**Assessment in History at Tavistock Primary and Nursery School**

This overview should be read alongside our School Assessment Policy.

At Tavistock Primary and Nursery School, our commitment to effective assessment in history is based on the belief that high‐quality history provision helps pupils to make sense of the present as well as the past, and to appreciate the complexity and diversity of human societies and development. Situated in an area rich in history, we encourage our students to develop a sense of identity by understanding how history has shaped their own lives. This is facilitated by having a different local heritage study focus for each year group.

*‘*By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study*.’* (National Curriculum)

Our history coverage aligns with the expectations of the National Curriculum and, within this, the students are assessed on their retention of knowledge, application of research skills and their understanding of the chronology of the time‐periods covered. Where fluent and coherent, we use cross-curricular work to offer a creative way to develop children's knowledge, skills and understanding while motivating them to learn through stimulating, interconnected topics (In Year 5 for example, the Anglo‐Saxon text Beowulf is used to develop an understanding of archaic language in English, alongside the history topic of the Vikings and Anglo‐Saxons, which reinforces the substantive concept of invasion).

**Formative Assessment:**

**To** develop and assess progress, common techniques are used in history lessons across the school. Lessons begin with interleaving the current topic with history learning from previous years and reference is made to challenging, targeted vocabulary. Timelines place the era and events in a chronological context and are visible in classes and in KS2 books.

At the start of each lesson, learning intentions are explored, to ensure the children are clear about their expected learning outcome. Teachers employ a range of methods to assess students’ historical knowledge, vocabulary and skills, including targeted/random questions, tasks, and structured activities. These assessments are both written and oral and allow the teacher to provide responsive feedback and inform future teaching and learning.

 **Summative Assessment:**

Summative assessment in history at Tavistock Primary and Nursery School centres on the aim of developing specific knowledge, vocabulary and students’ understanding of chronology. History sequences begin and end with a quiz, targeting the planned knowledge and skills, to aid teacher assessment. These offer insights into the pupils’ knowledge before and after a sequence and identify gaps and misconceptions. Planning is adapted in response, ensuring responsive teaching and learning.