

KS3 Assessment at Braunton Academy

History Year 7

Grade	Students at this grade will typically show the following by the end of Year 7 in History
Y7 Showing Mastery	Consistently meets all the greater depth criteria, with clarity and originality
Y7 Working at Greater Depth	- Demonstrates sound knowledge of the time periods studied - Has an appreciation of the broad span of chronology - Has a structured and coherent writing style that organises ideas / reasons - Clearly articulates ideas linked to the question - Able to give justifications for points made using tier 2 and 3 language in the correct context - Makes reasoned judgements about individual points made - Able to identify which reason is more important in an explanation - Identifies what makes a person or event significant (or not) - Places sources within a historical context - Categorise sources - Make supported inferences about a source - Shows comprehension of sources and begins to appreciate their utility / reliability / provenance - Begin to understand that different interpretations argue different things
Y7 Working at Expected Standard	- Demonstrates some knowledge of the time periods studied - Has an understanding of chronology and sequencing periods/events - Beginning to structure writing to make an argument using evidence - Descriptive writing has some use of tier 2 and 3 vocabulary, and beginning explanations of reasons - Able to make unsustained arguments with some relevance to question - Attempts to form judgements about their points, explaining their point - Attempts to prioritise reasons/ explanations - Some identification of significance of person/event - Beginning to categorise a source within historical context - Able to make basic inferences about a source - Starts to make assumptions about utility of sources
Y7 Working Towards Expected Standard	- Demonstrates some awareness of the time periods studied in isolation - Able to recognise key features of the time periods studied - Able to list examples and/or be able to relay stories/narrative - Able to attempt to form an extended response - Able to give simple descriptions of historical events - Able to make basic judgements/statements of opinion - Makes unsubstantiated assertions - Able to provide a simple description of a source - Able to identify the type of source - Able to identify features of a source

History Year 8

Grade	Students at this grade will typically show the following by the end of Year 8 in History
Showing Mastery	Consistently meets all the greater depth criteria, with clarity and originality
Working at Greater Depth	- Demonstrates a comprehensive knowledge of the time periods studied - Demonstrates a clear chronological understanding within and between time periods and solid understanding of all lesson content - Has a structured and coherent writing style with sustained reasoning / substantiation of points and some links between paragraphs / arguments - Demonstrates consistent and confident use of historical language, tier 2 and 3 vocabulary - Able to draw conclusions from the different reasons for events - Discursive reasoning is in evidence (e.g. despite, although-type arguments) - Makes balanced arguments and beginning to recognise links between factors - Able to explain the significance of a person/event - Uses historical context and some aspect of provenance of source to evaluate usefulness/value in answering a specific question - Beginning to see how different historical interpretations and arguments are formed and draw conclusions about historical interpretations
Working at Expected Standard	- Demonstrates sound knowledge of the time periods studied - Has an appreciation of the broad span of chronology - Has a structured and coherent writing style that organises ideas / reasons - Clearly articulates ideas linked to the question - Able to give justifications for points made using tier 2 and 3 vocabulary in the correct context - Makes reasoned judgements about individual points made - Able to identify which reason is more important in an explanation - Identifies what makes a person or event significant (or not) - Places sources within a historical context - Categorise sources - Make supported inferences about a source - Shows comprehension of sources and begins to explain their utility / reliability / provenance - Begin to understand that different interpretations argue different things
Working Towards Expected Standard	- Demonstrates some knowledge of the time periods studied - Has an understanding of chronology and sequencing periods/events - Beginning to structure writing to make an argument using evidence - Descriptive writing has some use of tier 2 and 3 vocabulary, and beginning explanations of reasons - Able to make unsustained arguments with some relevance to question - Attempts to form judgements about their points, explaining their point - Attempts to prioritise reasons/ explanations - Some identification of significance of person/event - Beginning to categorise a source within historical context - Able to make basic inferences about a source - Starts to make assumptions about utility of sources

Grade	Students at this grade will typically show the following by the end of Year 9 in History
Showing Mastery	• Demonstrates wide-ranging and specific knowledge which is deployed precisely when making historical arguments. • Goes beyond lesson content in terms of knowledge and / or originality of argument • Has a strong sense of periods studied, going beyond content taught • Able to use the language of extent (e.g. this is more significant / this is critical etc) • Demonstrates consistent and confidence use of historical language, tier 2 and 3 vocabulary • Maintains coherence in an extended argument, linked paragraphs, logical reasoning etc • Able to make draw conclusions on the relative importance of reasons for events that are fully supported with evidence / prioritisation • Establishes clear linkage of factors and appreciation of the interplay of factors • Able to analyse the effects on different groups of events / comparative impact • Able to evaluate the significance of a person / event • Fully integrates historical context, and provenance of sources • Able to explain how different historical interpretations and arguments are formed • Able to evaluate historical interpretations (support or challenge with evidence)
Working at Greater Depth	• Demonstrates a clear knowledge of the time periods studied • Demonstrates a clear chronological understanding within and between time periods, and solid understanding of all lesson content • Has a clearly structured and coherent writing style with sustained reasoning / substantiation of points and clear links between paragraphs / arguments • Demonstrates consistent and confident use of historical language, tier 2 and 3 vocabulary • Able to draw substantiating conclusions from the different reasons for events • Demonstrates confident reasoning • Provides developed arguments that recognise links between factors • Able to explain the significance of a person / event, with clear criteria for judgement • Demonstrates a clear grasp of historical context and of provenance of source, linking these together, to evaluate usefulness / value • Understands how different historical interpretations and arguments are formed and draw conclusions about historical interpretations
Working at Expected Standard	• Demonstrates a broader and deeper understanding of the time periods studied • Demonstrates deeper chronological understanding within and between time periods and understanding of lesson content. • Has a more secure structured and coherent writing style with sustained reasoning / substantiation of points and some links between paragraphs / arguments

	• Demonstrates much more consistent and confident use of historical language, tier 2 and 3 vocabulary • Able with increasing independence to draw conclusions from the different reasons for events • Is able to use discursive reasoning when outlining evidence (e.g. despite, although-type arguments) • Is able to more consistently make balanced arguments, whilst beginning to recognise links between factors • Explains the significance / role of a person / event with more consistency. • Demonstrates more consistent use of historical context and some aspects of provenance of source to evaluate usefulness / value in answering a specific question • Is able to see how different historical interpretations and arguments are formed with more consistency.
Working Towards Expected Standard	• General awareness of the time periods studied in isolation • Some appreciation of events in history • Basic writing style that shows an attempt to give ideas/reasons • Responds to the question with some relevance • Gives simplistic opinions • Some use of tier 3 vocabulary • Simple descriptions and explanations of historical events • May make a judgement but doesn't substantiate it • Unsubstantiated assertions • Describe a source • Identify the type and features of a source • Apply some historical knowledge • Awareness that ideas about history vary