

## Key Stage 3

### Subject Assessment Criteria: History

Level	Assessment Descriptor				
	Knowledge – I know:	Change and continuity – I can:	Sources – I can:	Causation – I can:	Significance – I can:
<b>9</b>	<ul style="list-style-type: none"> <li>about an extensive range of events, people and places</li> <li>how to use this knowledge of the past to help me understand wider issues and subjects</li> </ul>	<ul style="list-style-type: none"> <li>construct substantiated analyses about historical change and continuity, diversity and causation</li> <li>compare different periods or places to support a series of arguments</li> </ul>	<ul style="list-style-type: none"> <li>apply a valid criteria to make judgements on how useful sources are for an enquiry</li> <li>use developed reasoning which takes into account how the provenance affects the source's content</li> </ul>	<ul style="list-style-type: none"> <li>construct well-substantiated, analytical arguments about causes</li> <li>Use knowledge from wider historical events and link them to a question</li> </ul>	<ul style="list-style-type: none"> <li>assess a mixture of judgements about what makes someone/ something significant and explain why these different judgements exist</li> </ul>
<b>8</b>	<ul style="list-style-type: none"> <li>about an extensive range of events, people from history.</li> <li>how to analyse similarities and differences between different events, people and places to further my understanding of history</li> </ul>	<ul style="list-style-type: none"> <li>analyse the similarities and differences between events and developments that took place in different countries across history</li> <li>recognise the reasons why progress occurred at different rates in different contexts</li> </ul>	<ul style="list-style-type: none"> <li>critically evaluate a wide range of sources using their content and provenance and use these evaluations to support a judgement about an event or person from history</li> </ul>	<ul style="list-style-type: none"> <li>explain how events may be similar or different across time</li> <li>analyse how short and long term causes interplay to explain events in the past</li> </ul>	<ul style="list-style-type: none"> <li>compare the significance of events and people across different time period and offer reasons for the difference</li> </ul>
<b>7</b>	<ul style="list-style-type: none"> <li>about an increasingly extensive, deep and secure chronology of</li> </ul>	<ul style="list-style-type: none"> <li>explain links between a range of reasons why something has changed or stayed the same over time</li> </ul>	<ul style="list-style-type: none"> <li>consider different perspectives on a source (s)</li> <li>evaluate the reliability of more</li> </ul>	<ul style="list-style-type: none"> <li>make a clear and well explained judgement of which causes</li> </ul>	<ul style="list-style-type: none"> <li>analyse the merits and weaknesses of different viewpoints of</li> </ul>

	<p>local, British and world history.</p> <ul style="list-style-type: none"> <li>• how local, national and/or international events or people have influenced or been influenced by each other</li> </ul>	<ul style="list-style-type: none"> <li>• use language which illustrates the varying levels of change or continuity for an event</li> </ul>	<p>than one source by considering their origin, nature and purpose</p>	<p>were most influential/significant</p> <ul style="list-style-type: none"> <li>• ask my own questions to investigate causes of historical events</li> </ul>	<p>yours or other people's interpretations</p>
6	<ul style="list-style-type: none"> <li>• about a wide range of local, British and international history by describing in detail some of the main events, people and periods studied</li> <li>• about what has influenced people/events to make them significant</li> </ul>	<ul style="list-style-type: none"> <li>• confidently analyse a period of history to identify and explain periods of change</li> <li>• show a growing understanding of what has caused change or continuity</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate sources using details from it</li> <li>• begin to think critically about the reliability of sources by considering their origin, nature and purpose</li> </ul>	<ul style="list-style-type: none"> <li>• group causes when explaining what caused an event to happen (e.g. chronologically or linking political or economic factors)</li> <li>• begin to consider which causes/ groups were most influential</li> </ul>	<ul style="list-style-type: none"> <li>• make judgements about the historical significance of events or people based on my own devised criteria</li> <li>• begin to assess the merits and weaknesses of interpretations</li> </ul>
5	<ul style="list-style-type: none"> <li>• how to describe a range of local, British and international history, using dates</li> <li>• why some people/events can be more important than others</li> </ul>	<ul style="list-style-type: none"> <li>• analyse historical change and continuity within and across periods</li> <li>• explain why an event or person has caused something to change or stay the same</li> </ul>	<ul style="list-style-type: none"> <li>• begin to explain how and why different interpretations of the past have arisen</li> <li>• choose several sources which support an argument</li> </ul>	<ul style="list-style-type: none"> <li>• explain how multiple causes effect an event</li> <li>• begin to explain how causes can be grouped (e.g. chronologically)</li> <li>• describe patterns over time</li> </ul>	<ul style="list-style-type: none"> <li>• explain clearly the purpose of an interpretation</li> <li>• write my own criteria for making judgements about the significance of an event or person.</li> </ul>

4	<ul style="list-style-type: none"> <li>• how to put some local, British and international events, people and periods into a timeline</li> <li>• that some people/events can be more important than others</li> </ul>	<ul style="list-style-type: none"> <li>• explain what has changed, what has stayed the same and by how much across different periods and within the same periods</li> <li>• recognise patterns over time consistently</li> </ul>	<ul style="list-style-type: none"> <li>• suggest some reasons for different interpretations of the past</li> <li>• choose examples from sources which relate to a question</li> </ul>	<ul style="list-style-type: none"> <li>• begin to explain how one event can lead to another</li> </ul>	<ul style="list-style-type: none"> <li>• begin to explain clear reasons for different interpretations</li> <li>• make judgements using a criteria as to what is/isn't significant</li> </ul>
3	<ul style="list-style-type: none"> <li>• how to show some understanding of why things existed at the times they did</li> </ul>	<ul style="list-style-type: none"> <li>• assess how much an event or person has changed or stayed the same across different periods</li> <li>• begin to recognise patterns over time</li> </ul>	<ul style="list-style-type: none"> <li>• describe different opinions from sources</li> </ul>	<ul style="list-style-type: none"> <li>• identify and describe both causes and consequences of the main events studied</li> </ul>	<ul style="list-style-type: none"> <li>• describe different opinions about events or people from the past</li> </ul>
2	<ul style="list-style-type: none"> <li>• about some features of past societies and periods and can identify the dates of some events, people and changes that have happened in those periods</li> </ul>	<ul style="list-style-type: none"> <li>• describe several examples of what has changed or stayed the same from past societies</li> <li>• begin to judge how much things have changed by</li> </ul>	<ul style="list-style-type: none"> <li>• use sources of information to answer questions about the past</li> </ul>	<ul style="list-style-type: none"> <li>• describe with some detail at least 3 reasons why an event happened</li> </ul>	<ul style="list-style-type: none"> <li>• give reasons why some events, people and changes might be judged as more historically significant than others</li> </ul>
1	<ul style="list-style-type: none"> <li>• the names of a number of different time periods</li> </ul>	<ul style="list-style-type: none"> <li>• describe what areas have changed or stayed the same</li> </ul>	<ul style="list-style-type: none"> <li>• describe different types of evidence (e.g. what an eyewitness account is or what artefacts are)</li> </ul>	<ul style="list-style-type: none"> <li>• give two reasons why an event happened</li> </ul>	<ul style="list-style-type: none"> <li>• describe some historical events or people from history that have been identified as significant</li> </ul>