

# HISTORY FRAMEWORK – KS3 and KS4

Progress Grade					Aspects of Achievement in History		
Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Historical Enquiry and Communication <b>Historical Enquiry</b> <b>Communication</b>	Historical Knowledge and Understanding <b>Cause and Consequence</b> <b>Change and Continuity</b>	Historical Skills and use of Evidence <b>Interpretations</b> <b>Use of Sources</b>
-	-	-	-	9	<b>Recalls, selects, organises &amp; deploys</b> their historical knowledge <b>accurately, effectively and with consistency</b> , to substantiate arguments and reach historical judgements. Students will also demonstrate the ability to formulate an <b>independent and unexpected</b> argument. Students write and formulate arguments in an <b>original and insightful way</b> . They are able to use impressive, detailed and accurate Historical language to support their articulate and detailed arguments.	Produces <b>developed, reasoned and well substantiated</b> analysis and explanations, which consider the events, people, changes and issues studied in their wider historical context. Analysis of this considers the interlocking nature of History as well as an ability to <b>engage in a meaningful way</b> on a debate as to relative importance Students will also be able to make links to historical periods and trends <b>independently</b> and they will do so with <b>clarity and precision</b>	<b>Recognises and comments</b> on how and why events, people and issues have been interpreted in different ways and considers their value in relation to their <b>historical context</b> . Evaluates and uses <b>critically</b> a range of sources to investigate issues and reach <b>reasoned and substantiated conclusions</b> . Can select sources <b>appropriately and independently</b> to substantiate specific points and arguments as well as to challenge them
-	-	-	9	8	<b>Recalls, selects, organises &amp; deploys</b> their historical knowledge <b>accurately, effectively and with consistency</b> , to substantiate arguments and reach historical judgements. Students can use <b>detailed and accurate Historical language</b> to formulate to support well-structured and detailed answers	Produces <b>developed, reasoned and well substantiated</b> analysis and explanations, which consider the events, people, changes and issues studied in their wider historical context. Analysis of this considers the interlocking nature of History as well as an ability to <b>engage in</b> a debate as to relative importance Students will also be able to make links to historical periods and trends <b>independently</b> and they will do so with <b>clarity and precision</b>	<b>Recognises and comments</b> on how and why events, people and issues have been interpreted in different ways and considers their value in relation to their <b>historical context</b> . Evaluates and uses <b>critically</b> a range of sources to investigate issues and reach <b>reasoned and substantiated conclusions</b> .
		9	8	7	<b>Recalls, selects, organises &amp; deploys</b> their historical knowledge <b>accurately and effectively</b> , to substantiate arguments and reach historical judgements. Students can use <b>accurate Historical language</b> to formulate to support well-structured and detailed answers. Answers will be focussed and precise	Produces <b>developed, reasoned and well substantiated</b> analysis and explanations. which consider the events, people, changes and issues studied in their wider historical context Students will also be able to make links to historical periods and trends <b>independently</b> and they will do so with <b>clarity and precision</b>	<b>Recognises and comments</b> on how and why events, people and issues have been interpreted in different ways and considers their value in relation to their <b>historical context</b> . Evaluates and uses a <b>wide range</b> of sources to investigate issues and reach <b>reasoned and substantiated conclusions</b>
	9	8	7	6	<b>Recalls, selects, organises &amp; deploys</b> their historical knowledge to support, with <b>accuracy and relevance</b> , descriptions & explanations of the events, periods and societies studied. Students can use <b>a range of accurate Historical language</b> to formulate to support well-structured and detailed answers.	Descriptions and explanations show a <b>very good understanding</b> of relevant causes, consequences and changes. Can produce structured descriptions and <b>explanations</b> of the events, people, changes and issues studied	<b>Recognises and explains</b> how and why events, people and issues have been interpreted and represented in different ways. Evaluates and uses critically a <b>range</b> of sources of information to investigate issues and draw <b>relevant conclusions</b> .
9	8	7	6	5	<b>Recalls and selects, organises and deploys</b> historical knowledge to support with <b>some detail</b> descriptions and explanations of the events, period and societies studied. Students can use <b>accurate Historical language</b> to formulate to support well-structured and detailed answers.	Descriptions and explanations show <b>good</b> understanding of relevant causes, consequences and changes <b>Considers and analyses</b> key features and characteristics of the periods, societies and situations studied.	<b>Recognises and comments</b> on how and why events, people and issues have been interpreted and represented in different ways. Evaluates and uses critically a <b>selection</b> of sources of information to investigate issues and draw relevant conclusions.

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8	7	6	5	4	<b>Recalls, selects, organises and deploys</b> historical knowledge to support, <b>generally</b> and with accuracy and relevance, descriptions & explanations of the events, periods and societies studied Students can use formulate information to support well-structured and detailed answers. Students can write in coherent and well-structured paragraphs	Descriptions and explanations show understanding of relevant causes, consequences and changes. <b>Considers and analyses</b> key features and characteristics of the periods, societies and situations studied	<b>Recognises</b> that events, people and issues have been interpreted and represented in different ways Evaluates and uses critically sources of information to investigate issues and draw relevant conclusions.
7	6	5	4	3	Can <b>sometimes</b> recall, select and organise historical knowledge to produce <b>descriptive</b> written answers which show some good knowledge and understanding of the topics studied. Students can formulate information to support <b>well-structured and detailed answers</b> . Students can write in coherent and well-structured paragraphs and include well supported conclusions and judgements in their work	Students can consider how a range of factors may contribute towards an event occurring and can begin to attach weight to one factor over another. Students are able to accurately explain why one factor would attribute more highly in the cause of an event or change. Can <b>explain a range</b> features of an event, issue or period studied.	Can use sources to draw comparisons showing <b>similarities and differences</b> . When evaluating sources they use their knowledge to evaluate, analyse and interpret events and sources within their historical context. To develop evaluation skills they must remember to question both the provenance and purpose of the source.
6	5	4	3	2	Can recall, select and organise relevant knowledge <b>independently</b> . Answers will include some explanations as to why selected evidence is relevant Students can formulate information to support <b>well-structured and detailed answers</b> . Students can write in coherent and well-structured paragraphs	Can <b>explain</b> some features of an event, issue or period studied Students can consider how a range of factors may contribute towards an event occurring and can begin to attach weight to one factor over another. Students are able to accurately explain why one factor would attribute more highly in the cause of an event or change	<b>Identifies</b> different ways in which events, people or issues have been represented and interpreted and can explain reasons for this. Can <b>extract information</b> from sources to <b>consider</b> their usefulness for investigating historical issues and can draw conclusions.
5	4	3	2	1	Can recall, select and organise some relevant knowledge. Students can formulate information to support <b>detailed answers</b> . Students can write in <b>coherent and well-structured sentences which link</b> together in a logical manner	Can <b>describe</b> some features of an event, issue or period studied. Student is able to describe the past in some detail Students can <b>consider</b> how a <b>range</b> of factors may contribute towards an event occurring and can begin to attach weight to <b>one factor over another</b> in the cause or change of an event	<b>Identifies some</b> differences between ways in which events, people or issues have been represented and interpreted and can identify <b>some</b> of the reasons for this. Takes sources at their <b>face value</b> , but has begun to <b>consider</b> their usefulness for investigating historical issues and draws simple conclusions.
4	3	2	1	-	Can <b>recall, organise</b> some relevant knowledge. Students can use information to support answers. Students can write in <b>coherent and well-structured sentences</b> .	Students can make some statements about what life was like in a particular period. They may be able to make comparisons between one period of History and another Students can <b>consider</b> how a <b>range</b> of factors may contribute towards an event occurring	<b>Knows</b> that there may be differences between the way different events, people or issues have been represented Is able to use sources to <b>gather information</b> and can extract information from a range of sources including text, pictorial.
3	2	1	-	-	Can <b>articulate</b> some relevant Historical knowledge. Students can use information to support well-structured and detailed answers. <b>Students can write in sentences</b>	Students can make some statements about what life was like in a particular period. They may be able to make comparisons between one period of History and another Students can list <b>more than one factor</b> as contributing towards an event	<b>Aware</b> that there are different explanations for why things happened in the past but understanding of interpretations is limited. Students are, however aware that there are differing views portrayed in different sources

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							Can <i>understand</i> that some sources may be unreliable and can <i>begin to explain</i> (sometimes verbally) why this is the case.
2	1	-	-	-	Can use some relevant Historical knowledge. Students can use basic information to support answers.	Students can <i>describe</i> ways in which aspects of life were different in different periods of History Students can <i>explain</i> how and why one factor leads to another but fail to demonstrate an understanding of multi-causal events	Students not yet able to grasp the concept that History can be interpreted in different ways after the event Can <i>understand</i> that some sources may be unreliable
1	-	-	-	-	Students demonstrate some basic Historical knowledge. Students can verbalise Historical information to answer questions	Students can <i>understand</i> that life was different in different periods of History Students are <i>aware</i> that one action or factor leads to another and can understand mono-causal events	Students not yet able to grasp the concept that History can be interpreted in different ways after the event <i>Knows</i> the difference between primary and secondary sources