

KS3: Year 7 Assessment Criteria – History

Progress Objectives	KS3: Year 7 Assessment Criteria – History			
	Year 7: Building	Year 7: Developing	Year 7: Securing	Year 7 : Mastering
	Students should be able to:		By the end of Yr. 7 students should be able to:	By the end of Yr. 7 students may also be able to:
AO1 – Knowledge	<ul style="list-style-type: none"> I can recall key dates and events but struggle to put them in order or a story I can remember some historical words but sometimes muddle their meanings 	<ul style="list-style-type: none"> I can place some historical events in order I can use some historical examples and words to tell simple stories 	<ul style="list-style-type: none"> I can place historical events in chronological order I can use some accurate knowledge and examples to show my understanding of different historical periods 	<ul style="list-style-type: none"> I can regularly use accurate historical vocabulary and knowledge to show my understanding of historical events and time periods I am confident with my chronological skills and can apply these to the events and topics studied
AO2 – Historical concepts and explanation (cause, consequence, change, continuity)	<ul style="list-style-type: none"> I can identify at least one cause/consequence of a historical event I can describe simple features of the past and present but cannot always identify the differences I can use simple explanation in my answers 	<ul style="list-style-type: none"> I can identify two or more causes/consequences of a historical event and show some understanding of how they link I can describe simple differences between life in the past and present I can give some explanation in my answers 	<ul style="list-style-type: none"> I can give reasons for the causes and consequences of events and can categorise them I can describe some change and continuity between historical periods I can use good explanation in my answers 	<ul style="list-style-type: none"> I can give a detailed description of the different causes/consequences of events I can use my knowledge to begin to support an argument about change and continuity I can give accurate and precise explanation in my answers
AO3 – Sources	<ul style="list-style-type: none"> I can use sources to pick out simple information about the past 	<ul style="list-style-type: none"> I can make simple inferences from a historical source. 	<ul style="list-style-type: none"> I can make inferences about the content as well as simple ideas about the provenance (nature, origin and purpose) 	<ul style="list-style-type: none"> I can begin to make judgements about sources and begin to explain how they are useful or limited
AO4 – Interpretations	<ul style="list-style-type: none"> I can understand that different people have different views. 	<ul style="list-style-type: none"> I can pick out simple differences in interpretations and recognise where historians have disagreed 	<ul style="list-style-type: none"> I can identify views of interpretations and compare these to my own point of view. 	<ul style="list-style-type: none"> I can begin to think about why interpretations are different because historians may use different sources to build a picture of the past
Knowledge: All Units will have a knowledge tracker and organiser to help you keep track of the knowledge you need to know.				
Assessment:	Building:	Developing:	Securing:	Mastering:

KS3: Year 8 Assessment Criteria – History

Progress Objective s	KS3: Year 8 Assessment Criteria – History			
	Year 8: Building	Year 8: Developing	Year 8: Securing	Year 8 : Mastering
	Students should be able to:		By the end of Yr. 8 students should be able to:	By the end of Yr. 8 students may also be able to:
AO1 – Knowledge	<ul style="list-style-type: none"> I can place some historical events in order I can use some historical examples and words to tell simple stories 	<ul style="list-style-type: none"> I can place historical events in chronological order I can use some accurate knowledge and examples to show my understanding of different historical periods 	<ul style="list-style-type: none"> I can partially use accurate historical vocabulary and knowledge to show my understanding of historical events and time periods I am confident with my chronological skills and can apply these to the events and topics studied 	<ul style="list-style-type: none"> I can mostly select accurate historical vocabulary and knowledge to show my understanding of historical events and time periods I am confident with my chronological skills to show a sound understanding of time periods
AO2 – Historical concepts and explanation (cause, consequence, change, continuity)	<ul style="list-style-type: none"> I can identify two or more causes/consequences of a historical event and show some understanding of how they link I can describe simple differences between life in the past and present I can use simple explanation in my answers 	<ul style="list-style-type: none"> I can give reasons for the causes and consequences of events and can categorise them I can describe some change and continuity between historical periods I can give some explanation in my answers 	<ul style="list-style-type: none"> I can give a detailed description of the different causes/consequences of events I can use my knowledge to begin to support an argument about change and continuity I can use good explanation in my answers 	<ul style="list-style-type: none"> I can analyse different causes/consequences to support my description and judgement of events I can use detailed knowledge and recognise different themes to support an argument about change and continuity I can give accurate and precise explanation in my answers
AO3 – Sources	<ul style="list-style-type: none"> I can make simple inferences from a historical source. 	<ul style="list-style-type: none"> I can make inferences about the content as well as simple ideas about the provenance (nature, origin and purpose) 	<ul style="list-style-type: none"> I can begin to make judgements about sources and begin to explain how they are useful or limited 	<ul style="list-style-type: none"> I can confidently make judgements about sources and explain how they are useful or limited
AO4 – Interpretations	<ul style="list-style-type: none"> I can pick out simple differences in interpretations and recognise where historians have disagreed 	<ul style="list-style-type: none"> I can identify views of interpretations and compare these to my own point of view. 	<ul style="list-style-type: none"> I can begin to think about why interpretations are different because historians may use different sources to build a picture of the past 	<ul style="list-style-type: none"> I can reach a judgement on an interpretation based on my own knowledge with clear reasoning to support

Knowledge: All Units will have a knowledge tracker and organiser to help you keep track of the knowledge you need to know.

Assessment:	Building:	Developing:	Securing:	Mastering:
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KS3: Year 9 Assessment Criteria – History

Progress Objectives	KS3: Year 9 Assessment Criteria – History			
	Year 9: Building	Year 9: Developing	Year 9: Securing	Year 9 : Mastering
	Students should be able to:		By the end of Yr. 7 students should be able to:	By the end of Yr. 7 students may also be able to:
AO1 – Knowledge	<ul style="list-style-type: none"> I can place historical events in chronological order I can use some accurate knowledge and examples to show my understanding of different historical periods 	<ul style="list-style-type: none"> I can partially use accurate historical vocabulary and knowledge to show my understanding of historical events and time periods I am confident with my chronological skills and can apply these to the events and topics studied 	<ul style="list-style-type: none"> I can mostly select accurate historical vocabulary and knowledge to show my understanding of historical events and time periods I am confident with my chronological skills to show a sound understanding of time periods 	<ul style="list-style-type: none"> I can consistently select accurate historical vocabulary and knowledge to show my understanding of historical events and time periods I can consistently use my chronological skills to show a precise understanding of key events and time periods
AO2 – Historical concepts and explanation (cause, consequence, change, continuity)	<ul style="list-style-type: none"> I can give reasons for the causes and consequences of events and can categorise them I can describe some change and continuity between historical periods I can use simple explanation in my answers 	<ul style="list-style-type: none"> I can give a detailed description of the different causes/consequences of events I can use my knowledge to begin to support an argument about change and continuity I can give some explanation in my answers 	<ul style="list-style-type: none"> I can mostly analyse different causes/consequences to support my description and judgement of events I can use detailed knowledge and recognise different themes to support an argument about change and continuity I can use good explanation in my answers 	<ul style="list-style-type: none"> I can always analyse different causes/consequences to support my description and judgement of events I can confidently identify different themes and use them to support an argument about change and continuity I can give accurate and precise explanation in my answers
AO3 – Sources	<ul style="list-style-type: none"> I can make inferences about the content as well as simple ideas about the provenance (nature, origin and purpose) 	<ul style="list-style-type: none"> I can begin to make judgements about sources and begin to explain how they are useful or limited 	<ul style="list-style-type: none"> I can confidently make judgements about sources and explain how they are useful or limited 	<ul style="list-style-type: none"> I can consistently use my understanding of source content and provenance to judge the usefulness of sources
AO4 – Interpretations	<ul style="list-style-type: none"> I can pick out simple differences in interpretations and recognise where historians have disagreed 	<ul style="list-style-type: none"> I can identify views of interpretations and compare these to my own point of view. 	<ul style="list-style-type: none"> I can begin to think about why interpretations are different because historians may use different sources to build a picture of the past 	<ul style="list-style-type: none"> I can reach a judgement on an interpretation based on my own knowledge with clear reasoning to support
<p>Knowledge: All Units will have a knowledge tracker and organiser to help you keep track of the knowledge you need to know.</p>				
Assessment:	Building:	Developing:	Securing:	Mastering: