

HISTORY



Bishop Chadwick
Catholic Education Trust

Spotlight on Assessment



WHY HISTORY?

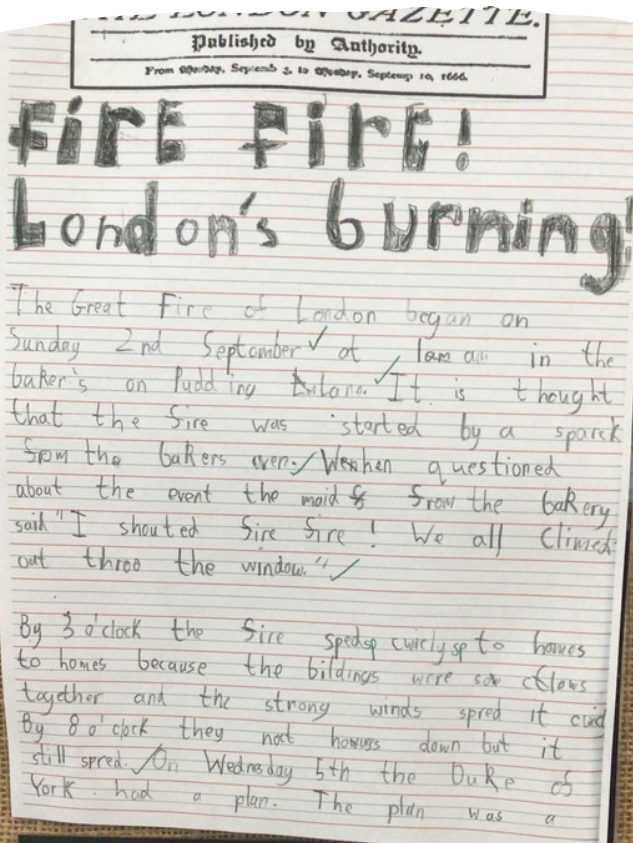
The study of history can bring pupils into a rich dialogue with the past and with the traditions of historic enquiry. Through history, pupils come to understand their place in the world, and in the long story of human development. The study of history challenges pupils to make sense of the striking similarities and vast differences in human experiences across time and place.

Research review series: History (July 2021)



We aim for our pupils to learn how:

- accounts of the past are constructed
- historians and others construct accounts of the past, building on and challenging or refining the work of others.
- argument and debate can be underpinned by shared principles of enquiry, and how this can drive and test new knowledge and insight about shared pasts.



"Teaching history to children is like opening a treasure chest of stories, adventures, and lessons that make the past come alive and the future more exciting!"

CURRICULUM DESIGN

The history curriculum is designed to assess what children know and remember over time.

Establish prior learning to ensure that new learning links with and builds upon current knowledge of pupils.

Learning linked to the key threshold concepts.

Clearly defined endpoints.

Rationale for prioritised learning and how this prepares pupils for the next stages of learning.

About the Unit	Curriculum Content	
	Chronology	Communicating History
<p>What prior knowledge needs to be used? - Background knowledge of chronology from prior units. An understanding of the language used to show passing of time and an awareness that knowledge of the past comes from sources that are analysed and interpreted. The ability to identify similarities and differences between the past and present.</p> <p>What knowledge and procedures need to be learnt by the end point? Pupils will have an understanding of who the Ancient Greeks were and the new ideas and inventions they brought to civilisation at the time. They will understand aspects of Ancient Greek life including their beliefs. They will understand the significance of certain individuals and their impact. Pupils will discover that the Ancient Greeks were responsible for many important cultural/social aspects and events that are still significant in present time (olympic games, democracy etc...) Pupils will have analysed a range of sources and evidence from the time as a way of investigating the past and will be able to ask and answer questions and construct arguments. Ultimately they will reach a conclusion about all of the things the Ancient Greeks achieved and how they have influenced modern day life.</p> <p>Why are these important? It is important that the children will understand the prevalence of ancient civilisations and be able to make links between the Ancient Greeks and present day life. They will recognise the huge impact that the Ancient Greeks have had and their influence on sport, democracy, theatre, writing and scientific discoveries and inventions. They will develop source analysis skills and the ability to both ask and answer questions about the past.</p> <p>Which threshold concepts need to be emphasised?</p> <ul style="list-style-type: none"> • Chronology • Communicating history • Investigating the past • Thinking like a historian <p>How will you assess if the knowledge and procedures have been secured?</p> <ul style="list-style-type: none"> • Recap each lesson (3 questions - 3 minutes) • Understanding and use of historical techniques throughout unit • Assessment piece at the end of the unit which will link all aspects taught. <p>How will this create readiness for subsequent units?</p> <ul style="list-style-type: none"> • Reinforces understanding of chronology and gains a deepening understanding of how periods of time interlink and fit together. • Deepens understanding of the importance of 'sources' and historical enquiry for painting a picture of the past. • Embeds the use of historical vocabulary and terminology within explanations. • Deepens understanding of the comparisons/ links that can be made between different historical eras. 	<p>Pupils place the Ancient Greeks in time, discussing their chronology on a timeline in relation to other time periods.</p> <p>Pupils use specialist terms such as BC, AD, decade, century etc. in their explanation of chronology.</p> <p>Pupils identify the influence the Ancient Greeks have had on modern day life.</p>	<p>Use historical terms and vocabulary (including tier 2 vocabulary and tier 3 vocabulary).</p> <p>Ask and answer questions.</p> <p>Construct arguments and reach conclusions.</p>
	Investigating the past	Thinking like a historian
	<p>Interpretation of evidence through analysis of historical sources from the time.</p> <p>Making inferences from sources about what they tell us about the past.</p> <p>Conduct historical enquiry about the reliability of sources.</p>	<p>Change and continuity - what has changed or remained the same within this period and between others? Are there similarities/ differences between certain periods? How was this change brought about?</p> <p>Cause and consequence - what were the causes of events in the past and their effects?</p> <p>Significance - what is the significance of certain people/events? How does our understanding of the past help us to make sense of the present?</p>
Curriculum Rationale		

Through continuous dialogue and 'listening in' to pupils' historical conversations, our teachers create opportunities to assess learning and offer feedback, as learners move towards clearly defined end points. These have been considered as part of the curriculum design for each unit.

'Effective assessment in history should capture not just what pupils know, but how they think about and understand the past; emphasizing the importance of both content knowledge and historical thinking skills in young learners.'

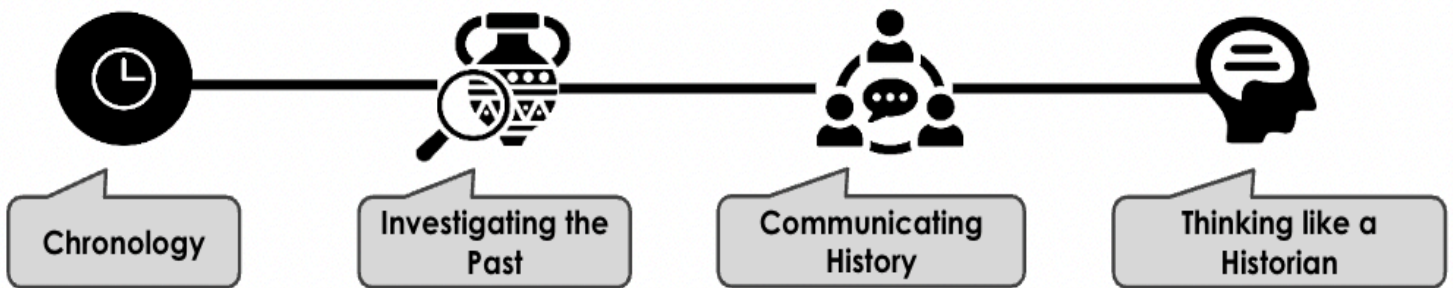
Our curriculum design enables teachers to create a learning environment where a series of check points are built in to lessons to ascertain the level of pupil knowledge and understanding.

Underlying principles that allow this include:

- **active history:** our pupils DO history, rather than just listen to it, by being engaged in practical activities in and beyond the classroom, allowing them to experience history today.
- **historical voice:** our pupils have many opportunities to engage in discussion, debate and oral presentation, rather than just writing about the history they are doing (so that it is historical knowledge and understanding, not literacy, that is being assessed).
- **a planned end point:** all learning end points are planned against expectations and with continuous formative assessment of progress in mind.

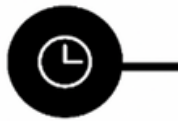
A THRESHOLD CURRICULUM

Threshold Concepts are carefully interleaved within the curriculum from EYFS to KS5 so that they are revisited and reinforced with different content and context attached to the concept over time.



Concepts are important in history as they remove the risk of teaching only facts linked to a single period in history, without considering the relationships between events, and similarities and differences over time. To develop their understanding of each of these concepts, pupils need to learn the range of relevant knowledge and skills. It is from this knowledge and development of these skills that pupils gain a more abstract appreciation of the subject. Therefore, it is critical that the content of the curriculum is broken down into component parts (or chunks) that pupils can first comprehend in their own right, before combining different components to gain a fuller conceptual appreciation.

Developing a mental timeline of chronology makes pupils' existing historical knowledge more secure and therefore makes new knowledge easier to learn and place in time. All units have been designed in a sequence of learning to support pupils' chronological understanding. In this way pupils can begin to make links and identify influences and comparisons between different periods.



Investigating the past includes understanding how interpretations of the past are constructed, making inferences through the analysis of historical sources and conducting enquiry about the reliability of sources. Historians use sources to construct interpretations of the past. Substantive knowledge is vital for accurate source interpretation. If pupils lack the contextual knowledge, then they may develop misconceptions about the period or sources being studied.



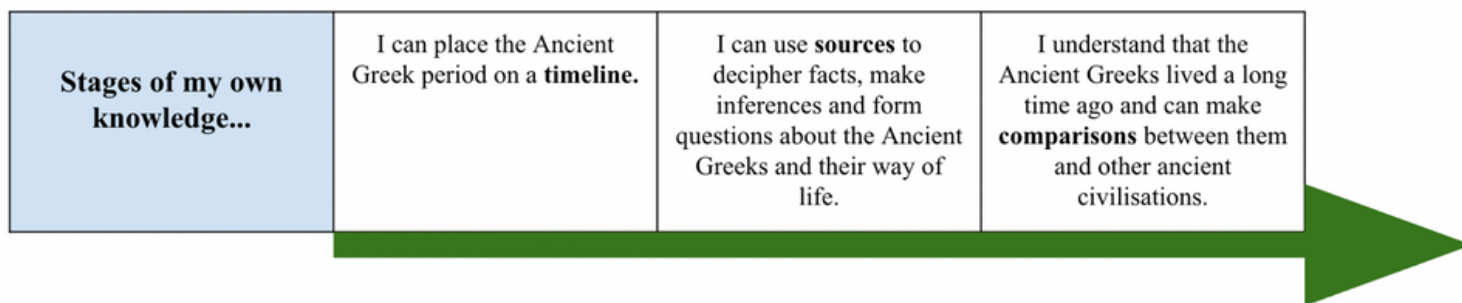
Communicating history is concerned with how to write about the past. It includes using historical terms and vocabulary, asking and answering questions, and constructing arguments and reaching conclusions.



There are seven disciplinary concepts used in history. Five relate to 'thinking like an historian'. These relate to the types of historical argument taught to pupils and include: Cause, consequence, change and continuity, similarity and difference, historical significance. Each lesson will have a focus on at least one of these disciplinary concepts.



Our threshold concepts relate to different aspects of disciplinary knowledge, and substantive knowledge is vital to all of them, for example, when 'thinking like a historian' pupils need a depth of substantive knowledge in order to properly investigate the past, and construct historical claims, arguments and accounts (described as disciplinary knowledge).



Each lesson clearly identifies the intended stages of knowledge, with a strong foundation of substantive knowledge prioritised and used to develop solid disciplinary knowledge.

Assessment 'embedded' within the design

Opportunities to know where pupils are with their learning and to identify and address any gaps.

Each lesson allows for new knowledge to be placed in the context of previous learning, as well as providing an opportunity to highlight any learning still to come. Allowing time to explain this to pupils will enable them to see the purpose of their learning in the 'bigger picture' of the history being studied.

Sequential components of learning	Romans and where they came from.	Roman Empire and its army	Romans invaded Britain	British resistance - a case study of Boudica	Onwards and upwards	'Romanisation' of Britain - how it changed?	Assessment task
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Each unit includes regular low stakes quizzing to check for understanding and identify gaps. These gaps can be swiftly addressed to enable secure foundations for new learning.

Quick Recap...

3 Questions - 3 Minutes

- Where does the word 'olympics' originate from?
- How did historians discover the origins of the olympic games?
- What are two similarities and differences between the Ancient and modern Olympics?

Throughout the design of the curriculum, and within each lesson, consideration has been given to the multiple opportunities for teachers to draw valid conclusions about pupils' knowledge that they can then act on. Assessment in this way, is able to check knowledge of specific components and allow teachers to identify specific misconceptions or knowledge gaps. Strategies are evidence based and embedded within high quality pedagogy.

Recap activity 3: Extended writing task

Consider what you have learned about the **Ancient Greeks** so far and write an account to answer the question - *What have the Ancient Greeks achieved?*

Success criteria:

- Consider the impact/ influence that the Ancient Greeks had on the wider world with regard to: **sport, democracy, theatre, writing, architecture and scientific discoveries and inventions.**
- Think about how you can link some of your ideas together using the key threads:
 - Conflict, power, empire, society, settlement, beliefs
- Record thoughts **chronologically**.
- Use correct **historical vocabulary and terminology**.
- Refer back to **sources** to support your views.

Knowledge retrieval quiz: Ancient Greeks		Total mark: /15
Name:	Date:	
Draw a circle around the letter that corresponds to the correct answer .		
1) Which of the following is an inference that can be drawn from this source? 	2) Which of the following statements does NOT apply to both modern christianity and the beliefs of the Ancient Greeks?	3) Which of the following is a similarity between the ancient and modern Olympic games?
a) Women wore long gown-like garments.	a) Ceremonies are led by priests.	a) The olympic games are held in the Winter and the Summer.
b) Women were responsible for the upkeep of the home and carrying out household duties.	b) Practice rituals that are symbolic of life and regeneration.	b) Athletes train extensively to compete in the games.
c) Women carried urns and vases containing flowers and perfumes.	c) All services such as Easter and Christmas are celebrated in church.	c) Athletes are awarded with bronze, silver and gold medals.
4) Why were the ancient Olympic games so dangerous?	5) Who was Alexander the Great?	6) How old was Alexander the Great when he succeeded the throne, following his father's murder?
a) Athletes were not very well trained so were easily injured.	a) One of the world's greatest military generals and king of Macedon	a) 15
b) Athletes were permitted to use violence to defeat their opponents during events including eye gouging.	b) A Greek philosopher	b) 19
c) The loser of the games was killed.	c) A great physician, known as the founder of medicine	c) 21

As well as ensuring that formative assessment and feedback is effective at moving learners forward, pupils' disciplinary knowledge can also be assessed by their response to outcomes tasks, such as our 'writing like an historian' task, where pupils are encouraged to respond to a historical question. These tasks are a powerful learning tool; they require pupils to connect and transform knowledge to form arguments. This develops pupils' substantive knowledge of a period but also their disciplinary knowledge of how arguments are constructed and communicated.