

## KS3 History Grade Descriptors - Age Related Expectations: **Year 7**

**Historical Knowledge** - Knowledge of the past is the **key to being a great historian**. It allows you to debate and present arguments. Types of questions focussing on knowledge include those asking you *to describe / explain / develop a judgement about the past*.

**Grade C: (Year 8 Age Related Expectation)** When you IDENTIFY a cause of an event / consequence you EXPLAIN how it helps to answer the question by using phrases like: ***this demonstrates that / this proves / this means that***. You regularly use EVIDENCE to support/oppose arguments. You can PRIORITISE the most important reasons for an event / consequences of an event in your verbal AND written explanations. You might make CONNECTIONS either between factors or events in the past. You can reach a logical JUDGEMENT.

**Grade D: (Year 7 Age Related Expectation)** You can EXPLAIN the causes and consequences of key EVENTS by using connective words and phrases like: ***because / this was a reason for / therefore / as a result / consequently***. You can RECALL key facts with increasing confidence and start to use EVIDENCE (a piece of information about the past that helps explain events) to support your explanation. You might be able to PRIORITISE reasons for an event / consequences of an event, even though your explanation is limited.

**Grade E:** You often TELL a story to answer a question. You give EVIDENCE for your answers. You can DESCRIBE the past making use of a range of accurate DETAILS.

**Historical Source Skills** - Source skills help us to understand primary and secondary sources. These are the same skills that **detectives use to look for evidence**. Types of questions include: *how useful is a source and how does it compare to other sources?*

**Grade C: (Year 8 Age Related Expectation)** You can extract evidence from a RANGE of primary and secondary sources to help answer a question about the past. You APPLY own knowledge to EVALUATE a source, reaching a VALID conclusion about how useful the source is. You are able to make logical JUDGEMENTS about sources based on provenance and the content of the source. You begin to explain the strengths and weaknesses of different sources.

**Grade D: (Year 7 Age Related Expectation)** You can SELECT information (evidence) from DIFFERENT TYPES of sources and use this information to answer a question about the past. You can use some OWN KNOWLEDGE to explain what the source means. You understand that some sources are more USEFUL than others and can begin to explain why. You might consider the TIME, AUTHOR and PURPOSE of the source (the **provenance**) in reaching a JUDGEMENT.

**Grade E:** You can SELECT information from sources which agree or disagree with a statement. You can IDENTIFY if a source is negative or positive about an event / person from the past.

**Historical Interpretations** - Understanding that the past can be interpreted in different ways **helps us understand different viewpoints or opinions**. These skills are like the ones used by journalists and writers. Types of questions include: *how convincing is this interpretation?*

**Grade C: (Year 8 Age Related Expectation)** You can IDENTIFY different opinions and can EXPLAIN why the INTERPRETATIONS differ in some detail. You are beginning to make good use of historical knowledge to LOGICALLY TEST the interpretation.

**Grade D: (Year 7 Age Related Expectation)** You can IDENTIFY different opinions (also known as INTERPRETATIONS) about the past and SUGGEST reasons why these might exist. To do this you will use OWN KNOWLEDGE to justify your EVALUATION. You can use words and phrases like: ***this is convincing because... / this opinion is not accurate because...***

**Grade E:** You can IDENTIFY different opinions about the past and DESCRIBE them. You can identify positive and negative viewpoints and might be able to explain why people think this way about an event or individual. This explanation could be verbal or written down.



**Source** = a historical document, painting, photograph, textbook, diary, object – anything that tells us about the past. A **primary source** is one from the time of an event. A **secondary source** is one that is created after the event, like a textbook or a website. (It is a common mistake to assume primary sources are more useful than secondary ones, they are not. All historical sources have some usefulness.) **Provenance** = where a source has come from, when it was created, by who and most importantly WHY it was created.

### KS3 History Grade Descriptors - Age Related Expectations: Year 8

**Historical Knowledge** - Knowledge of the past is the **key to being a great historian**. It allows you to debate and present arguments. Types of questions focussing on knowledge include those asking you *to describe / explain / develop a judgement* about the past.

**Grade B: (Year 9 Age Related Expectation)** You EXPLAIN the past using a range of factors in some detail. You can PRIORITISE factors, sometimes making mostly clear LINKS between factors / consequences. You can use a RANGE of accurate evidence to build an argument and reach a logical JUDGEMENT; it might be sustained (set out in the introduction). Your use of subject terminology is mostly accurate. You can write at least 2 PEED paragraphs (Point, Evidence, Explanation, Development).

**Grade C: (Year 8 Age Related Expectation)** When you IDENTIFY a cause of an event / consequence you EXPLAIN how it helps to answer the question by using phrases like: **this demonstrates that / this proves / this means that**. You regularly use EVIDENCE to support/oppose arguments. You can PRIORITISE the most important reasons for an event / consequences of an event in your verbal AND written explanations. You are beginning to make LINKS either between factors or events in the past. You can reach a logical JUDGEMENT. You can write a PEED paragraph (Point, Evidence, Explanation, Development).

**Grade D: (Year 7 Age Related Expectation)** You can EXPLAIN the causes and consequences of key EVENTS by using connective words and phrases like: **because / this was a reason for / therefore / as a result / consequently**. You can RECALL key facts with increasing confidence and start to use EVIDENCE (a piece of information about the past that helps explain events) to support your explanation. You might be able to PRIORITISE reasons for an event / consequences of an event, even though your explanation is limited.

**Historical Source Skills** - Source skills help us to understand primary and secondary sources. These are the same skills that **detectives use to look for evidence**. Types of questions include: *how useful is a source* and *how does it compare to other sources?*

**Grade B: (Year 9 Age Related Expectation)** You can read and interpret a range of WRITTEN and VISUAL sources to help explain the past. You can SELECT appropriate evidence from more than one source, making COMPARISONS about their meaning. You EVALUATE sources maturely using RELEVANT own knowledge, making use of the CONTENT of the source and its PROVENANCE. You understand that even if a source is one sided or limited, it can still be USEFUL when answering questions about the past.

**Grade C: (Year 8 Age Related Expectation)** You can extract evidence from a RANGE of primary and secondary sources to help answer a question about the past. You APPLY own knowledge to EVALUATE a source, reaching a VALID conclusion about how useful the source is. You are able to make logical JUDGEMENTS about sources based on provenance and the content of the source. You begin to explain the strengths and weaknesses of different sources.

**Grade D: (Year 7 Age Related Expectation)** You can SELECT information (evidence) from DIFFERENT TYPES of sources and use this information to answer a question about the past. You can use some OWN KNOWLEDGE to explain what the source means. You understand that some sources are more USEFUL than others and can begin to explain why. You might consider the TIME, AUTHOR and PURPOSE of the source (the **provenance**) in reaching a JUDGEMENT.

**Historical Interpretations** - Understanding that the past can be interpreted in different ways **helps us understand different viewpoints or opinions**. These skills are like the ones used by journalists and writers. Types of questions include: *how convincing is this interpretation?*

**Grade B: (Year 9 Age Related Expectation)** You can EXPLAIN reasons for differences or similarities between interpretations. You make good use of historical knowledge to TEST the interpretation using LOGICAL REASONING. You can communicate your ideas both verbally and in writing.

**Grade C: (Year 8 Age Related Expectation)** You can IDENTIFY different opinions and can EXPLAIN why the INTERPRETATIONS differ in some detail. You are beginning to make good use of historical knowledge to LOGICALLY TEST the interpretation.

**Grade D: (Year 7 Age Related Expectation)** You can IDENTIFY different opinions (also known as INTERPRETATIONS) about the past and SUGGEST reasons why these might exist. To do this you will use OWN KNOWLEDGE to justify your EVALUATION. You can use words and phrases like: **this is convincing because... / this opinion is not accurate because...**



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## KS3 History Grade Descriptors - Age Related Expectations: Year 9

### Historical Knowledge

**Grade A:** You EXPLAIN how different factors contribute to the overall argument, CONSIDERING weaknesses as well as strengths. You will make use of a sophisticated range of vocabulary to express your ideas. You can CATEGORISE and LINK information in order to explain the past. You draw on PRECISE evidence to demonstrate your argument, offering a BALANCED assessment that leads to a persuasive and logical JUDGEMENT. You make accurate use of subject terminology.

**Grade B: (Year 9 Age Related Expectation)** You EXPLAIN the past using a range of factors in some detail. You can PRIORITISE factors, sometimes making mostly clear LINKS between factors / consequences. You can use a RANGE of accurate evidence to build an argument and reach a logical JUDGEMENT; it might be sustained (set out in the introduction). Your use of subject terminology is mostly accurate. You can write at least 2 PEED paragraphs (Point, Evidence, Explanation, Development).

**Grade C: (Year 8 Age Related Expectation)** When you IDENTIFY a cause of an event / consequence you EXPLAIN how it helps to answer the question by using phrases like: *this demonstrates that / this proves / this means that*. You regularly use EVIDENCE to support/oppose arguments. You can PRIORITISE the most important reasons for an event / consequences of an event in your verbal AND written explanations. You are beginning to make LINKS either between factors or events in the past. You can reach a logical JUDGEMENT. You can write a PEED paragraph (Point, Evidence, Explanation, Development).

**Grade D: (Year 7 Age Related Expectation)** You can EXPLAIN the causes and consequences of key EVENTS by using connective words and phrases like: *because / this was a reason for / therefore / as a result / consequently*. You can RECALL key facts with increasing confidence and start to use EVIDENCE (a piece of information about the past that helps explain events) to support your explanation. You might be able to PRIORITISE reasons for an event / consequences of an event, even though your explanation is limited.

### Historical Source Skills

**Grade A:** You can process a range of complex sources, both written and visual, to reach a valid and SUBSTANTIATED judgement about the past. You will be able to identify and explain bias, inaccuracies or exaggeration in sources and EXPLAIN them using precise own knowledge. You will be able to make sophisticated COMPARISONS taking into account **provenance**. You will be able to explain the relative strengths and weaknesses of different TYPES of sources.

**Grade B: (Year 9 Age Related Expectation)** You can read and interpret a range of WRITTEN and VISUAL sources to help explain the past. You can SELECT appropriate evidence from more than one source, making COMPARISONS about their meaning. You EVALUATE sources maturely using RELEVANT own knowledge, making use of the CONTENT of the source and its PROVENANCE. You understand that even if a source is one sided or limited, it can still be USEFUL when answering questions about the past.

**Grade C: (Year 8 Age Related Expectation)** You can extract evidence from a RANGE of primary and secondary sources to help answer a question about the past. You APPLY own knowledge to EVALUATE a source, reaching a VALID conclusion about how useful the source is. You are able to make logical JUDGEMENTS about sources based on provenance and the content of the source. You begin to explain the strengths and weaknesses of different sources.

**Grade D: (Year 7 Age Related Expectation)** You can SELECT information (evidence) from DIFFERENT TYPES of sources and use this information to answer a question about the past. You can use some OWN KNOWLEDGE to explain what the source means. You understand that some sources are more USEFUL than others and can begin to explain why. You might consider the TIME, AUTHOR and PURPOSE of the source (the **provenance**) in reaching a JUDGEMENT.

### Historical Interpretations

**Grade A:** You can EXPLAIN reasons for the differences or similarities between interpretations & ANALYSE which is the best. Your answer is CONVINCING because it also draws on accurate historical knowledge to TEST the interpretations. You can communicate your ideas with confidence, both verbally and in writing.

#### **Grade B: (Year 9 Age Related Expectation)**

You can EXPLAIN reasons for differences or similarities between interpretations. You make good use of historical knowledge to TEST the interpretation using LOGICAL REASONING. You can communicate your ideas both verbally and in writing.

#### **Grade C: (Year 8 Age Related Expectation)**

You can IDENTIFY different opinions and can EXPLAIN why the INTERPRETATIONS differ in some detail. You are beginning to make good use of historical knowledge to LOGICALLY TEST the interpretation.

#### **Grade D: (Year 7 Age Related Expectation)**

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