

History

	CORE KNOWLEDGE	CORE SKILLS	
9A	EXCELLING <ul style="list-style-type: none"> • Uses detailed examples and 1 factor which is not included in the question • Explain how the Historical context of the period affects the views given by giving dates and specific examples of events and attitudes which affected the contemporary views • Is able to explain how the views in sources or interpretation relate to the question and is able to use detailed knowledge to support the explanation. • Is able to use a sequence of at least 7 events to create a narrative account. • Is able to use specific examples for 3 factors as to why something/one is important • Is able to use detailed, specific examples to support a factor • Is able to use examples and detailed knowledge to explain how the context of a source affects the views given in it. • To use detailed examples to support/reject the detail within a source • Examines context and content of both sources 	EXCELLING <ul style="list-style-type: none"> • Able to write a discursive (handy) essay with a clear substantiated judgement of how far • Creates a clear sequence of events using chronology and cause and consequence to create a narrative • Is able to explain why the examples show someone/thing is important • Is able to explain how examples of factors support the answer • Focus on the question throughout the answer • To explain how the context and details of the source impacts its usefulness. • To reach a substantiated judgement about how useful a source is using the context and content of the source 	9A
9B			9B
8A			8A
8B			8B
7A			7A
7B			7B
6A	SECURING <ul style="list-style-type: none"> • Uses detailed supporting evidence to support key features of an event • Knows and can deploy key facts and dates effectively to support or disprove the view in a source or interpretation. • Uses quotes and details from the source/interpretation to support an explanation of the view • Is able to use specific examples to support and explain 2 causes and the consequences of them • Is able to use at least 5 events to create a narrative account • Is able to use specific examples for 2 factors as to why something/one is important • Is able to give detailed examples to support factors • Uses detailed examples from own knowledge to explain the context of a source OR uses detailed knowledge to support/reject the content of both sources • Identifies 2 features which are similar or different and uses supporting information 	SECURING <ul style="list-style-type: none"> • Able to write a discursive (handy) essay and agrees or disagrees with the question • Is able to explain the view of an interpretation or source • There is a line of reasoning in the answer • Is able to explain 2 causes and consequences • Is able to explain the sequence of events when creating a narrative • Is able to describe why the factors make someone/thing important • Is able to explain how evidence supports the factor when answering the question • To reaches judgement about how useful a source is using the context and/or content of the source • Is able to explain how information supports the feature given 	6A
6B			6B
5A			5A
5B			5B
4A			4A
4B			4B
3A	DEVELOPING	DEVELOPING	3A

3B	<ul style="list-style-type: none"> Understands and can describe 2 different features of an event. Understands why some sources and interpretations have different views. Understands key events, individuals, features are important for different reasons e.g. economic, social, political, religious. Is able to use some evidence to show a cause and consequence Gives some events in sequence in a narrative account. Is able to give examples why someone/thing is important Uses the content or caption of a source to describe its usefulness OR uses knowledge to describe the usefulness of 1 source Identifies 2 features of which are the same or different for different events 	<ul style="list-style-type: none"> Can give a point and supporting examples Can make more than one supported inference from a source, using source detail to support Can explain why there are differences in interpretations, and support explanation using source details Can describe why sources are useful for an enquiry based on content or provenance Can write an account which links cause and consequence Creates and answer which agrees or disagrees with the question Is able to describe the link between cause and consequence Is able describe why someone/thing is important Reaches a simple judgement about why a source is useful or not Reaches a simple judgement to answer the question 	3B
2A			2A
2B			2B
1A			1A
1B			1B
P8	<p>PREPARING for GCSE</p> <ul style="list-style-type: none"> Understands and can describe some key features of different eras Can describe examples from different eras. Understands 'why' key events, individuals, features are important. Understands the difference between a source and an interpretation Understands and includes key historical terms in writing. Knows key facts and dates for an era Is able to list a causes and consequence Is able to list some events in a narrative account 	<p>PREPARING for GCSE</p> <ul style="list-style-type: none"> Can make a supported inference from a source. Can identify differences in interpretations and begin to explain why they are different. Can describe 1 reason why a source is useful for an enquiry. Can put events in the correct chronological order when writing a narrative Makes a judgement, but it has weak supporting evidence or very little substantiation 	P8
P7			P7
P6			P6
P5			P5
P4	<ul style="list-style-type: none"> Is able to list 2 features of an event Understands the terms cause, consequence, similarity, difference, continuity, change Is able to give a reason someone/thing is important Gives generalised information 	<ul style="list-style-type: none"> Is able to make an inference from a source Can identify the views in a source or interpretation Can state 1 reason a source is useful Can list 3 events to start to create a narrative Can put events into chronological order Generalised information given 	P4
P3			P3
P2			P2
P1			P1

The main purpose of assessment in our school is to help teachers, parents and students plan their next steps in learning.