



HISTORY KEY STAGE 3 MILESTONE ASSESSMENTS

Attached is a summary of Milestone Assessments undertaken termly by each curriculum area during Key Stage 3 (years 7 – 9). These assessments can be a variety of activities, (extended projects, exams, essays, fieldwork, presentations and so on) that together form the evidence used by teachers to assess the overall progress in knowledge, understanding and skills each student is making in each subject. We track student attainment and progress in each subject through these Milestone Assessments.

Milestones are composite or summative assessments and test a broad curriculum content. They complement the regular formative assessments (oral and written) carried out across the curriculum during lessons that aim to tease out levels of understanding of key components or subject matter. Details of what each student achieved, what they did well and what they need to do to improve are recorded in each student's exercise book or portfolio after each Milestone Assessment. This is shown in Progress Trackers that are in students' books. An assessment of overall attainment and progress is made at least three times a year when assessment data is collected from subject staff (usually in November, February and June). Teachers use this evidence to make a judgment about a student's attainment and progress.

To ensure reliability in assessment, curriculum leaders:

- design assessments such that students of differing ability can demonstrate their measure of achievement.
- deploy effective strategies to standardise marking and moderate assessment information across their subject area, for example through agreed interpretation of mark schemes, joint trial marking, shared marking, blind marking, sampling, moderation and portfolios of work. □ retain exemplary assessments to ensure consistent standards are applied year on year.

For specific details about the different assessments for each topic, please see the departmental website or contact the Head of Faculty or Department.

YEAR 7

Subject		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
History	Skill	A mixed skills test covering all six fundamental History skills	Making historical enquiry and communicate results	To analyse the similarities and differences between Medieval Kingdoms (Comparisons)	Assessing significance	Explain cause and consequence	Evaluate historical evidence and interpretations
	Topic	Historical skills through the Romans	The Battle of Hastings	Medieval Kingdoms	Yalding village	Black Death	The Tudors & Diversity within Tudor England

YEAR 8

Subject		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
History	Skill	Assess interpretations, and analyse change and continuity	A mixed skills test covering all six fundamental History skills	To explain the consequences of the British Empire.	To analyse historical evidence to explain accuracy.	An analytical and local study into the impact of slavery in the Reading area.	To assess how far the Industrial Revolution changed Britain.
	Topic	Poos and Loos	The Revolutions	The British Empire	Abolition of slavery	Slavery in Reading	Industrial Revolution

YEAR 9

Subject		TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
History	Skill	Historical enquiry analysis of causes	Significance	Speaking/Listening assessment about a chosen topic/area	Explaining the usefulness of historical sources.	To judge how far life improved for people in Britain in the 20 th century. Key skills: change & continuity.	
	Topic	Causes of WW1	WW1	Nazi Germany & the Holocaust	WWII & the Cold War	Civil rights in the 20 th century	Civil Rights in the 20 th century