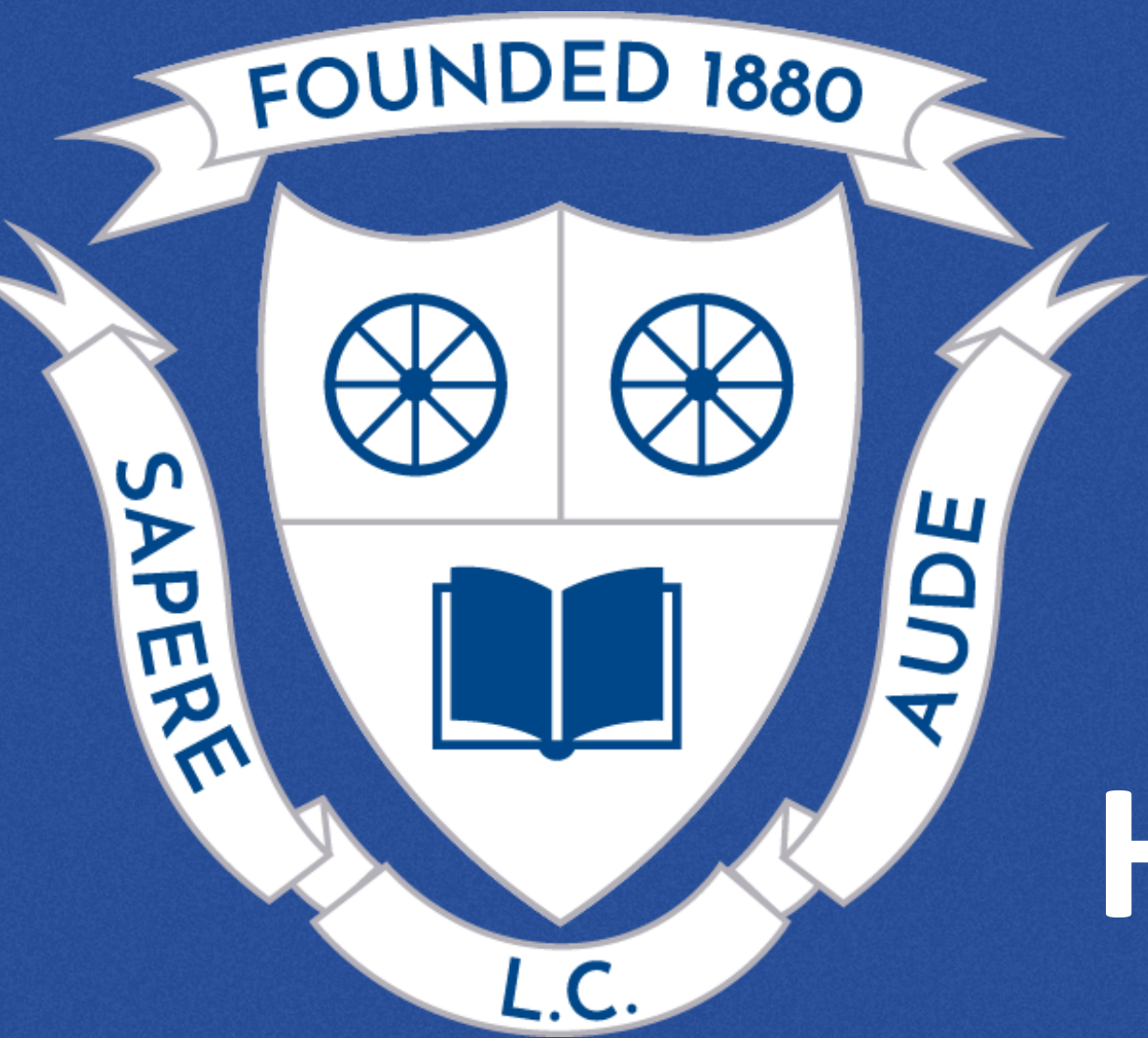




KS3 ASSESSMENT FRAMEWORK:

HISTORY

HISTORY: Year 7 Assessment Framework

	Substantive knowledge	Chronology and connections	Historical concepts	Sources and interpretations	Historical communication
Developing	Recalls some basic facts, people or events from the curriculum, although knowledge is insecure or fragmented. May confuse periods, people or key details.	Demonstrates an awareness that events happen in different time periods, although chronological understanding is limited. Makes limited links between events or periods.	Demonstrates a basic understanding of features of the past, although explanations of cause, consequence, change, continuity, similarity, difference or significance remain simple.	Identifies simple information from a source but requires support to make inferences or explain what the source suggests about the past.	Produces brief responses stating simple facts. Points are often unclear, unsupported or loosely organised. Responses do not yet have an opinion on historical debates.
Approaching	Recalls and describes some knowledge from the topics studied. Demonstrates some accurate detail, although knowledge is not always selected or used effectively.	Places some events in broad order with support, although chronological understanding is limited. May struggle to make links between events or periods.	Demonstrates an emerging understanding of features of the past but explanations of cause, consequence, change, continuity, similarity, difference or significance are underdeveloped.	Makes simple inferences from sources and begins to recognise that sources provide evidence about the past. Begins to comment on reliability in simple terms.	Produces brief or mainly descriptive responses. Points may be unclear, unsupported or loosely organised. Begins to form an opinion on historical debates.
Secure	Recalls and describes relevant knowledge from the topics studied. Demonstrates increasing accuracy and knowledge is beginning to be selected or used effectively.	Begins to place events, people and developments in secure chronological order. Identifies simple links between events, people or periods.	Makes valid comments about cause, consequence, change, continuity, similarity, difference or significance, although these may be general or uneven.	Makes reasonable inferences from sources to describe what they reveal about the past. Begins to comment on reliability and usefulness in simple terms. Demonstrates an understanding that historians use evidence to create interpretations.	Produces increasingly structured and relevant responses. Uses evidence to support points and begins to move beyond description into explanation. Expresses an opinion on a historical debate with one supporting reason.
Extending	Uses mostly accurate and relevant knowledge to describe or explain key events, people ideas and developments from the curriculum.	Places most events, people and developments in secure chronological order. Begins to make clear connections and contrasts within and across topics.	Explains cause, consequence, change, continuity, similarity, difference and significance using appropriate historical vocabulary.	Selects evidence from sources, makes reasonable inferences and begins to explain what sources reveal about the past and how useful they are. Demonstrates an understanding that interpretations may differ.	Responses are more structured, relevant and detailed. Moves beyond description in 'explain' questions and uses evidence to support explanations. Expresses an opinion on a historical debate using more than one supporting reason.

HISTORY: Year 8 Assessment Framework

	Substantive knowledge	Chronology and connections	Historical concepts	Sources and interpretations	Historical communication
Developing	Recalls and describes some knowledge from the topics studied. Demonstrates some accurate detail, although knowledge may not always be selected or used effectively.	Places some events in broad order with support but chronological understanding is limited. May not be able to make links between events or periods.	Develops simple features of the past but explanations of cause, consequence, change, continuity, similarity, difference or significance are under-developed.	Makes simple inferences from sources and begins to recognise that sources provide evidence about the past. Begins to comment on reliability in simple terms.	Produces brief or mainly descriptive responses. Points may be unclear, unsupported or loosely organised. Begins to form an opinion on historical debates.
Approaching	Recalls and describes relevant knowledge from the topics studied. Demonstrates some accurate knowledge is beginning to be selected or used effectively.	Begins to place events, people and developments in secure chronological order and identifies simple links between events, people or periods.	Makes some valid comments about cause, consequence, change, continuity, similarity, difference or significance, although these may be general or uneven.	Makes reasonable inferences from sources to describe what they reveal about the past. May begin to comment on reliability and usefulness in simple terms. Demonstrates an understanding that historians use evidence to create interpretations.	Begins to produce more structured, relevant responses. Uses evidence to support points and begins to move beyond description into explanation. Expresses an opinion on a historical debate with one supporting reason.
Secure	Use mostly accurate and relevant knowledge to describe or explain key events, people ideas and developments from the curriculum.	Places most events, people and developments in secure chronological order and begins to make clear connections and contrasts within and across topics.	Explains cause, consequence, change, continuity, similarity, difference and significance using appropriate historical vocabulary.	Selects evidence from sources, makes reasonable inferences and begins to explain what sources reveal about the past and how useful they are. Demonstrates an understanding that interpretations may differ.	Responses are more structured, relevant and detailed. Moves away from description in 'explain' questions and uses evidence to support explanations. Expresses an opinion on a historical debate using more than one supporting reason.
Extending	Confidently uses accurate and relevant knowledge to explain key events, people ideas and developments from the curriculum.	Demonstrates secure chronological understanding of the periods studied and makes clear connections and contrasts within and across topics.	Confidently explains cause, consequence, change, continuity, similarity, difference and significance using appropriate historical vocabulary, and begins to recognise relative importance.	Makes more precise inferences and begins to consider the context of the provenance of a source. Begins to recognise how and why interpretations may differ.	Produces structured and detailed responses. Uses evidence to support explanations and begins to move into analysis. Forms a judgement on a historical debate, that is supported by evidence.

HISTORY: Year 9 Assessment Framework

	Substantive knowledge	Chronology and connections	Historical concepts	Sources and interpretations	Historical communication
Developing	Recalls and describes relevant knowledge from the topics studied. Demonstrates increasing accuracy and knowledge is beginning to be selected or used effectively.	Begins to place events, people and developments in secure chronological order and identifies simple links between events, people or periods.	Makes some valid comments about cause, consequence, change, continuity, similarity, difference or significance, although these may be general or uneven.	Makes reasonable inferences from sources to describe what they reveal about the past. Demonstrates that historians use evidence to create interpretations and may begin to comment on reliability and usefulness in simple terms.	Produces increasingly structured, relevant responses. Uses evidence to support points and begins to move beyond description into explanation. Expresses an opinion on a historical debate with one supporting reason.
Approaching	Uses mostly accurate and relevant knowledge to describe or explain key events, people ideas and developments from the curriculum.	Places most events, people and developments in secure chronological order and makes clear connections and contrasts within and across topics.	Explains cause, consequence, change, continuity, similarity, difference and significance using appropriate historical vocabulary.	Selects evidence from sources, makes reasonable inferences and begins to explain what sources reveal about the past and how useful they are. Demonstrates an understanding that interpretations may differ.	Produces responses that are structured, relevant and detailed. Moves away from description in 'explain' questions and uses evidence to support explanations. Expresses an opinion on a historical debate using more than one supporting reason.
Secure	Confidently uses accurate and relevant knowledge to explain key events, people ideas and developments from the curriculum.	Demonstrates secure chronological understanding of the periods studied and makes clear connections and contrasts within and across topics.	Confidently explains cause, consequence, change, continuity, similarity, difference and significance using appropriate historical vocabulary and begins to recognise relative importance.	Makes increasingly precise inferences and begins to consider the context of the provenance of a source. Begins to recognise how and why interpretations may differ.	Produces responses that are structured and detailed. Uses evidence to support explanations and begins to move into analysis. Forms a judgement on a historical debate, that is supported by evidence.
Extending	Uses detailed, precise and well-organised knowledge to explain complexity within and across the periods studied.	Makes thoughtful links across time, place and theme. Recognises broader patterns, contrasts and trends.	Analyses historical concepts with increasing independence, recognising complexity, relative importance and multiple causes or consequences.	Makes precise inferences and demonstrates a strong understanding of provenance, purpose, context and usefulness. Recognises how and why interpretations may differ.	Produces coherent, well-supported responses with a developing line of argument. Uses historical vocabulary accurately and confidently as part of analysis. Form a balanced judgement on a historical debate, which is supported by evidence and considers both sides of the argument.