

CREATE Federation

Taddington, Peak Dale and Dove Holes Primary School

History Assessment Rationale

Integrating Academic Mastery with Attitudes to Learning (A2L)

Curriculum Philosophy: The "Distilled" Approach

Our History curriculum encompasses a vast breadth of content, spanning from prehistoric eras to the present day. To ensure effective assessment, this base is distilled into **Key Knowledge and Skill End-points**—the "crucial knowledge" required to navigate our progressive curriculum. These are underpinned by detailed **Learning Overviews** and **Knowledge Organisers** provided at the start of each block. Parents may wish to look at full curriculum overviews to understand the entirety of the knowledge and skills taught for each year group. These are available on the school website.

The A2L "Litmus Test"

We utilise the **Attitude to Learning (A2L)** criteria (Levels 1–10) as a "litmus test" for achievement. High A2L scores indicate a child is absorbing the broader curriculum content. Conversely, an **A2L Barrier** identifies a high potential for gaps to form in historical knowledge and skills.

Integrated History Progress & A2L Barrier Map

Phase-Specific Support at Home

To address specific barriers to attaining historical knowledge, parents can utilise the following targeted strategies.

Phase 1: Pre-school & Reception (Foundations of Time)

- **Behaviour (Regulation):** Practice "Stillness" while looking at an old photograph. Can they focus for 2 minutes?
- **Active Voice:** Narrate your day: "First we did X, then we did Y." Ask them to describe one "old" thing they saw.
- **Ownership:** Let them choose one "artifact" from home to talk about (e.g., a baby toy vs a current toy).
- **Fixed Mindset:** Read stories from different cultures; ask, "What was different about where they lived?"
- **Safety Net:** Encourage them to put on their own coat/shoes—physical independence builds mental independence.

Phase 2: Year 1 & Year 2 (Narrative & Memory)

- **Behaviour:** Visit a museum or old building; practice respectful "Quiet Observation" of artifacts.
- **Active Voice:** After school, ask: "Which significant individual did you learn about today? Why were they brave?"
- **Ownership:** Help them stick historical photos or postcards into a scrapbook neatly.
- **Fixed Mindset:** If they get a date wrong, play "Timeline Detective" to find the right answer together in a book.
- **Safety Net:** Set a "3-minute solo challenge" for them to draw a map of London in 1666 without help.

Phase 3: Year 3 & Year 4 (The Wider World)

- **Behaviour:** Discuss "Cause and Effect" in daily life (e.g., "Because it rained, the ground is wet") to prepare for historical analysis.
- **Active Voice:** Debate at dinner: "Would you rather be a Roman or a Celt? Give three reasons why."
- **Ownership:** Ensure they check their school bag for their History Knowledge Organiser every Monday.

Level / Year	Clear Assessment Endpoints	Behaviour & Respect Barrier	Active Voice Barrier	Ownership Barrier	Fixed Mindset Barrier	Safety Net Barrier
L1-4 (Pre-school – Reception)	<ul style="list-style-type: none"> • Distinguish “long ago” from “now”. • Sequence personal vs historical events. • Understand “my life” as a story. 	Impulsivity stops focus needed to sequence objects.	Lack of interactive talk stops explaining “why” things change.	Lack of confidence stops exploration of new artifacts.	Failure to ask questions about stories limits world view.	Quitting when difficult stops simple timeline completion.
L5-6 (Y1 – Y2)	<ul style="list-style-type: none"> • Identify Mary Anning & Neil Armstrong. • Recall Great Fire of London details. • Map history to the local community. 	Distractions lead to missing key details of the past.	Reminders needed to contribute to discussions.	Disorganised work leads to fragmented narratives.	Inability to retell stories in own words.	Waiting for scaffolds prevents independent research.
L7-8 (Y3 – Y4)	<ul style="list-style-type: none"> • Track Stone Age to Iron Age (BC/AD). • Analyse Roman/Saxon/Viking impacts. • Use terms like ‘Empire’ & ‘Parliament’. 	Lack of resilience stops “cause and effect” analysis.	Failing to initiate dialogue limits abstract concepts.	Only “mostly equipped” prevents extension tasks.	Ignoring mistakes prevents chronological accuracy.	Relying on peers stops independent enquiry.
L9-10 (Y5 – Y6)	<ul style="list-style-type: none"> • Contrast British history with wider world. • Analyse conflict/migration (WW2/Windrush). • Evaluate source bias/perspectives. 	Creating distractions disrupts analysis of sensitive topics.	Passive participation stops synthesising new insights.	Lack of detail leads to low-quality narratives.	Avoiding “why” prevents mastering source evaluation.	Waiting for resources stops self-governing study.

- **Fixed Mindset:** Celebrate "History Mistakes"—discussing why we once thought X, but evidence now shows Y.
- **Safety Net:** Ask them to find a historical fact on a website or in a library book before you tell them the answer.

Phase 4: Year 5 & Year 6 (The Critical Historian)

- **Behaviour:** Discuss sensitive news or history topics; model de-escalating a disagreement and listening to views.
- **Active Voice:** Encourage them to synthesise: "Explain how the Battle of Britain changed our local area in three sentences."
- **Ownership:** Have them manage their own project deadlines. Ask: "What resources do you need for your local study?"
- **Fixed Mindset:** Challenge them to find a primary source (a photo) and a secondary source (a book) about WW2.
- **Safety Net:** Encourage "Self-Governing" research—can they prepare a 1-minute talk on the Maya independently?

Note: Identification of an A2L barrier suggests potential gaps in historical knowledge. Learning overviews are available for detailed coverage.