

## THOMAS ADAMS HISTORY DEPARTMENT ~ MARKING AND FEEDBACK STRATEGY

There is extensive research to suggest that the single biggest influence on pupil achievement in school is effective feedback from teachers. Providing constructive feedback to pupils, focusing on successes and areas for improvement, enables pupils to make rapid and sustained progress and to realise their full potential. It must be pointed out that History staff teach a huge number of students throughout the school, and this in turn obviously creates a marking workload that is at times very difficult to manage.

In light of this, marking and feedback to pupils in the History department should:

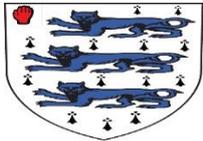
- Be manageable for teachers and accessible to pupils.
- Relate to intended learning outcomes.
- Give recognition of achievement and formative strategies for improvement.
- Allow specific time for pupils to read, reflect and respond to marking.
- Support pupils to develop the effective use of written and spoken English.

Staff in the department must always ensure that the marking they undertake is manageable, meaningful and motivational. It is recognised that in our subject the improvement of written work is our principal aim. Our curriculum is designed to be coherent across the whole school and progression is part of a process which runs from Year 7 to Year 13. Research in the department, mainly via pupil questionnaires, shows that boys in particular value clear targets based on the key historical skills and individual verbal feedback. As such we concern ourselves with the marking of:

- Historical skills
- Accuracy of historical knowledge

### Key Stage 3

- Homework should be set fortnightly with the focus on improving subject knowledge and key historical skills
- The school's 'yellow box' approach should be used as appropriate
- Individual verbal feedback is strongly encouraged but it is not necessary to record this
- Lesson time should not be used for self- review and improvement exercises – these are more appropriately completed for homework
- Peer and self-assessment can be used as appropriate and completed in green pen



### **Key Stage 4**

- Homework should be set weekly
- Notes and other exercises which do not test examination skills should be checked and ticked for completeness. Deep marking of these tasks is not required.
- At least one exam question must be set every fortnight, marked according to GCSE criteria and exam-type questions to be completed in back of books
- Students should be encouraged to complete exam questions in timed circumstances whenever possible
- Clear written targets must be set for the improvement of exam questions, with the school's yellow box approach used as appropriate
- Individual verbal feedback on exam questions is essential but it is not necessary for teachers to record this advice. Students should record feedback in green pen.

### **Key Stage 5**

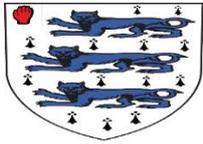
In Years 12 and 13, students are encouraged to take more responsibility for their own work and often books and notes are less frequently checked and assessments are made more on the basis of exam-type questions and essays. This does vary from group to group and teacher to teacher. A mark is generally out of 25 or 30 (depending on question) with suitable comments. The students are given the examination board's (AQA) mark schemes. The department also uses a self-evaluation form, given to and completed by students after each exam-type question. This encourages students to reflect on their essays before handing them in for marking. Peer-and self-assessment should be used where appropriate.

### **Monitoring**

Whole school monitoring through the QA calendar will include book looks, SLT Learning Visits, Student Voice and Pupil Pursuits. During these processes, specific foci will be steered towards the effectiveness of the department strategies for marking and feedback along with the core assessments expectations in the Whole School Marking and Feedback policy.

This will be further supported by the Department Quality Assurance Calendar that will provide subject specific reviews, sharing of good practice and further action points to enhance practice.

Refer to Curriculum Maps for specific content and timings for feedback.



# History Curriculum Map

**TRIAL EXAMS**

**Germany in Transition 1918-39**

- Challenges to Weimar Germany
- The Weimar's 'golden age'
- The collapse of Weimar and rise of the Nazis
- Hitler's consolidation of power
- Life in Nazi Germany
- Propaganda and Terror
- The road to WW2

REVISION

REVISION & EXAMS

**FURTHER STUDY**

Ancient/Modern History • Archaeology • Economics • English Literature • English Language • History of Art • Journalism • Law • Media • Philosophy • Politics • Sociology

**CAREER PATHS**

Administrator • Analyst • Archaeology • The Arts & Media • Copywriting • Education • Journalism & Broadcasting • Law Marketing • Museum Curator • Politics • Researcher • Social Media Analyst • Social Worker • Writer

**SKILLS**

Analysis • Attention to Detail • Communication • Cultural Understanding • Empathy • Literacy • Organisation • Problem solving • Research • Patience • Logical Thinking

**INTEREST**

A continued passion and love of learning about the past

Continued Targeted Support

**USA 1929-2000**

- Economy after WW2
- Downtum & recovery
- Social change
- Political change
- Civil rights
- Search for world peace

**YEAR 11**

- Developments in patient care
- Developments in public health

- Attempts to treat illness and disease
- Advances in medical knowledge

- The causes of illness and disease
- Attempts to prevent illness and disease

**Changes in Medicine C1500-present day**



**P.P.E. EXAMS**

**Options Assessment**

**The Interwar Years**

- Consequences of World War One
- The Treaty of Versailles
- The Rise of Hitler



**The status of women**

- War work
- The Suffragettes
- The changing status of women from 1940s to the present day

**World War 2**

- Dunkirk
- D-Day
- Battle of Britain
- The Home Front
- Atomic bomb

**YEAR 10**

**Elizabethan England: 1558-1603**

- Elizabethan government
- Rich and Poor
- Entertainment

**Changes in Medicine C1500-present day**

- The Religious Settlement
- Catholic threat
- The Spanish Armada
- The Puritan threat

**World War One**

- Causes
- Recruitment
- Trench warfare
- Weapon advances
- Treatment of deserters



**The Slave Trade**

- Empire
- Triangular Trade
- Middle Passage
- Plantations
- Consequences

**YEAR 9**



**The Impact of the Industrial Revolution**

- Causes of the revolution.
- Child labour & reform
- Key Individuals
- Housing & poverty

**The American West Project**

- Identity & lifestyle
- Beliefs
- Conflict
- Tension

**Conflict & Tension in the 1600s**

- The Gunpowder Plot
- The English Civil War
- The impact of Oliver Cromwell

ASK: The English Civil War



ASK: Propaganda in WW1

ASK: The Slave Trade

**Medieval Society**

- The Black Death
- Peasants' Revolt
- Entertainment
- Medieval towns

**Medieval Crime & Punishment**

- Types of crime
- Law Enforcement
- Punishments
- Changes over time

**Tudor England**

- Henry VIII
- Reformation
- Revision

**YEAR 8**

**Religious Change in Tudor England**

- Mary I & Counter Reformation

**Elizabethan England**

- Elizabeth's Early Years
- Religious Settlement
- Mary, Queen of Scots
- Spanish Armada

ASK: Spanish Armada

ASK: Medieval Religion

**Medieval Religion**

- Importance of religion and the Church
- Murder in the Cathedral
- The significance of the Crusades

ASK: Baseline Skills & Battle of Hastings

**The Norman Conquest & Control**

- Feudalism
- Domesday
- Castle development

**Historical skills and The Battle of Hastings**

- Historical Key Terms
- Causes, events and consequences of the Battle of Hastings.

**YEAR 7**

ASK: The Tudor Monarchy



**A01 HISTORY SKILL**  
Demonstrating knowledge & understanding

**A02 HISTORY SKILL**  
Explanation, analysis & evaluation of past events

**A03 HISTORY SKILL**  
Analysis, evaluation & judgment of sources.

**A04 HISTORY SKILL**  
Interpretation analysis & how they differ.