

Aim High Step Descriptors		Key Stage 3 History		
		A	B	C
		Historical Knowledge & Understanding	Historical Interpretations	Source Analysis
<p>Working Towards Year 7 expectations.</p>	<p>Step 1</p>	<p>Show basic knowledge and understanding by describing events, people and features of past societies and periods, such as the Norman Conquest and Medieval Britain.</p>	<p>Describe some interpretations of the past on a basic level, with the ability to recognise that some events are more significant than others and that the past has been represented in different ways.</p>	<p>Use the content of sources in a basic manner to find answers to questions about the past and describe it.</p>
		<p>Show simple knowledge and understanding by beginning to explain the events, people and features of further past societies and periods, such as the Anglo-Saxon and Norman Conquest Show understanding of where these events fit within the context of a chronological framework.</p>	<p>Identify and describe different ways in which the past has been interpreted on a simple level, with some explanation why some people and changes might be judged as more historically significant than others.</p>	<p>Begin to evaluate sources in a simple manner to establish why they are useful in relation to the question.</p>
<p>Working Above the expectations for Year 7 and at a greater depth.</p> <p>Working towards Year 8 expectations.</p>	<p>Step 3</p>	<p>Show developed knowledge and understanding by explaining events, people and features of past societies and periods, to do this with increasing confidence and accuracy within the context of an increasingly broad chronological framework.</p>	<p>Suggest developed reasons for different interpretations of the past and explain with increasing confidence why some people and changes might be judged as more historically significant than others.</p>	<p>Evaluate sources in a developed manner to establish evidence for particular enquiries.</p>
		<p>Show increasingly developed knowledge and understanding by providing clear explanations of a range of events, people and features of past societies and periods, including Twentieth Century Britain. Beginning to analyse key historical skills, such as historical change, continuity and causation and understand an increasing range of historical themes such as Migration and Movement.</p>	<p>Explain in an increasingly developed manner how and why different interpretations of the past have arisen or been constructed and beginning to analyse why some people and changes might be judged as more historically significant than others.</p>	<p>Evaluate sources in an increasingly developed manner to establish relevant evidence for particular enquiries, whilst beginning to analyse and consider the issues surrounding the nature, origin and purpose of sources.</p>
<p>Working Above the expectations for Year 8 and at greater depth.</p> <p>Working towards Year 9 expectations.</p>	<p>Step 5</p>	<p>Show good knowledge and understanding by providing detailed explanations of a range of events, people and features of past societies and periods, such as World War One & the Treaty Of Versailles. Analysing historical change, continuity and causation, based around a secure understanding of a range of key historical themes such as Conflict & Resolution.</p>	<p>Explain with clarity and detail how and why different interpretations of the past have arisen or been constructed, analysing why an increasing range of people and changes might be judged as more historically significant than others.</p>	<p>Evaluate critically an increasing range of sources, whilst analysing issues surrounding the nature, origin and purpose of sources.</p>
		<p>Demonstrate very good knowledge and understanding in relation to an increasing range of topics, such as the Causes of World War Two & Democracy & Dictatorship. Construct substantiated analysis about historical change, continuity and causation, based around a developed understanding of a range of key historical themes such as Power.</p>	<p>Analyse a range of historical interpretations based on an understanding of the historical context, addressing why a range of people and changes might be judged as more historically significant than others.</p>	<p>Analyse and evaluate critically a range of sources, reaching conclusions about the value of sources independently. Historical terminology is used confidently.</p>
<p>Working Above the expectations for Year 9 and at a greater depth.</p>	<p>Step 7</p>	<p>Demonstrate confident and extensive knowledge and understanding of history in relation to a diverse range of topics, such as the America in the 1920s/30s. Independently pursue enquiries about change, continuity & causation and construct, evaluating them in order to produce well substantiated analytical arguments, based around a sophisticated understanding of a range of key historical themes such as Ordinary Life & Culture and Science.</p>	<p>Construct convincing and substantiated arguments and evaluations about historical interpretations based on an understanding of the historical context, reaching judgements about historical significance.</p>	<p>Historical terminology is used confidently, reflectively and critically.</p>