

KS3 HISTORY

	YEAR 7	YEAR 8	YEAR 9
PLATINUM	<p>I can make an inference about a source supported with detailed evidence from the source.</p> <p>I can select a detail in a source that could form the basis of a follow-up enquiry and formulate a question to investigate.</p> <p>I can identify an appropriate source to use for an investigation and describe how the source might answer a follow-up question.</p> <p>I can explain why a key historical event happened using the stimulus and own knowledge or just my own knowledge. I can give detailed and relevant own knowledge, which evaluates my points well.</p> <p>I can give a key difference between two interpretations supported with a relevant and well-chosen quote.</p> <p>I can give well analysed reason on why interpretations differ linked to different views of the past, content or foci.</p> <p>I can explain two key features and characteristics of the period studied supported with detailed own knowledge.</p> <p>I can give specific information about the topic to analyse and explain a difference between the features and characteristics studied.</p>	<p>I can give a key difference between interpretations 1 and 2 supported with a relevant and well-chosen quote.</p> <p>I can give a balanced answer that shows reasoning for agreeing and disagreeing with the interpretation.</p> <p>I can give some explanation of why there are two different interpretations about Oliver Cromwell.</p> <p>I can give an overall judgment which is well justified.</p> <p>I can give two consequences of a significant historical event supported with well-selected, relevant own knowledge.</p> <p>I have a clear understanding on what makes the sources useful and their limitations linked to provenance (author, date, nature and purpose).</p> <p>I can confidently compare the content of the sources to my own knowledge and can identify opinion and fact within the sources when judging the utility of them.</p> <p>I can make an overall judgment on which of the sources is the most useful and justify my reasoning with detailed explanation of the source and my own knowledge.</p> <p>I can confidently analyse the importance of two events linked to the consequences and significance of them. I can support the analysis of them with specific and detailed own knowledge.</p> <p>I can analyse a key historical event using the stimulus and own knowledge or just my own knowledge.</p> <p>I can select the most important three reasons for the event happening and use accurate, specific and detailed own knowledge to substantiate my points.</p>	<p>I can read and evaluate both interpretations confidently to make a substantiated judgement on what the key difference between the two interpretations is.</p> <p>I can give a balanced answer that explains why there were different interpretations of Haig supported with thorough own knowledge.</p> <p>I can reach a clinching argument about whether I agree or disagree with the interpretation.</p> <p>I can analyse and evaluate why an event happened, failed or the consequences of it with accurate and detailed own knowledge. I may use the stimulus to give me ideas but have a clear understanding of the topic to recall my own opinion.</p> <p>My points will have a clear structure that links back to the question to substantiate why my suggested reason led to an event happening, failing or the consequences of it.</p> <p>I can confidently assess the utility of two sources without prompts and formulate my own criteria for judging their strengths and limitations.</p> <p>I can explain why two sources might have differing opinions of the same event by discussing their provenance.</p> <p>I can reach a clinching judgement on which source is more useful with substantiated reasoning.</p> <p>I can give a clear and coherent account of the causes of an event organised into a clear sequence of events. I am able to analyse the key turning points and the links between them supported with accurate and relevant own knowledge.</p> <p>I have a clear understanding of both sides of the argument and can analyse the statement to give a balanced essay. I use detailed and accurate own knowledge to support each point I make. I can</p>

			come to an overall judgement on the question and write a conclusion, which is well substantiated.
GOLD	<p>I can 'read between the lines' and make an inference about a source supported with a detail from the source.</p> <p>I can select a detail in a source that could form the basis of a follow-up enquiry and formulate a question linked to it.</p> <p>I can identify an appropriate source to use for the investigation.</p> <p>I can explain why a key historical event happened structured with the two stimulus points and attempts are made to incorporate my own knowledge within the answer. I can give relevant own knowledge, which supports my points well.</p> <p>I can give a key difference between two interpretations but may not always find a relevant quote to support it.</p> <p>I can give a reason why the interpretations differ linked to the content or foci of them.</p> <p>I can identify two key features and characteristics of the period studied supported with own knowledge.</p> <p>I can analyse features and characteristics of the period studied to explain a difference between them.</p>	<p>I can give a key difference between two interpretations 1 and 2 but may not always find a relevant quote to support it.</p> <p>I can provide an explained evaluation, which agrees or disagrees with the interpretation.</p> <p>I can use relevant contextual knowledge to directly support my evaluation.</p> <p>I can give an overall judgment with some justification.</p> <p>I can give two consequences of a significant historical event supported with own knowledge but it may be applied in an unbalanced fashion when discussing the consequences.</p> <p>I can assess the utility of both sources in relation to the enquiry question.</p> <p>I will attempt to support my judgment with detailed discussion of the content of both sources compared to my own knowledge.</p> <p>I can identify the differences between the authors, natures and dates of the sources but may not use it to explain how the information makes the sources useful or not.</p> <p>I can explain two events in detail linked to assessing the importance of them supported with evidence. I can consider the consequences of the events and the significance of them.</p> <p>I can explain why a key historical event happened using the stimulus and own knowledge or just my own knowledge.</p> <p>I can give detailed and relevant own knowledge, which evaluates my points well.</p>	<p>I can give a key difference between interpretations 1 and 2 supported with a relevant and well-chosen quote.</p> <p>I can give a balanced answer that shows reasoning for agreeing and disagreeing with the interpretation.</p> <p>I can give some explanation of why there are two different interpretations about a key person or event.</p> <p>I can give an overall judgment which is well justified.</p> <p>I can analyse why an event happened, failed or the consequences of it using the stimulus and own knowledge or just my own knowledge.</p> <p>I can select the most important three reasons why an event happened, failed or the consequences of it and use accurate, specific and detailed own knowledge to substantiate my points.</p> <p>I can give a narrative account of the causes of an event organised into a clear sequence of events leading to an outcome. Accurate and relevant own knowledge is used showing good understanding of the event.</p> <p>I can use my own knowledge of the topic to weigh up both sides of an argument. My answer is balanced and has clear reasoning and accurate own knowledge to support it. I can give a detailed conclusion, which puts forward my argument.</p>
SILVER	<p>I can 'read between the lines' and make an inference about a source.</p> <p>I can select a detail in a source that could form the basis of a follow-up enquiry and formulate a question linked to it.</p> <p>I can describe why a key historical event happened structured with the two stimulus points. I can give relevant own knowledge, which is mostly used to support the points I have made.</p> <p>I can give a difference between two interpretations but it may not always be a key difference.</p> <p>I can give a reason why the interpretations differ linked to the different content of them.</p>	<p>I can give a difference between interpretations 1 and 2 but it may not always be a key difference.</p> <p>I can offer a valid comment that agrees or counters the interpretation supported with relevant comments from both interpretations.</p> <p>I can apply some relevant contextual knowledge to my answer to attempt evaluation of the interpretation.</p> <p>I can give an overall judgement on the interpretation but it is undeveloped.</p>	<p>I can give a key difference between two interpretations 1 and 2 but may not always find a relevant quote to support it.</p> <p>I can provide an explained evaluation, which agrees or disagrees with the interpretation.</p> <p>I can use relevant contextual knowledge to directly support my evaluation.</p> <p>I can give an overall judgment with some justification.</p> <p>I can explain why an event happened, failed or the consequences of it using the stimulus and own knowledge or just my own knowledge.</p>

BRONZE

I can identify two features and characteristics of the period studied and attempt to support these with own knowledge.
I can analyse and describe a difference between two features and characteristics studied.

I can give two consequences of a significant historical event but supporting own knowledge maybe limited.
I can make a judgment on which source is most useful taking into consideration the content of both sources.
I can support the utility of the sources with a quote but my reasoning for choosing the quote may be unclear.
I can describe two events with some basic evidence and suggest reasons why they are important but these are not generally supported or substantiated.
I can explain why a key historical event happened structured with the two stimulus points and attempts are made to incorporate my own knowledge within the answer.
I can give relevant own knowledge, which supports my points well.

I can give detailed and relevant own knowledge, which evaluates my points well.
I have a clear understanding on what makes the sources useful and their limitations linked to provenance (author, date, nature and purpose).
I can confidently compare the content of the sources to my own knowledge and can identify opinion and fact within the sources when judging the utility of them.
I can make an overall judgment on which of the sources is the most useful and justify my reasoning with detailed explanation of the source and my own knowledge.
I can give a chronological account of the causes of an event but I might not always be able to identify and analyse the key turning points.
I can give a balanced answer, which looks at both sides of the argument. I can use some own knowledge to support my points but it is not always detailed. I can give my opinion in the conclusion but don't always support it with factual own knowledge.

I can attempt to make an inference about a source but this can sometimes be a basic comment.
I can formulate a question linked to a source.
I can give a simple or generalised answer on why a key historical event happened. I can give some relevant own knowledge to support the points I have made.
I understand that there can be different views of the past and attempt to give a difference between two interpretations.
I can attempt to give a reason why two interpretations differ but the comments may be brief or not wholly relevant.
I can identify two simple features and characteristics of the period studied.
I can give a simple comment, which offers a difference between two features and characteristics studied.

I understand that there can be different views of the past and attempt to give a difference between the two interpretations.
I can give a simple comment that agrees or opposes the interpretation.
I can use generalised contextual knowledge to attempt evaluation of the interpretation supported with brief details from the interpretation e.g. a quote
I can give a simple or generalised comment detailing a consequence of a significant historical event.
I can make a simple judgment on the utility of the sources that will be supported by basic own knowledge or a quote from 1/2 source/s.
I can give a brief overview of the 1/2 events but this will tend to be a description rather than assessing the importance of them. I may attempt to add evidence to support the points I make.
I can describe why a significant historical event happened structured with the two stimulus points.
I can give relevant own knowledge, which is mostly used to support the points I have made.

I can give a difference between interpretations 1 and 2 but it may not always be a key difference.
I can offer a valid comment that agrees or counters the interpretation supported with relevant comments from both interpretations.
I can apply some relevant contextual knowledge to my answer to attempt evaluation of the interpretation.
I can give an overall judgement on the interpretation but it is undeveloped.
I can explain why an event, happened, failed or the consequences of it structured with the two stimulus points and attempts are made to incorporate my own knowledge within the answer.
I can give relevant own knowledge, which supports my points well.
I can make a judgment on which source is most useful taking into consideration the content of both sources.
I can support the utility of the sources with a quote but my reasoning for choosing the quote may be unclear.
I can give a narrative account of an event but not necessarily the causes of it. I will attempt to put it in chronological order but this might not always be correct.
I can give a generalised answer, which looks at one side of the argument. I may attempt to use own knowledge to support my

answer. I can give my opinion on the statement but this is often unjustified.