

KS3 'Stages of Excellence': History

	Year 7	Year 8	Year 9
4.Extending	<p>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.</p> <p>B. I can explain change and continuity and how changes were experienced by different groups.</p> <p>C. I can explain the long- and short-term significance of key people and events.</p> <p>D. I can explain the causes and consequences of events in good depth.</p> <p>E. I can select, organise and deploy a wide range of knowledge to support analysis, evaluations, and conclusions, which are substantiated.</p> <p>F. I can securely evaluate how useful historical sources are based on relevant content.</p> <p>G. I can identify differences in historical interpretations which are supported, with consistent accuracy.</p>	<p>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.</p> <p>B. I can analyse thoroughly the different types of changes and continuities which took place.</p> <p>C. I can apply criteria for measuring significance.</p> <p>D. I can explain the causes and consequences of events and categorise them into long-term and short-term.</p> <p>E. I can select, organise and deploy a wide range of knowledge to support analysis, evaluations, and conclusions, which are well substantiated.</p> <p>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.</p> <p>G. I can identify differences in historical interpretations and offer a well-reasoned judgement as to why they are different.</p>	<p>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.</p> <p>B. I can explain confidently how different periods of British and international history overlap and fit together (refer to Yr7 and Yr8 units).</p> <p>C. I can evaluate the extent of change caused by significant people/events.</p> <p>D. I can evaluate the role of key causes and consequences of events and categorise them into 'triggers', and long- and short-term.</p> <p>E. I can select, organise and deploy a wide range of knowledge to support developed analysis, evaluations, and conclusions, which are well substantiated.</p> <p>F. I can securely evaluate how useful historical sources are based on relevant content and use specific contextual knowledge to analyse how accurate they are, I can also evaluate how aspects of the sources' provenance affect its usefulness.</p> <p>G. I can support an argument which explains the extent to which I agree or disagree with the view(s) identified within historical interpretations.</p>
3.Secure	<p>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.</p> <p>B. I can explain change and continuity and how some changes were experienced by different groups.</p> <p>C. I can describe the long- and short-term significance of key people and events.</p> <p>D. I can explain the causes and consequences of events.</p> <p>E. I can select, organise and deploy a good range of knowledge to support analysis, evaluations, and reasoned conclusions.</p> <p>F. I can judge how useful historical sources are based on relevant content.</p> <p>G. I can identify differences in historical interpretations which are supported but may not always be accurate.</p>	<p>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.</p> <p>B. I can describe and explain the different types of changes and continuities which were experienced by different groups.</p> <p>C. I can explain the economic, social and/or political impact(s) of significant people/events.</p> <p>D. I can explain most of the causes and consequences of events and categorise them into long-term and short-term.</p> <p>E. I can select, organise and deploy a good range of knowledge to support analysis, evaluations, and well-reasoned conclusions.</p> <p>F. I can judge how useful historical sources are based on relevant content and use contextual knowledge to explain how accurate they are.</p> <p>G. I can identify differences in historical interpretations and offer a secure explanation as to why they are different.</p>	<p>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.</p> <p>B. I can explain/analyse in more detail the changes and continuities and relate them to different groups within society.</p> <p>C. I can apply criteria for measuring significance.</p> <p>D. I can analyse the role of key causes and consequences of events and categorise them into 'triggers', and long- and short-term.</p> <p>E. I can select, organise and deploy a good range of knowledge to support analysis, evaluations, leading to an effective and substantiated conclusion.</p> <p>F. I can judge how useful historical sources are based on relevant content and use contextual knowledge to explain how accurate they are, I can also explain how aspects of the sources' provenance affect its usefulness.</p> <p>G. I can form a simple argument as to why I agree or disagree with the view(s) identified within historical interpretations.</p>
2.Developing	<p>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.</p> <p>B. I can produce a simple explanation of how events might have affected different groups.</p> <p>C. I can describe the significance of key people and events.</p> <p>D. I can describe the causes and consequences of events.</p> <p>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.</p> <p>F. I can describe relevant content in historical sources.</p> <p>G. I can identify differences in historical interpretations which are unsupported.</p>	<p>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.</p> <p>B. I can accurately describe some of the changes and continuities that have taken place.</p> <p>C. I can describe the economic, social and/or political impact(s) of significant people/events.</p> <p>D. I can describe the causes and consequences of events and categorise them into long-term and short-term.</p> <p>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.</p> <p>F. I can describe relevant content in historical sources and link it to accurate contextual knowledge.</p> <p>G. I can identify differences in historical interpretations and offer a simple explanation as to why they are different.</p>	<p>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.</p> <p>B. I can describe and explain the types of changes taking place and some continuities.</p> <p>C. I can explain the economic, social and/or political impact(s) of significant people/events.</p> <p>D. I can explain the role of key causes and consequences of events and categorise them into 'triggers', and long- and short-term.</p> <p>E. I can select, organise and deploy a simple range of knowledge which results in undeveloped analysis and evaluations. I can produce a substantiated conclusion.</p> <p>F. I can describe relevant content in historical sources and link it to accurate contextual knowledge, I can also describe how aspects of the sources' provenance affect its usefulness.</p> <p>G. I can link contextual knowledge to views identified within historical interpretations.</p>

1.Novice

- A. I can attempt to use some knowledge and key words, but selection might be random and not completely accurate.
- 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.
- 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.

- A. I can attempt to use some knowledge and key words, but selection might be random and not completely accurate.
- 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.
- 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.

- A. I can attempt to use some knowledge and key words, but selection might be random and not completely accurate.
- 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 role of key causes and consequences of events and categorise them into 'triggers', and long- and short-term.
- E. I can use a simple range of knowledge which results in undeveloped analysis and evaluations. I can produce a conclusion, although some points may be undeveloped.
- F. I can identify relevant content in historical sources and link it to simple contextual knowledge, I can also identify aspects of the sources' provenance.
- G. I can respond to views identified within historical interpretations.