

Roundwood Park School

History



Skills descriptors

Change and continuity

Knowledge & understanding (causation and significance)

Interpretation

Sources

History – Change and continuity



YEAR 9

			<p>MASTERING + Students are capable of using skills to a level which is beyond the expectations of a year 9 student.</p> <p>Students can produce a sustained and well developed judgement about how much something has changed</p>
	<p>YEAR 8</p>		
		<p>MASTERING + Students are capable of using skills to a level which is beyond the expectations of a year 8 student.</p>	<p>MASTERING Students can explain the nature, pace and extent of change across a given period. They can reach a well-supported judgement about how much something has changed, using specific examples.</p>
<p>YEAR 7</p>			
<p>MASTERING + Students are capable of using skills to a level which is beyond the expectations of a year 7 student.</p>	<p>MASTERING Students can explain the nature or the extent of change across a given period. Using examples students can reach a judgement about how much something changed.</p>	<p>SECURING Students can explain the nature or the extent of change across a given period. Using examples students can reach a judgement about how much something changed.</p>	
<p>MASTERING Students can categorise the change and continuity within a given period. They explain why these changes/continuity occurred.</p>	<p>SECURING Students can categorise the change and continuity within a given period. They explain why these changes/continuity occurred.</p>	<p>DEVELOPING Students can categorise the change and continuity within a given period. They explain why these changes/continuity occurred.</p>	
<p>SECURING Students can categorise the change and continuity within a given period. They start to write simple explanations for why these changes/continuity occur.</p>	<p>DEVELOPING Students can categorise the change and continuity within a given period. They start to write simple explanations for why these changes/continuity occur.</p>	<p>ACQUIRING Students can categorise the change and continuity within a given period. They start to write simple explanations for why these changes/continuity occur.</p>	
<p>DEVELOPING Students can simply describe a change AND continuity within a given time period.</p>	<p>ACQUIRING Students can describe change AND continuity within a given time period.</p>		
<p>ACQUIRING Students can identify areas of change <u>and / or</u> continuity within a given period. Students write a sentence about the change or continuity.</p>			

History – Knowledge & understanding (causation and significance)



YEAR 9

			<p>MASTERING + Students are capable of using skills to a level which is beyond the expectations of a year 9 student.</p> <p>They can produce a sustained and well developed judgement about how much something has changed. They can make links between causes of an event and prioritise them.</p>
		<p>YEAR 8</p>	
		<p>MASTERING + Students are capable of using skills to a level which is beyond the expectations of a year 8 student.</p>	<p>MASTERING Students can link or prioritise causes of an event. They can reach a supported judgement about the most significant cause of an event.</p>
<p>YEAR 7</p>	<p>MASTERING + Students are capable of using skills to a level which is beyond the expectations of a year 7 student.</p>	<p>MASTERING Students can explain a range of causes of an event/person based on relevant evidence. They can reach a judgement about the most significant cause, using specific examples.</p>	<p>SECURING Students can explain a range of causes of an event/person based on relevant evidence. They can reach a judgement about the most significant cause, using specific examples.</p>
	<p>MASTERING Students explain the causes by writing PEE paragraphs. They make a basic judgement about the most significant cause.</p>	<p>SECURING Students explain the causes by writing PEE paragraphs. They make a basic judgement about the most significant cause.</p>	<p>DEVELOPING Students explain the causes by writing PEE paragraphs. They make a basic judgement about the most significant cause.</p>
	<p>SECURING Students describe the causes and briefly start to explain them.</p>	<p>DEVELOPING Students describe the causes and briefly start to explain them.</p>	<p>ACQUIRING Students describe the causes and briefly start to explain them.</p>
	<p>DEVELOPING Students write a narration about the event and do not answer the question.</p>	<p>ACQUIRING Students write a narration about the event and do not answer the question.</p>	
	<p>ACQUIRING Students write simple sentences about an event</p>		

	YEAR 8		MASTERING + Students are capable of using skills to a level which is beyond the expectations of a year 9 student. Students can evaluate the validity of the different interpretations, forming their own interpretation of an event or person.
YEAR 7	MASTERING + Students are capable of using skills to a level which is beyond the expectations of a year 8 student.	MASTERING Students can read a range of historical sources and infer different interpretations from them. Students thoroughly analyse why the interpretations have the opinion that they the context of the time and analysis of the nature, origin or purpose of the source.	MASTERING Students can read a range of historical sources and infer different interpretations from them. Students thoroughly analyse why the interpretations have the opinion that they the context of the time and analysis of the nature, origin or purpose of the source.
MASTERING + Students are capable of using skills to a level which is beyond the expectations of a year 7 student.	MASTERING Students can read a range of historical sources and infer different interpretations from them. Students thoroughly analyse why the interpretations have the opinion that they the context of the time or analysis of the nature, origin or purpose of the source.	SECURING Students can read a range of historical sources and infer different interpretations from them. Students thoroughly analyse why the interpretations have the opinion that they the context of the time or analysis of the nature, origin or purpose of the source.	SECURING Students can read a range of historical sources and infer different interpretations from them. Students thoroughly analyse why the interpretations have the opinion that they the context of the time or analysis of the nature, origin or purpose of the source.
MASTERING Students explain in depth the different interpretations of events/people. They are more confident in challenging the extent to which the interpretation is valid.	SECURING Students explain in depth the different interpretations of events/people. They are more confident in challenging the extent to which the interpretation is valid.	DEVELOPING Students explain in depth the different interpretations of events/people. They are more confident in challenging the extent to which the interpretation is valid.	DEVELOPING Students explain in depth the different interpretations of events/people. They are more confident in challenging the extent to which the interpretation is valid.
SECURING Students understand that there are different interpretations of events and people. They start to challenge the extent to which the interpretation is valid.	DEVELOPING Students understand that there are different interpretations of events and people. They start to challenge the extent to which the interpretation is valid.	ACQUIRING Students understand that there are different interpretations of events and people. They start to challenge the extent to which the interpretation is valid.	ACQUIRING Students understand that there are different interpretations of events and people. They start to challenge the extent to which the interpretation is valid.
DEVELOPING Students understand that there are different interpretations of events and people. Students can write more detailed paragraphs about the interpretation.	ACQUIRING Students understand that there are different interpretations of events and people. Students can write more detailed paragraphs about the interpretation.		
ACQUIRING Students understand that there are different interpretations of events and people. Students can write simple sentences about the interpretation.			

			YEAR 9
			MASTERING + Students are capable of using skills to a level which is beyond the expectations of a year 9 student. Students can evaluate the sources effectively & use them to support the answer. They can compare sources effectively and make a sustained judgement
	YEAR 8		
		MASTERING + Students are capable of using skills to a level which is beyond the expectations of a year 8 student. Students can evaluate the sources effectively & use them to support the answer. Students begin to compare sources effectively	MASTERING Students can evaluate the sources effectively & use them to support the answer. They can compare sources effectively and make a sustained judgement.
YEAR 7			
MASTERING + Students are capable of using skills to a level which is beyond the expectations of a year 7 student. Students answer the question fully using supporting detail from the sources. Students make basic evaluative comments about the sources. Students use their own knowledge and other historical evidence to evaluate the reliability of the sources.	MASTERING Students answer the question fully using supporting detail from the sources. Students make basic evaluative comments about the sources. Students use their own knowledge and other historical evidence to evaluate the reliability of the sources.	SECURING Students answer the question fully using supporting detail from the sources. Students make basic evaluative comments about the sources. Students use their own knowledge and other historical evidence to evaluate the reliability of the sources.	
MASTERING Students answer the question fully using supporting detail from the sources. Students make basic evaluative comments about the sources.	SECURING Students answer the question fully using supporting detail from the sources. Students make basic evaluative comments about the sources.	DEVELOPING Students answer the question fully using supporting detail from the sources. Students make basic evaluative comments about the sources.	
SECURING Students directly refer to and use the sources to answer the question.	DEVELOPING Students directly refer to and use the sources to answer the question.	ACQUIRING Students directly refer to and use the sources to answer the question.	
DEVELOPING Students take quotes from the source but do not use them to answer the question fully	ACQUIRING Students take quotes from the source but do not use them to answer the question fully.		
ACQUIRING Students just copy out the source.			