KS3 'Stages of Excellence': History

	Year 7	Year 8	
4.Extending	 A. I can produce specific descriptions of the content that I have been learning about and can use key words confidently, demonstrating a secure understanding of them. B. I can explain change and continuity and how changes were experienced by different groups. C. I can explain the long- and short-term significance of key people and events. D. I can explain the causes and consequences of events in good depth. E. I can select, organise and deploy a wide range of knowledge to support analysis, evaluations, and conclusions, which are substantiated. F. I can securely evaluate how useful historical sources are based on relevant content. G. I can identify differences in historical interpretations which are supported, with consistent accuracy. 	 A. I can produce specific descriptions of the content that I have been learning about and can use key words confidently, demonstrating a secure understanding of them. B. I can analyse thoroughly the different types of changes and continuities which took place. C. I can apply criteria for measuring significance. D. I can explain the causes and consequences of events and categorise them into long-term and short-term. E. I can select, organise and deploy a wide range of knowledge to support analysis, evaluations, and conclusions, which are well substantiated. F. I can securely evaluate how useful historical sources are based on relevant content and use specific contextual knowledge to explain how accurate they are. G. I can identify differences in historical interpretations and offer a well-reasoned judgement as to why they are different. 	 A. I can produce sp learning about an secure understan B. I can explain com history overlap a C. I can evaluate th D. I can evaluate th categorise them E. I can select, orga developed analy substantiated. F. I can securely ev relevant content accurate they are provenance affect G. I can support an disagree with the
3.Secure	 A. I can produce detailed descriptions of the content that I have been learning about and can use key words confidently, demonstrating a working understanding of them. B. I can explain change and continuity and how some changes were experienced by different groups. C. I can describe the long- and short-term significance of key people and events. D. I can explain the causes and consequences of events. E. I can select, organise and deploy a good range of knowledge to support analysis, evaluations, and reasoned conclusions. F. I can judge how useful historical sources are based on relevant content. G. I can identify differences in historical interpretations which are supported but may not always be accurate. 	 A. I can produce detailed descriptions of the content that I have been learning about and can use key words confidently, demonstrating a working understanding of them. B. I can describe and explain the different types of changes and continuities which were experienced by different groups. C. I can explain the economic, social and/or political impact(s) of significant people/events. D. I can explain most of the causes and consequences of events and categorise them into long-term and short-term. E. I can select, organise and deploy a good range of knowledge to support analysis, evaluations, and well-reasoned conclusions. F. I can judge how useful historical sources are based on relevant content and use contextual knowledge to explain how accurate they are. G. I can identify differences in historical interpretations and offer a secure explanation as to why they are different. 	 A. I can produce de learning about a working understa B. I can explain/ana relate them to di c. I can apply criter D. I can analyse the categorise them E. I can select, orga analysis, evaluat conclusion. F. I can judge how tand use context also explain how usefulness. G. I can form a simply view(s) identified
2.Developing	 A. I can produce accurate descriptions of some of the content that I have been learning about and can use key words but not consistently. B. I can produce a simple explanation of how events might have affected different groups. C. I can describe the significance of key people and events. D. I can describe the causes and consequences of events. E. I can select, organise and deploy a simple range of knowledge which results in undeveloped analysis and evaluations. I can attempt to write a conclusion, but this might be not fully justified. F. I can describe relevant content in historical sources. G. I can identify differences in historical interpretations which are unsupported. 	 A. I can produce accurate descriptions of some of the content that I have been learning about and can use key words but not consistently. B. I can accurately describe some of the changes and continuities that have taken place. C. I can describe the economic, social and/or political impact(s) of significant people/events. D. I can describe the causes and consequences of events and categorise them into long-term and short-term. E. I can select, organise and deploy a simple range of knowledge which results in undeveloped analysis and evaluations. I can attempt to write a conclusion, but this might be not fully justified. F. I can describe relevant content in historical sources and link it to accurate contextual knowledge. G. I can identify differences in historical interpretations and offer a simple explanation as to why they are different. 	 A. I can produce ac been learning ab B. I can describe ar continuities. C. I can explain the people/events. D. I can explain the categorise them E. I can select, orgative results in undeversion substantiated constrained constrained constraints ources' provemanded of the context sources provemanded of the context interpretations.

Year 9

- specific descriptions of the content that I have been t and can use key words confidently, demonstrating a standing of them.
- onfidently how different periods of British and international o and fit together (refer to Yr7 and Yr8 units).
- the extent of change caused by significant people/events. the role of key causes and consequences of events and m into 'triggers', and long- and short-term.
- ganise and deploy a wide range of knowledge to support lysis, evaluations, and conclusions, which are well
- evaluate how useful historical sources are based on ent and use specific contextual knowledge to analyse how are, I can also evaluate how aspects of the sources' ffect its usefulness.
- an argument which explains the extent to which I agree or the view(s) identified within historical interpretations.
- detailed descriptions of the content that I have been and can use key words confidently, demonstrating a standing of them.
- nalyse in more detail the changes and continuities and different groups within society.
- teria for measuring significance.
- he role of key causes and consequences of events and m into 'triggers', and long- and short-term.
- rganise and deploy a good range of knowledge to support Jations, leading to an effective and substantiated
- w useful historical sources are based on relevant content xtual knowledge to explain how accurate they are, I can ow aspects of the sources' provenance affect its
- nple argument as to why I agree or disagree with the ed within historical interpretations.
- accurate descriptions of some of the content that I have about and can use key words but not consistently. and explain the types of changes taking place and some
- he economic, social and/or political impact(s) of significant
- he role of key causes and consequences of events and minto 'triggers', and long- and short-term.
- ganise and deploy a simple range of knowledge which eveloped analysis and evaluations. I can produce a conclusion.
- relevant content in historical sources and link it to extual knowledge, I can also describe how aspects of the enance affect its usefulness.
- extual knowledge to views identified within historical S.

	A. I can attempt to use some knowledge and key words, but selection might be random and not completely accurate.	A. I can attempt to use some knowledge and key words, but selection might be random and not completely accurate.	A. I can attempt to us be random and no
	 B. I can describe some changes that took place or identify 'before' and 'after'. C. I can identify why key people and events are important. D. I can identify the causes and consequences of events. 	 B. I can describe some of the changes and continuities but don't explain the type/nature or extent. C. I can identify the economic, social and/or political impact(s) of significant people/events. 	 B. I can accurately d taken place. C. I can describe the significant people
1.Novice	 E. I can use a simple range of knowledge which results in undeveloped analysis and evaluations. F. I can identify relevant content in historical sources. G. I can show an understanding of historical interpretations. 	 D. I can identify the causes and consequences of events. E. I can use a simple range of knowledge which results in undeveloped analysis and evaluations. I can describe and attempt a conclusion, but my work will lack detail. F. I can identify relevant content in historical sources and link it to limited contextual knowledge. G. I can show an understanding of historical interpretations and offer an unsecure reason as to why they are different. 	 D. I can describe the categorise them in E. I can use a simple analysis and evalu points may be und F. I can identify releving contextual knowled provenance. G. I can respond to vince

o use some knowledge and key words, but selection might I not completely accurate.

y describe some of the changes and continuities that have

- the economic, social and/or political impact(s) of ple/events.
- the role of key causes and consequences of events and minto 'triggers', and long- and short-term.
- ple range of knowledge which results in undeveloped valuations. I can produce a conclusion, although some undeveloped.
- elevant content in historical sources and link it to simple wledge, I can also identify aspects of the sources'

o views identified within historical interpretations.