERVIEW 2023 -2024

HISTORY: Year 7				
What will be assessed?	How?	When?	Feedback	Reported home
What is the powerful knowledge that will be assessed?	What format will the assessment be?	At what point / date will the assessment take place?	In what format will feedback be given?	How will this be shared with parents at home?
<p>Why was England so smelly? - 'Sanitation over time'</p> <p>Understand sanitation over time, how historians evaluate change over time and the impact of sanitation on the health of the people. AT2 Change and continuity - Change can be sudden, dramatic, gradual, stop/start.</p>	<p>Low stakes quizzes</p> <p>Blue paper task - what changed the most and why paragraph.</p> <p>Blue paper task - consequences paragraph</p>	<p>Autumn Term</p> <p>Ongoing quizzes</p> <p>Autumn 1 approximately weeks 2-3</p> <p>Week 4-5</p>	<p>Pupils receive individual scores</p> <p>WWW/EBI - whole class feedback, pupil response in green pen</p>	<p>Termly report home</p> <p>Monday 13th November 2023</p>
<p>AT2 Change and continuity - Change can be sudden, dramatic, gradual, stop/start.</p>	<p>Formal summative assessment 'Sanitation over time'</p> <p>Yellow paper end of unit test - extended writing, facts test</p>	<p>Assessment window - w/c 16th October to 3rd November 2023</p>	<p>WWW/EBI - whole class feedback, pupil response in green pen</p>	<p>Termly report home</p> <p>Monday 13th November 2023</p>
<p>The Norman Conquest - Part 1</p> <p>Knowledge of the events leading up to the Norman conquest to explain what historians know about how the Witan chose the next King in 1066. Causes of events such as Godwinson's victory at Stamford Bridge and William Duke of Normandy's victory at Hastings.</p>	<p>Low stakes quizzes in class - class + satchel one homework</p> <p>Blue paper task - analysis question - paragraph</p> <p>Blue paper task - In class Extended written task - essay</p>	<p>Spring Term</p> <p>Assessment window</p> <p>w/c 15th January 2024 to 26th January 2024</p>	<p>Individual scores</p> <p>WWW/EBI - whole class feedback, pupil response in green pen</p>	<p>Postcard homework.</p> <p>Pupils share knowledge learnt with parents</p>

ST MONICA'S RC HIGH SCHOOL ASSESSMENT OVERVIEW 2023 -2024

Norman Conquest - How much had England changed Part 2. Was Harold really killed by an arrow? How historians have come to this conclusion. Explain how William overcame rebels and took control of England	Low stakes quizzes in class - class + satchel one homework Blue paper task - In class source analysis question - paragraph		Individual scores WWW/EBI - whole class feedback, pupil response in green pen	Whole School report home 05/02/2024
How William overcame rebels and took control of England: <ul style="list-style-type: none"> • The Harrying of the North • The Feudal System • Castle building • Domesday book 	Formal summative assessment - 'William and the rebels' Yellow paper end of unit test - extended writing, facts test	End of Spring 1 - Approximately Week 6-7	WWW/EBI - whole feedback and pupil response in green pen Set targets for next unit	Whole School report home 05/02/2024
Could a Medieval Monarch do what they wanted? Understand the events such as the murder of Thomas Becket, Barons revolt, the Black Death to explain the challenges that faced Medieval Monarchs and how the Magna Carta and Provisions of Oxford laid the foundations for Parliament and democracy.	Satchel One multiple choice facts quiz Blue task - In class source analysis - paragraph	Summer Term Approximately weeks 5-6	Individual scores WWW/EBI - whole class feedback, pupil response in green pen	Postcard homework. Pupils to share knowledge learnt with parents
Use knowledge of the Peasants' revolt and how it has been remembered -e.g raising taxes, no rights to explain the difference between protest and revolt.	Formal summative assessment - 'The Peasants Revolt' Yellow paper end of unit facts test and paragraph question		WWW/EBI - whole feedback and pupil response Set targets for next unit	Whole School system 01/07/2024
The Renaissance and the English Reformation Use knowledge of the Renaissance and Reformation to explain the significance of Da Vinci and Martin Luther's 95 theses.	Low stakes quizzes - in class Blue task - In class source analysis - paragraph	Summer 2 weeks 3-4	WWW/EBI- whole class feedback, pupil response	

ST MONICA'S RC HIGH SCHOOL ASSESSMENT OVERVIEW 2023 -2024

HISTORY		Year 8		
What will be assessed?	How?	When?	Feedback	Reported home
What is the powerful knowledge that will be assessed?	What format will the assessment be? (Quiz / Paragraph / Essay)	At what point / date will the assessment take place?	In what format will feedback be given?	How will this be shared with parents at home?
<p>What were the human consequences of the sugar trade? AT2 Cause and Consequence – Use knowledge of the growth of the sugar trade, Britain’s empire and the growth of the middle class to explain why and how Britain became involved in the slave trade. The legacy of the Triangular trade and sugar trade to explain the legacy that can be found in street signs and historic buildings.</p>	<p>Satchel one multiple choice facts quiz</p> <p>Blue paper task – in class Why did Britain become involved in the slave trade? – Extended writing – essay Blue paper task – In class source analysis – paragraph Low stakes testing Blue paper task – in class Extended writing – Letter</p>	<p>Autumn Term 1</p> <p>Approx Week 2-3</p> <p>Approx Week 4-5</p> <p>Ongoing</p> <p>Approx Week 6-7</p>	<p>Individual scores</p> <p>WWW/EBI – whole class feedback, pupil response in green pen</p>	<p>Feedback in exercise books</p> <p>Whole school report home 13/11/2024 Postcard homework. Pupils to share knowledge learnt with parents</p>
<p>AT3 Using sources – using historical sources such as Olaudah Equiano’s book, ship plans to explain what they can reveal about the Middle Passage – the conditions, attitudes of the owners, impact on the slaves. Explain how historical sources are produced for a purpose and reveal opinions at the time.</p>	<p>Formal Summative Assessment – ‘The Middle Passage’</p> <p>Yellow paper end of unit facts test and analysis of source paragraph</p>	<p>Autumn Term 2</p> <p>Weeks 2-3</p>	<p>WWW/EBI – whole feedback and pupil response in green pen Set targets for next unit</p>	<p>Inform Data drop 31/1/2024</p>
<p>Resistance and Reform – who or what was responsible for ending slavery? Resistance is a form of protest to explain the impact of the Underground Railroad and Harriet Tubman. Significant developments and people result in change and are remembered. Use historical sources /knowledge and understanding of campaigns and protests to explain how slavery was ended.</p>	<p>Low stakes testing + satchel one multiple choice facts quiz Blue paper task – In class source analysis – paragraph Blue paper task – in class Extended writing – essay</p>	<p>Autumn Term 2 – ongoing</p> <p>Approx Weeks 6-7</p> <p>Approx Weeks 8-9</p>	<p>WWW/EBI – whole class feedback, pupil response</p> <p>WWW/EBI – whole class feedback, pupil response</p>	<p>Feedback in exercise books</p> <p>Informs Data drop 31/1/2024</p>
<p>How did the Industrial Revolution put Manchester on the map?</p>	<p>Low stakes testing + Satchel One multiple choice questions</p>	<p>Spring Term 1 – ongoing</p>		<p>Postcard homework. Pupils to share</p>

ST MONICA'S RC HIGH SCHOOL ASSESSMENT OVERVIEW 2023 -2024

<p>AT2 Cause and Consequence - use knowledge and understanding of the social, economic and political causes of the Industrial Revolution.</p> <p>AT2 Significance of individuals and developments - use knowledge and understanding of the work of Richard Arkwright to explain how the actions of individuals can result in change at the time and over time.</p> <p>AT 2 Consequences and change- Use knowledge of the impact of the Industrial Revolution to explain how the impact on working conditions was dramatic, positive and negative. Use knowledge to explain how factory owners put profit before humans.</p>	<p>Blue paper task - in class Extended writing - essay</p> <p>Blue paper task - in class Top trump card</p> <p>Blue paper task - in class Extended writing - essay</p>	<p>Spring Term 1 Approximately Weeks 3-4</p> <p>Approximately Weeks 5-6</p> <p>Spring 2 - approx Week 1-2</p>		<p>knowledge learnt with parents</p> <p>Used to inform Summer data drop 13/06/ 2024</p>
<p>Use knowledge and understanding of the work of social reformers, the Reform Acts and the protests of individuals to explain how the foundations for change were laid.</p>	<p>Formal Summative Assessment - 'Social reformers' yellow paper end of unit facts test and extended writing</p>	<p>Spring Term 2 Approx Weeks 5-6</p>	<p>WWW/EBI - whole feedback and pupil response Set targets for next unit</p>	<p>Inform Summer data drop 13/06/2024</p>
<p>How should the Empire be remembered? Use knowledge and understanding of Britain's Empire to explain how Britain acquired an Empire in India and the consequences for both Britain and India AT2 Cause and consequence.</p>	<p>Low stakes testing</p> <p>Blue paper task - In class - paragraph</p>	<p>Summer Term Approximately weeks 1-2</p>	<p>WWW/EBI - whole class feedback, pupil response</p>	<p>Postcard homework. Pupils to share knowledge learnt with parents</p>
<p>Use knowledge and understanding of Partition to explain the legacy of empire. AT 3 How historians use interpretations to reach conclusions about the past.</p>	<p>Formal Summative Assessment - 'The Legacy of the Empire' Yellow paper end of unit facts test and paragraph</p>	<p>Summer Term Approximately weeks 5-6</p>	<p>WWW/EBI - whole feedback and pupil response Set targets for next unit</p>	<p>Inform summer data drop 13/06</p>

ST MONICA'S RC HIGH SCHOOL ASSESSMENT OVERVIEW 2023 -2024

HISTORY				
Year 9				
What will be assessed?	How?	When?	Feedback	Reported home
What is the powerful knowledge that will be assessed?	What format will the assessment be?	At what point / date will the assessment take place?	In what format will feedback be given?	How will this be shared with parents at home?
<p>Why were the Great Powers so keen to go to war in 1914? - use knowledge and understanding of the long term and short term tensions between the Great powers to explain how historians decide which causes are most important.</p> <p>AT2 Cause and consequence - long term, short term causes.</p>	<p>Blue paper task - Who or what was most to blame for WWI? - paragraphs</p> <p>Blue paper task - write an account to explain how the assassination created a wider war. - paragraphs</p> <p>Low stakes testing</p>	<p>Autumn Term 1</p> <p>Approx week 2-3</p> <p>Approx week 4-5</p> <p>Autumn 1</p> <p>On going</p>	<p>WWW/EBI - whole class feedback, pupil response in green pen</p> <p>Self -assessment</p>	<p>Feedback in exercise books</p> <p>Contribute to Data drop 8/11</p> <p>Exercise books</p>
<p>Why is the Battle of the Somme significant? - use knowledge and understanding of the battle to explain how historians judge an event to be significant in the short term and long term. Use knowledge and understanding of the battle to explain how useful evidence is to historians.</p>	<p>Blue paper task - how useful are the sources?</p> <p>Homework task</p>	<p>Autumn Term 1</p> <p>Approximately week 6-7</p>	<p>WWW/EBI - whole class feedback, pupil response in green pen</p>	<p>Feedback in exercise books</p> <p>Contribute to Data drop 8/11</p>
<p>How does a disaster become a miracle - Dunkirk?</p> <p>- use knowledge and understanding of the Dunkirk evacuation to explain how historians have remembered the event.</p> <p>AT 3 Using interpretations</p>	<p>Blue paper task - which interpretation is most convincing?</p> <p>Satchel One facts test</p>	<p>Autumn Term 2</p> <p>Approximately week 2-3</p>	<p>WWW/EBI - whole class feedback and pupil response in green pen</p>	<p>Feedback in exercise books</p> <p>Contribute to Spring data drop 31/1</p>
<p>What makes the events of the 20th Century significant?</p> <p>Apply knowledge and understanding of the events studied.</p>	<p>Formal summative assessment '20th century events'</p> <p>Yellow paper end of unit test - extended writing, facts test</p>	<p>End of Autumn Term 2</p>	<p>WWW/EBI - whole feedback and pupil response</p> <p>Set targets for next unit</p>	<p>Feedback in exercise books - contribute to Spring data</p>
<p>The Holocaust: How did the Nazis control the hearts and minds of the people? - Use knowledge and understanding to explain what anti-semitism is and how it has changed over time. Using knowledge and understanding to explain how the Nazis won the</p>	<p>Blue paper task - What was the impact of Nazi rule on the lives of ordinary people? - extended writing</p> <p>Blue paper task - how useful is Heinz's story to a historian?</p>	<p>Spring Term 1</p> <p>Approx week 3-4</p> <p>End of Spring 1</p> <p>Approx week 5-6</p>	<p>WWW/EBI - whole class feedback and pupil response</p>	<p>Feedback in exercise books</p> <p>Contribute to Summer data</p>

ST MONICA'S RC HIGH SCHOOL ASSESSMENT OVERVIEW 2023 -2024

hearts and minds of ordinary people and the consequence of this.				
Why should the Holocaust never be forgotten? - using knowledge and understanding of events and historical sources to challenge misconceptions about the Holocaust	Blue paper task - Which event was most significant in the lives of Jews? - extended writing. Low stakes testing Blue paper task - could the British have done more? Report writing.	Spring Term 2 Approximately week 2-3. Ongoing End of spring 2	WWW/EBI - whole class feedback and pupil response	Postcard homework
When is a war not a war - Cold war? - using knowledge and understanding to explain which events were most significant in increasing tensions during the Cold War.	Low stakes testing Satchel One facts testing Blue paper task - which event was most significant in increasing tensions in the Cold war - extended writing	Summer Term 1 Week 4-5	Self-assessment Satchel one WWW/EBI - whole class feedback and pupil response	Exercise books Contributes to Summer data drop 13/6/2024
End of Year Assessment - testing knowledge and understanding of the whole year	Formal summative assessment - 'The Cold War' Yellow paper test	Summer Term 2 Week 1	WWW/EBI - whole class feedback and pupil response	Contributes to Summer data drop 13/6/2024

ST MONICA'S RC HIGH SCHOOL ASSESSMENT OVERVIEW 2023 -2024

GCSE HISTORY Assessment Overview for year 10 and year 11 2023 - 2024

Coloured rows indicate summative assessments - these will contribute the end of term progress reports.

YEAR 10

Autumn - Britain, Health and the People c1000-present day

Spring - Britain Health and the People, Conflict and Tension 1894-1918

Summer - Summer exam - full 2 hour paper - part Paper 1, part Paper 2

Timed practice questions with high quality teacher feedback and pupil response should be a feature of lessons and pupils work throughout the year.

What?	How?	When?	Feedback	Reported home
What is the powerful knowledge that will be assessed?	What format will the assessment be?	At what point / date will the assessment take place?	In what format will feedback be given?	How will this be shared with parents at home?
Knowledge of the Health and the People c1000- present day GCSE curriculum	Practice questions to develop knowledge of content and structure needed for the GCSE questions.	Ongoing - where relevant.	Set in class - timed tasks and for H/W too - whole class feedback	Exercise books - will also be a contributing factor in the termly progress reports.
Unit 1 Medieval Medicine - build knowledge of beliefs about the cause of illness and treatments, surgery, Public Health (Black Death) - significant individuals, knowledge, developments, similarities, factors responsible	End of unit assessment	End of September/early October 2023	Formal teacher feedback and response sheets	Work completed and in exercise books. Will contribute to the autumn progress. Autumn Data drop

ST MONICA'S RC HIGH SCHOOL ASSESSMENT OVERVIEW 2023 -2024

<p>Unit 2 Surgery over time - beliefs and practices, significant individuals, developments, similarities, factors responsible for change</p>	<p>End of unit assessment - facts test and essay question</p>	<p>December 2023/January 2024</p>	<p>Formal teacher feedback and response sheets Work completed and in exercise books.</p>	<p>Will contribute to the spring progress report.</p>
<p>Unit 3 Public Health over time - build knowledge of what this was like, who did and didn't take responsibility, Epidemics - Black Death, Great Plague, Cholera, Aids, similarities, factors responsible for change.</p>	<p>End of unit assessment - facts test and essay question</p>	<p>February/March 2024</p>	<p>Formal teacher feedback and response sheets Work completed and in exercise books.</p>	<p>Will contribute to the spring progress report. Spring Data drop</p>
<p>Knowledge of the Conflict and Tension 1894-1918 GCSE curriculum - Long term and short term causes of WWI, development of stalemate</p>	<p>Practice questions to develop knowledge of content and structure needed for the GCSE questions.</p>	<p>On-going - where relevant</p>	<p>Set in class and homework - Whole class feedback</p>	<p>Exercise book will inform ATL summer grades</p>
<p>Knowledge of Health and the People c1000-present day and knowledge of Conflict and Tension 1894-1918</p>	<p>Summer exam - Summer 2 hour paper</p>	<p>June 2024</p>	<p>Formal teacher feedback - response sheet. Lesson in class.</p>	<p>Data drop - Summer progress report.</p>

ST MONICA'S RC HIGH SCHOOL ASSESSMENT OVERVIEW 2023 -2024

YEAR 11

Autumn - PPE 1

Spring - PPE 2

Summer - Final prediction

Timed practice questions with high quality teacher feedback and pupil response should be a feature of lessons and pupils work throughout the year.

What?	How?	When?	Feedback	Reported home
What is the powerful knowledge that I will assess?	What format will the assessment be?	At what point / date will the assessment take place?	In what format will feedback be given?	How will this be shared with parents at home?
Knowledge of the Conflict and tension 1894-1918 GCSE curriculum - End of the War	Practice exam paper - 1 hour homework Facts test - Sachel:one	September	Whole class feedback	Exercise books Contributes to September Data drop
USA - 1920-1973 Knowledge of economic, social and political opportunities for Americans and the inequalities faced by groups in society.	Practice questions to develop knowledge of content and structure needed for the GCSE questions.	On going - Autumn	Set in class - timed tasks and for H/W too	Exercise books - will also be a contributing factor in the termly progress reports.
Knowledge of Health and the People c1000-present day and knowledge of Conflict and Tension 1894-1918	Full GCSE paper - 2 hours	PPE 1 -November 2023	Formal - teacher feedback/ pupil response sheets/ feedback lesson	Autumn 2 progress report

ST MONICA'S RC HIGH SCHOOL ASSESSMENT OVERVIEW 2023 -2024

Knowledge of USA 1920-1973 GCSE curriculum	Practice questions to develop knowledge of content and structure needed for the GCSE questions.	Autumn 2 and Spring 1	Set in class and homework - Whole class feedback	Spring progress report
Knowledge of USA 1920-1973 and Conflict and Tension 1894-1918	Full GCSE paper - 2 hours	PPE 2 - February 2024	Formal - teacher feedback/ pupil response sheets/ feedback lesson	Spring progress report
Knowledge of Depth Study - Norman England 1066-1100 GCSE curriculum - Focus on change, continuity cause and consequence. Historic Enquiry - research and plan	Practice questions to develop knowledge of content and structure needed for the GCSE questions.	Spring 2 - Summer 1	Set in class and homework - Whole class feedback	Exercise books