




Braunton Academy History Department – KS3 Assessment Grid

 History Progress	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. (25%)	AO2: Explain and analyse historical events and periods studied using second-order historical concepts. (25%)	A03: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. (25%)	AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied (25%)
	Knowledge and Content	Change and continuity, significance, similarities and differences	Sources	Interpretations
Emerging	Use everyday language to write short answers to historical questions. Identify some people or events from the past.	Can understand the difference between change and continuation. Can give one main reason for the significance of an event. Understands the concept of chronology.	Can determine primary and secondary sources of information. Can pick out information from a historical source.	Give own interpretation of historical events. Begin to understand the interpretation of others.
Developing	Demonstrate general historical knowledge, using everyday language, and understanding of key features and characteristics Describe people or events studied in the past. Use accurate knowledge. Relate knowledge to the point/question or the event. Use key words, specific dates and names in a chronologically accurate way.	Can identify and begin to describe changes and continuities. Offer reasons for different changes and continuities. Comment on the extent of change in a period. Explain, in detail, one reason for an event happening and/or explain one consequence of an event. Comment on the links between events and the following consequences. Give reasons for the importance of an event. Describe using precise information that develops the point.	Comprehend, to draw simple conclusions using sources to provide an investigation of historical issues Show general understanding of sources shown. Can determine primary and secondary sources of information. Understand interpretations of sources with development. Be aware of bias and be able to comment on it. Describe reasons why a source is not trustworthy and make thoughtful inferences.	Comprehend, to draw conclusions using interpretations to identify similarities and differences Understand interpretations and offer some explanations Look at different ways an event can be interpreted and give explanations.
Securing	Describe people or events studied in the past, in detail. Explain people or events studied in the past, in detail. Use key words regularly and accurately and include specific dates and names to support descriptions. Support answers with relevant information. Historical information is developed and balanced. The conclusion is analytical and it offers a judgement.	Describe changes and continuities across a period Explain the reasons for different changes/continuities across a period. Evaluate the extent of change in a period. Explain in detail, two or more reasons for an event happening and/or consequences of an event. Understand the links between events and consequences. Identify historically significant people, events or changes and offer reasoned explanations. Explain why some people, events or changes are more historically-significant than others.	Define and identify primary and secondary sources. Make inferences from sources and provide evidence from the source. Understand the concept of bias as well as other problems with sources. Develop inferences and make comparisons between sources. Form judgements about reliability, utility or purpose. Content is compared to make a judgement.	Describe a range of ways a person or event could be interpreted. Identify which interpretations are most reliable using knowledge Explain how a person/event has been interpreted differently and explain which interpretation is most reliable.
Extending	Describe and explain people or events studied in the past, using accurate specific factual knowledge and specialist terminology. Support answers with relevant information which draws on topic content and wider historical context. Historical information is developed and balanced. The conclusion is analytical and it offers a judgement.	Describe and explain the reasons for different changes/continuities across a period and effectively evaluate the extent of change in period with supporting evidence. Explain in detail, three or more reasons for an event happening and/or consequences of an event. Explain the links between events and consequences. Identify historically significant people, events or changes and offer reasoned explanations. Explain why some people, events or changes are more historically-significant than others.	Assess the usefulness and reliability of primary and secondary sources. Make inferences from, and make comparisons between, different sources and provide evidence from the source, drawing upon historical context to support answers. Understand the limitations of historical sources, and able to explain how this affects their reliability and usefulness. Form reasoned and substantiated judgements about reliability, utility or purpose. Content is compared to make a judgement.	Describe a range of ways a person or event could be interpreted with supporting evidence. Identify which interpretations are most reliable using knowledge using supporting evidence. Explain how a person/event has been interpreted differently and explain which interpretation is most reliable giving supporting reasons.

<p>Mastering</p>	<p>Demonstrate accurate and appropriate historical knowledge, using first order concepts, combined with a clear understanding of key features and characteristics</p> <p>Explain in depth people or events studied in the past using specialist vocabulary, dates and specific information with accuracy.</p> <p>Support answers with specific examples and enhance their classroom learning by including other research. Writing engaging and appropriate responses to the period/event studied.</p> <p>Shows an awareness of other cultures, societies or people relevant to the topic studied, demonstrating a broad historical knowledge.</p>	<p>Describe in detail changes and continuities across a period.</p> <p>Assess the extent of change across a period and come to a conclusion about the overall extent of change.</p> <p>Analyse the importance of different turning-points and compare their importance.</p> <p>Construct a coherent line of reasoning using second order concepts</p> <p>Explain a range of reasons for an event happening/ consequences of an event and come to a conclusion about which is the most important, explaining opinions formed.</p> <p>Highlight and analyse links between different causes or consequences.</p> <p>Clearly explain why some people, events or changes are more historically-significant than others.</p> <p>Use criteria (e.g. Counsell's 5Rs) to assess how significant an event, person or change was</p> <p>Use criteria confidently to assess how significant an event, person or change was.</p>	<p>Critically analyse and evaluate, to reach reasoned, substantiated judgements using a range of sources, in context, to investigate historical issues</p> <p>Make intelligent and supported inferences from sources. Use a wide range of resources including both primary and secondary sources to conduct independent research.</p> <p>Analytically and critically analyse sources, supporting them with extensive and thorough knowledge in order to answer the question.</p>	<p>Critically analyse and evaluate, to reach reasoned, substantiated judgements using interpretations, and why they may differ</p> <p>Make comparisons of different interpretations and analyses their effectiveness, drawing upon historical knowledge.</p> <p>When exploring historical interpretations and judgements about significance, answers are constructed in a convincing and substantiated argument and evaluations are based on understanding of the historical context.</p>
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