

Assessment Plan 2025-26

Subject: History

Year group	Term 1 Assessments	Term 2 Assessments	Term 3 Assessments
Year 7	Source B shows Roman African's weren't all enslaved. How do we know this? Use the Source and your own knowledge (8 marks) How far do you agree that Aqueducts were important in Roman Public Health? You may talk about 2 of the following: Latrines, Sewers, Baths (16 marks) End of Unit Assessment – Multiple choice questions, definitions, key words, sources, PEEL paragraphs (40 marks)	Source B shows a stone castle. These were build to be strong and to defend from attack. How do we know this? Use the source and your own knowledge. (4 marks) Which system of control had the biggest impact on ordinary life in Norman England? (Domesday Book, Feudal system, Stone castles) (16 marks) How are these interpretations on Elizabeth and her victory over the Spanish Armada different? (4 marks) Why are these interpretations on Elizabeth and her victory over the Spanish Armada different? (4 marks) Which interpretation do you find more convincing about Elizabeth's victory over the Spanish Armada? Use both sources to prove your point and write a conclusion. (8 marks)	How useful is Source A when looking at the reasons for why the Civil War started? Explain your answer using Source A and your contextual knowledge. (8 marks) Which of the following was more important in the monarchy gaining back power? Cromwell being unpopular or the Glorious Revolution? Include a conclusion. (12 marks) End of Year Assessment - Multiple choice questions, definitions, key words, sources, PEEL paragraphs (40 marks)
Year 8	Write an account of the conditions faced by enslaved people on the Middle Passage. (8 marks) Study Source A. Source A shows the abolition of the slave trade. How can we tell this? Explain your answer by using Source A and your own knowledge. (4 marks) End of Unit Assessment – Multiple choice questions, definitions, key words, sources, PEEL paragraphs (40 marks)	Study Sources B & C. How useful are they? Explain using the sources and using your own knowledge. (12 marks) How are these interpretations about the Indian Rebellion different? (4 marks) Why are these interpretations about the Indian Rebellion different? (4 marks) Which interpretation do you find more convincing about the Indian Rebellion? Use both sources to prove your point and write a conclusion. (8 marks) Explain the significance for Britain of the British Empire. (8 marks) In what ways were enslaved people on the Middle Passage treated similarly to Indian soldiers in the Indian Rebellion? (8 marks)	How useful is Source A when looking at factory conditions? Explain your answer using Source A and your contextual knowledge. (8 marks) Explain the significance or transport (roads, canals & railways) (8 marks) End of Unit assessment – Multiple choice questions, definitions, key words, sources, PEEL paragraphs (40 marks)

Year 9	'Alliances between nations were the biggest reason for the outbreak of WW1.' How far do you agree? (16 marks) Study Sources B & C. How useful are they when looking at propaganda and recruitment? Explain using the sources and your own knowledge. (12 marks) End of Unit Assessment – multiple choice questions, definitions, key words, sources, PEEL paragraphs (40 marks)	Study Source A is negative about the Treaty of Versailles. How do you know? Explain your answer by using Source A and your own knowledge. (4 marks) Write an account of how Hitler seized power in Germany. (8 marks) How convincing is Interpretation B when looking at the reasons for Appeasement? Use Interpretation B and your own contextual knowledge. (8 marks) Study Source A. Source A shows the people of Britain a positive image of what is happening during World War Two. How can we tell? Explain your answer by using Source A and your own knowledge. (4 marks) "The bombing of Hiroshima & Nagasaki in Japan were necessary to end World War Two." How far do you agree? (16 marks)	Write an account of the relationship between Britain, USA and USSR in the 1940s (Peace Conferences) (8 marks) How useful is Source A (Iron Curtain) when looking at the relationship between the East and West in 1945? Explain your answer using Source A and your contextual knowledge. (8 marks) How are the interpretations about the Cuban Missile Crisis different? (4 marks) Why are the interpretations about the Cuban Missile Crisis different? (4 marks) Which interpretation do you find more convincing about the Cuban Missile Crisis? Use both sources to prove your point and write a conclusion. (8 marks) End of Year Assessment - multiple choice questions, definitions, key words, sources, PEEL paragraphs (40 marks)
Year 10	GERMANY How does Interpretation A differ from Interpretation B about what happened at the Munich Putsch? (8 marks) In what ways were German people affected by the Depression? (8 marks) Describe two problems faced by Hitler as Chancellor. (4 marks) Which of the following groups were more affected by Nazi policies? Farmers & Agriculture Industrial and factory workers Explain your answer with reference to both sets of people. (12 marks) How does Interpretation G differ from Interpretation D about the Hitler Youth groups? (4 marks) Why might the authors of Interpretations G & D have a different interpretation of the Hitler youth groups? (4 marks) Which Interpretation is the more convincing when looking at Hitler youth groups? (8 marks)	Which of the following had the biggest impact (use of fear and terror) on the German people in the 1930s? The Gestapo Concentration Camps (12 marks) Germany Mock (40 marks) CONFLICT & TENSION Source B opposes the Treaty of Versailles. How do you know? (4 marks) 'Clemenceau was the least satisfied of the 'Big Three' by the Treaty of Versailles. How far do you agree? (16 marks + 4 SPAG) 'The League of Nations failed more often than it succeeded in the 1920s.' How far do you agree with the statement? Explain your answer. (16 marks + 4 SPAG) Question – Write an account of how events in Abyssinia became an international crisis in the years 1935-1936. (8 marks)	How useful are sources B & C when looking at Britain appeasing Germany over the Sudetenland? (12 marks) Conflict & Tension Mock (44 marks) MIGRATION How useful is Source B to an historian studying Norman attitudes to England? Explain two ways in which the impact on Britain of the Hundred Years War and the Viking invasions of Britain were similar. (8 marks) Was religion the main factor in causing migration to America? (16 marks + 4 SPAG)

Year 11	MIGRATION Have the economic benefits been the main consequence of British rule in India? (16 marks + 4 SPAG) Explain the significance of the Indian Rebellion on the development of the British Empire. (8 marks) How useful is Source A to an historian looking at the aftermath of the scramble for Africa? (8 marks) Were ideas such as Imperialism and Social Darwinism the main factors driving British involvement in Africa in the nineteenth century? (16 marks + 4 SPAG) How useful is Source C to an historian studying the reaction in Britain to Caribbean migrants? (8 marks) Explain two ways in which Britain's reaction to the invasion of the Falklands and the seizure of the Suez Canal were different. (8 marks) Mock exam (40 marks)	NORMANS How convincing is Interpretation B about William the Conqueror and the Battle of Hastings? Explain your answer using Interpretation B and your contextual knowledge. (8 marks) How convincing is Interpretation B about the Battle of Stamford Bridge? Explain your answer using Interpretation B and your contextual knowledge. (8 marks) Write an account of the ways in which the Feudal System changed under the Normans. (8 marks) Explain what was important about Norman Cathedrals in this period. (8 marks) 'Defense was the main reason for building castles in this period.' How far does a study of Pevensey Castle support this statement? Explain your answer. You should refer to Pevensey Castle and your contextual knowledge. (16 marks) Mock exam (44 marks)	NORMANS REVISION
Year 12			
Year 13			