Year 7 History

Year Group		**7**	**7**	**7**	**7**	**7**
Subject		**HISTORY**	**HISTORY**	**HISTORY**	**HISTORY**	**HISTORY**
Pathway		**X**	**A**	**B**	**C**	**D**
KO 1	**Source Evaluation**	I can give a clear judgement on the usefulness of two or more sources with reference to source content as evidence and use accurate own knowledge to support my judgement. I can consistently evaluate the sources nature, origin and purpose to explain why the source has taken this point of view and use my own knowledge to say how accurate and typical it is. I can consistently draw two independent conclusions from the source and use accurate details from the source as evidence for each inference.	I can give a judgement on the usefulness of more than one source with reference to source content as evidence and use accurate own knowledge to support my judgement. I can evaluate the sources nature, origin and purpose to explain why the source has taken this point of view and use my own knowledge to say how accurate and typical it is. I can draw two independent conclusions from the source and use accurate details from the source as evidence for each inference.	I can give a judgement on the usefulness of more than one source with reference to source content as evidence and use own knowledge to support my judgement. I can evaluate the sources nature, origin or purpose to explain why the source has taken this point of view and start to use my own knowledge to say how accurate and typical it is. I can draw two independent conclusions from the source and use mostly accurate details from the source as evidence for each inference.	I can give a judgement on the usefulness of one source or more, with reference to source content as evidence and use some own knowledge to support my judgement. I can evaluate one of the sources nature, origin or purpose to explain why the source has taken this point of view and use some own knowledge to say how accurate and typical it is. I can draw up to two independent conclusions from the source and use some accurate details from the source as evidence for each inference.	I can describe the source, with some reference to source content as evidence and use limited own knowledge about it. I can describe the sources nature, origin or purpose begin to explain why the source has taken this point of view and use limited own knowledge to say how accurate and typical it is. I can draw at least one independent conclusions from the source and use some accurate details from the source as evidence for the inference.
KO 2	**Cause and Consequences**	I can give consistently detailed explanations of three causes using developed PEEL paragraphs supported by wide ranging and accurate details. I can consistently explain two consequences in depth using developed paragraphs supported by wide ranging accurate details.	I can give detailed explanations of three causes using developed PEEL paragraphs supported by wide ranging and accurate details. I can explain two consequences in depth using developed paragraphs supported by wide ranging accurate details.	I can explain three causes using developed PEEL paragraphs supported by accurate details. I can explain two consequences using developed paragraphs supported by accurate details.	I can explain two causes using developed PEEL paragraphs supported by mostly accurate details. I can explain two consequences using developed paragraphs supported by mostly accurate details.	I can begin to explain up to two causes supported by some accurate detail. I can explain one consequence or more supported by some accurate details.
KO 3	**Evaluation**	I can consistently explain three reasons for change or continuity in depth, using developed paragraphs supported by wide ranging accurate details. I can consistently prioritise up to three factors by making comparisons between them to justify a judgement about why one factor is more important than another with clear reasons, using accurate and wide ranging knowledge of the events.	I can explain three reasons for change or continuity in depth, using developed paragraphs supported by wide ranging accurate details. I can prioritise up to three factors by making comparisons between them to justify a judgement about why one factor is more important than another with clear reasons, using accurate and wide ranging knowledge of the events.	I can explain three reasons for change or continuity, using developed paragraphs supported by accurate details. I can prioritise up to three factors by making comparisons between them to justify a judgement about why one factor is more important than another, using accurate knowledge of the events.	I can explain two reasons for change or continuity using developed paragraphs supported by mostly accurate details. I can make a comparison between two factors in an attempt to justify a judgement about why one factor is more important than another, using mostly accurate knowledge.	I can begin to explain up to two reasons for change or continuity supported by some accurate details. I can begin to make a comparison between two factors in an attempt to justify a judgement about why one factor is more important than another, using some accurate knowledge.

KO 4	**Presentation**	I can consistently spell, punctuate and use the rules of grammar accurately, and use specialist terms and vocabulary in my answer. All work is presented to the best of my ability.	I can spell, punctuate and use the rules of grammar accurately, and use specialist terms and vocabulary in my answer. All work is presented to the best of my ability.	I can spell, punctuate and use the rules of grammar accurately most of the time, and increasingly use specialist terms and vocabulary in my answer. All work is presented to the best of my ability.	I can spell, punctuate and use the rules of grammar fairly accurately, and use some specialist terms and vocabulary in my answer. All work is presented to the best of my ability.	I can spell, punctuate and use the rules of grammar with limited accuracy. All work is presented to the best of my ability.

Year 8 History

Year Group		**8**	**8**	**8**	**8**	**8**
Subject		**HISTORY**	**HISTORY**	**HISTORY**	**HISTORY**	**HISTORY**
Pathway		**X**	**A**	**B**	**C**	**D**
KO 1	**Source Evaluation**	I can consistently give a clear judgement on the usefulness of two or more sources with reference to source content as evidence and use accurate own knowledge to support my judgement. I can consistently and confidently evaluate the sources nature, origin and purpose to explain why the source has taken this point of view and use my own knowledge to say how accurate and typical it is.I can consistently and confidently draw two independent conclusions from the source and use accurate details from the source as evidence for each inference.	I can give a clear judgement on the usefulness of more than two or more sources with reference to source content as evidence and use accurate own knowledge to support my judgement.I can consistently evaluate the sources nature, origin and purpose to explain why the source has taken this point of view and use my own knowledge to say how accurate and typical it is. I can consistently draw two independent conclusions from the source and use accurate details from the source as evidence for each inference.	I can give a judgement on the usefulness of more than one source with reference to source content as evidence and use accurate own knowledge to support my judgement. I can evaluate the sources nature, origin and purpose to explain why the source has taken this point of view and use my own knowledge to say how accurate and typical it is. I can draw two independent conclusions from the source and use accurate details from the source as evidence for each inference.	I can give a judgement on the usefulness of more than one source with reference to source content as evidence and use own knowledge to support my judgement. I can evaluate the sources nature, origin or purpose to explain why the source has taken this point of view and start to use my own knowledge to say how accurate and typical it is. I can draw two independent conclusions from the source and use mostly accurate details from the source as evidence for each inference.	I can give a judgement on the usefulness of one source or more, with reference to source content as evidence and use some own knowledge to support my judgement.I can evaluate one of the sources nature, origin or purpose to explain why the source has taken this point of view and use some own knowledge to say how accurate and typical it is. I can draw up to two independent conclusions from the source and use some accurate details from the source as evidence for each inference.
KO 2	**Cause and Consequences**	I can give consistently and confidently detailed explanations of three causes using developed PEEL paragraphs supported by wide ranging and accurate details. I can consistently and confidently explain two consequences in depth using developed PEEL paragraphs supported by wide ranging accurate details	I can give consistently detailed explanations of three causes using developed PEEL paragraphs supported by wide ranging and accurate details. I can consistently explain two consequences in depth using developed PEEL paragraphs supported by wide ranging accurate details	I can give detailed explanations of three causes using developed PEEL paragraphs supported by wide ranging and accurate details. I can explain two consequences in depth using developed PEEL paragraphs supported by wide ranging accurate details	I can explain three causes using developed PEEL paragraphs supported by accurate details. I can explain two consequences using developed PEEL paragraphs supported by accurate details.	I can explain two causes using developed PEEL paragraphs supported by mostly accurate details. I can explain two consequences using developed PEEL paragraphs supported by mostly accurate details

KO 3	**Evaluation**	I can consistently and confidently explain three reasons for change or continuity in depth, using developed PEEL paragraphs supported by wide ranging accurate details.I can consistently and confidently prioritise up to three factors by making comparisons between them to justify a judgement about why one factor is more important than another with clear reasons, using accurate and wide ranging knowledge of the events.	I can consistently explain three reasons for change or continuity in depth, using developed PEEL paragraphs supported by wide ranging accurate details.I can consistently prioritise up to three factors by making comparisons between them to justify a judgement about why one factor is more important than another with clear reasons, using accurate and wide ranging knowledge of the events.	I can explain three reasons for change or continuity in depth, using developed PEEL paragraphs supported by wide ranging accurate details. I can prioritise up to three factors by making comparisons between them to justify a judgement about why one factor is more important than another with clear reasons, using accurate and wide ranging knowledge of the events.	I can explain three reasons for change or continuity, using developed PEEL paragraphs supported by accurate details. I can prioritise up to three factors by making comparisons between them to justify a judgement about why one factor is more important than another, using accurate knowledge of the events.	I can explain two reasons for change or continuity using developed PEEL paragraphs supported by mostly accurate details. I can make a comparison between two factors in an attempt to justify a judgement about why one factor is more important than another, using mostly accurate knowledge.
KO 4	**Presentation**	I can consistently and confidently spell, punctuate and use the rules of grammar accurately, and use specialist terms and vocabulary in my answer. All work is presented to the best of my ability.	I can consistently spell, punctuate and use the rules of grammar accurately, and use specialist terms and vocabulary in my answer. All work is presented to the best of my ability.	I can spell, punctuate and use the rules of grammar accurately, and use specialist terms and vocabulary in my answer. All work is presented to the best of my ability.	I can spell, punctuate and use the rules of grammar accurately most of the time, and increasingly use specialist terms and vocabulary in my answer. All work is presented to the best of my ability.	I can spell, punctuate and use the rules of grammar fairly accurately, and use some specialist terms and vocabulary in my answer. All work is presented to the best of my ability.

Year 9 History

Year Group		**9**	**9**	**9**	**9**	**9**
Subject		**HISTORY**	**HISTORY**	**HISTORY**	**HISTORY**	**HISTORY**
Pathway		**X**	**A**	**B**	**C**	**D**
KO 1	**Source Evaluation**	I can consistently and confidentently give a developed judgement on the usefulness of two sources based on source content as evidence and use precise and accurate own knowledge to support my judgement, and evaluate the sources nature, origin and purpose to explain accuracy, objectivity and typicality of the source	I can consistently give a developed judgement on the usefulness of two sources based on source content as evidence and use precise and accurate own knowledge to support my judgement, and evaluate the sources nature, origin and purpose to explain accuracy, objectivity and typicality of the source	I can give a developed judgement on the usefulness of two sources based on source content as evidence and use precise and accurate own knowledge to support my judgement, and evaluate the sources nature, origin and purpose to explain accuracy, objectivity and typicality of the source	I can give a developed judgement on the usefulness of two sources based on source content as evidence and use accurate own knowledge to support my judgement, and evaluate the sources nature, origin and purpose to explain accuracy, objectivity and typicality of the source	I can give a judgement on the usefulness of two sources based on source content as evidence and use some accurate own knowledge to support my judgement or evaluate the sources nature, origin and purpose to explain accuracy, objectivity or typicality of the source

KO 3	**Causes and consequences**	I can consistently prioritise three causes or consequences by making explicit comparisons between them to justify a judgement about why one factor is more important than another and explain the inter-relationship between these factors to show how they combine to have a greater impact or influence, using precise and detailed knowledge of the events.	I can prioritise three causes or consequences by making explicit comparisons between them to justify a judgement about why one factor is more important than another and explain the inter-relationship between these factors to show how they combine to have a greater impact or influence, using precise and detailed knowledge of the events.	I can prioritise three causes and consequences by making comparisons between them to justify a judgement about why one factor is more important than another and explain the inter-relationship between these factors to show how they combine to have a greater impact or influence, using detailed knowledge of the events.	I can begin to explain how one event can impact on another to influence or change the relationship between different factors, but these links are not always clearly made and may lack precise, accurate and detailed own knowledge.	I can identify one factor as more important than another, but do not clearly explain why this is the case.
KO 2	**Evaluation**	I can consistently identify and describe two features with relevant, accurate and detailed factual knowledge. I can consistently explain the significance factors or an event by using developed paragraphs with precise, accurate and detailed own knowledge	I can identify and describe two features with relevant, accurate and detailed factual knowledge.I can explain the significance of factors or an event by using developed paragraphs with precise, accurate and detailed own knowledge.	I can identify and describe two features with accurate and detailed factual knowledge. I can explain the significance of factors or an event by using, accurate and detailed own knowledge to explain the consequences.	I can identify and describe two features with some relevant and accurate factual knowledge.. I can explain the significance of factors or an event by using some accurate and detailed own knowledge to explain the consequences.	I can identify and describe one or more features with some / limited relevant and accurate factual knowledge.. I can begin to explain the significance of factors or an event by using limited accurate and detailed own knowledge to explain the consequences.
KO 4	**Presentation**	I can consistently spell, punctuate and use the rules of grammar with consistent accuracy, and use a wide range of vocabulary and specialist terms with precision. All work is presented to the best of my ability.	I can spell, punctuate and use the rules of grammar with consistent accuracy, and use a wide range of vocabulary and specialist terms with precision. All work is presented to the best of my ability.	I can spell, punctuate and use the rules of grammar with generally consistent accuracy, and use an increasing range of vocabulary and specialist terms correctly. All work is presented to the best of my ability.	I can spell, punctuate and use the rules of grammar fairly accurately, and use relevant vocabulary and some specialist terms. All work is presented to the best of my ability.	I can spell, punctuate and use the rules of grammar with some accuracy, and use limited specialist terms. My errors may begin to hinder the meaning of my answers. All work is presented to the best of my ability.