

Year 7 History	Emerging (Em)	Developing (De)	Secure (Se)	Advanced (Ad)
<p>Attainment Target 1 (AT1)</p> <p>Subject Knowledge</p>	<p>Small amount of facts for some time periods.</p>	<p>Some relevant and accurate facts.</p> <p>Some general historical knowledge for some time periods.</p>	<p>Some relevant and accurate facts.</p> <p>General historical knowledge for some time periods.</p>	<p>Range of relevant and accurate facts.</p> <p>General historical knowledge for a range of time periods.</p>
<p>Attainment target 2 (AT2)</p> <p>2nd order concepts</p> <p>Cause and Consequence, Significance, Change and Continuity and Similarity and Difference</p>	<p>Describes some reasons and results of what happened.</p> <p>Gives reasons why some things are important.</p> <p>Gives examples of when things changed or stayed the same and of differences and similarities between people's lives.</p>	<p>Begins to explain reasons and results of what happened.</p> <p>Begins to compare importance of events & people.</p> <p>Describes what changed and stayed the same and the differences and similarities in people's lives.</p>	<p>Explains reasons and results of what happened, begins to make links between them.</p> <p>Begins to compare and reach judgements on the importance of events & people.</p> <p>Describes what changed and stayed the same and the differences and similarities in people's lives.</p> <p>Begins to look at the type and amount of change and the type and amount of difference.</p>	<p>Explains reasons and results of what happened and make links between them.</p> <p>Compares and begins to explain judgements on the importance of events & people.</p> <p>Begins to explain what changed and stayed the same and the differences and similarities in people's lives.</p> <p>Begins to look at the type and amount of change and at the type and amount of difference.</p>

<p>Attainment target 3 (AT3)</p> <p>Evidence Sources and Interpretations</p>	<p>Uses sources of evidence for information & begins to use it relevantly.</p> <p>Identifies that the past has been seen in different ways.</p>	<p>Makes inferences from sources of evidence and use examples to back up points.</p> <p>Suggests reasons for why the past has been seen in different ways.</p>	<p>Makes inferences from sources of evidence and use examples to back up points.</p> <p>Begins to evaluate sources of evidence for their usefulness and reliability.</p> <p>Gives reasons for why the past has been seen in different ways and begins to judge which is correct.</p>	<p>Makes inferences from sources of evidence and use examples to back up points.</p> <p>Evaluates sources of evidence for their usefulness and reliability using a few pieces of criteria.</p> <p>Begins to explain why the past has been seen in different ways and begins to judge which is correct.</p>
<p>Attainment target 4 (AT4)</p> <p>Literacy</p>	<p>Begins to write in paragraphs, using everyday language with some correct historical words.</p>	<p>Writes in paragraphs using everyday language and with some correct historical words.</p>	<p>Writes in paragraphs using everyday language and uses correct historical words.</p>	<p>Writes in paragraphs, begins to use more sophisticated language and uses a range of correct historical words.</p>

Year 8 History	Emerging (Em)	Developing (De)	Secure (Se)	Advanced (Ad)
<p>Attainment Target 1 (AT1)</p> <p><u>Thematic Study Unit</u></p> <p>SKILLS: Subject Knowledge, Explanation and Judgement</p>	<p>Uses simple and correct description of the topic.</p> <p>Describes the main factor with some detail but no comparison to other factors.</p> <p>Writes in paragraphs using everyday language and with some correct historical words.</p>	<p>Explains the topic with at least 2 specific facts.</p> <p>Explains more than one factor in some detail with a simple judgement.</p> <p>Writes in paragraphs using everyday language and uses correct historical words.</p>	<p>Explains the topic with at least 5 specific facts.</p> <p>Explains more than one factor in some detail with a good judgement. Should focus mostly on the main factor.</p> <p>Writes in paragraphs, begins to use more sophisticated language and uses a range of correct historical words.</p>	<p>Explains the topic with at least 8 specific facts.</p> <p>Explains more than one factor in lots of detail with a relative importance judgement. Should focus mostly on the main factor for this band.</p> <p>Writes in paragraphs, using sophisticated language and uses a wide range of correct historical words.</p>
<p>Attainment target 2 (AT2)</p> <p><u>Industrialisation Unit</u></p> <p>SKILLS: Evidence and Analysis</p>	<p>Makes inferences from sources of evidence and use examples to back up points.</p> <p>Suggests reasons for why the past has been seen in different ways.</p>	<p>Makes inferences from sources of evidence and use examples to back up points.</p> <p>Begins to evaluate sources of evidence for their usefulness and reliability.</p> <p>Gives reasons for why the past has been seen in different ways and begins to judge which is correct.</p>	<p>Makes inferences from sources of evidence and use examples to back up points.</p> <p>Evaluates sources of evidence for their usefulness and reliability using a few pieces of criteria.</p> <p>Begins to explain why the past has been seen in different ways and begins to judge which is correct.</p>	<p>Makes inferences from sources of evidence and use well selected examples to back up points. Evaluates sources of evidence for their usefulness and reliability using a range of criteria.</p> <p>Explains why the past has been seen in different ways and judges and begins to explain which is correct.</p>

<p>Attainment target 3 (AT3)</p> <p><u>British Empire Unit</u></p> <p>SKILLS: Subject Knowledge, Explanation, Evidence, Analysis and Judgement</p>	<p>Uses simple and correct description of the topic.</p> <p>Describes the main factor with some detail but no comparison to other factors.</p> <p>Makes inferences from sources of evidence and use examples to back up points.</p> <p>Writes in paragraphs using everyday language and with some correct historical words.</p>	<p>Explains the topic with at least 2 specific facts. Explains more than one factor in some detail with a simple judgement.</p> <p>Makes inferences from sources of evidence and use examples to back up points.</p> <p>Begins to evaluate sources of evidence for their usefulness and reliability.</p> <p>Writes in paragraphs using everyday language and uses correct historical words.</p>	<p>Explains the topic with at least 5 specific facts. Explains more than one factor in some detail with a good judgement. Should focus mostly on the main factor.</p> <p>Makes inferences from sources of evidence and use examples to back up points. Evaluates sources of evidence for their usefulness and reliability using a few pieces of criteria.</p> <p>Writes in paragraphs, begins to use more sophisticated language and uses a range of correct historical words.</p>	<p>Explains the topic with at least 8 specific facts. Explains more than one factor in lots of detail with a relative importance judgement. Should focus mostly on the main factor for this band.</p> <p>Makes inferences from sources of evidence and use well selected examples to back up points. Evaluates sources of evidence for their usefulness and reliability using a range of criteria.</p> <p>Writes in paragraphs, using sophisticated language and uses a wide range of correct historical words.</p>
<p>Attainment target 4 (AT4)</p> <p><u>Transatlantic Slavery Unit</u></p> <p>SKILLS: Evidence and Analysis</p>	<p>Makes inferences from sources of evidence and use examples to back up points.</p> <p>Suggests reasons for why the past has been seen in different ways.</p>	<p>Makes inferences from sources of evidence and use examples to back up points.</p> <p>Begins to evaluate sources of evidence for</p>	<p>Makes inferences from sources of evidence and use examples to back up points.</p> <p>Evaluates sources of evidence for their usefulness and</p>	<p>Makes inferences from sources of evidence and use well selected examples to back up points. Evaluates sources of evidence for their usefulness and reliability using a range of criteria.</p>

		<p>their usefulness and reliability.</p> <p>Gives reasons for why the past has been seen in different ways and begins to judge which is correct.</p>	<p>reliability using a few pieces of criteria.</p> <p>Begins to explain why the past has been seen in different ways and begins to judge which is correct.</p>	<p>Explains why the past has been seen in different ways and judges and begins to explain which is correct.</p>
<p>Attainment target 5 (AT5)</p> <p><u>First World War</u></p> <p>SKILLS: Subject Knowledge, Explanation, Evidence, Analysis and Judgement</p>	<p>Uses simple and correct description of the topic. Describes the main factor with some detail but no comparison to other factors.</p> <p>Makes inferences from sources of evidence and use examples to back up points.</p> <p>Writes in paragraphs using everyday language and with some correct historical words.</p>	<p>Explains the topic with at least 2 specific facts. Explains more than one factor in some detail with a simple judgement.</p> <p>Makes inferences from sources of evidence and use examples to back up points.</p> <p>Begins to evaluate sources of evidence for their usefulness and reliability.</p> <p>Writes in paragraphs using everyday language and uses correct historical words.</p>	<p>Explains the topic with at least 5 specific facts. Explains more than one factor in some detail with a good judgement. Should focus mostly on the main factor.</p> <p>Makes inferences from sources of evidence and use examples to back up points. Evaluates sources of evidence for their usefulness and reliability using a few pieces of criteria.</p> <p>Writes in paragraphs, begins to use more sophisticated language and uses a range of correct historical words.</p>	<p>Explains the topic with at least 8 specific facts. Explains more than one factor in lots of detail with a relative importance judgement. Should focus mostly on the main factor for this band.</p> <p>Makes inferences from sources of evidence and use well selected examples to back up points. Evaluates sources of evidence for their usefulness and reliability using a range of criteria.</p> <p>Writes in paragraphs, using sophisticated language and uses a wide range of correct historical words.</p>

<p>Attainment target 6 (AT6)</p> <p><u>Second World War Unit</u></p> <p>SKILLS: Subject Knowledge, Explanation and Judgement</p>	<p>Uses simple and correct description of the topic.</p> <p>Describes the main factor with some detail but no comparison to other factors.</p> <p>Writes in paragraphs using everyday language and with some correct historical words.</p>	<p>Explains the topic with at least 2 specific facts.</p> <p>Explains more than one factor in some detail with a simple judgement.</p> <p>Writes in paragraphs using everyday language and uses correct historical words.</p>	<p>Explains the topic with at least 5 specific facts.</p> <p>Explains more than one factor in some detail with a good judgement. Should focus mostly on the main factor.</p> <p>Writes in paragraphs, begins to use more sophisticated language and uses a range of correct historical words.</p>	<p>Explains the topic with at least 8 specific facts.</p> <p>Explains more than one factor in lots of detail with a relative importance judgement. Should focus mostly on the main factor for this band.</p> <p>Writes in paragraphs, using sophisticated language and uses a wide range of correct historical words.</p>
--	--	---	---	---

Year 9 History	Emerging (Em)	Developing (De)	Secure (Se)	Advanced (Ad)
<p>Attainment Target 1 (AT1)</p> <p>Subject Knowledge</p>	<p>Some relevant and accurate facts.</p> <p>General historical knowledge for some time periods.</p>	<p>Range of relevant and accurate facts.</p> <p>General historical knowledge for a range of time periods.</p>	<p>Wide range of relevant and accurate facts.</p> <p>Good general knowledge for a range of time periods.</p> <p>Begins to place events in wider historical context.</p>	<p>Wide range of relevant, accurate and detailed facts.</p> <p>Very good general knowledge for a wide range of time periods.</p> <p>Places events in wider historical context.</p>
<p>Attainment target 2 (AT2)</p> <p>2nd order concepts</p> <p>Cause and Consequence, Significance, Change and Continuity and Similarity and Difference</p>	<p>Explains reasons and results of what happened, begins to make links between them.</p> <p>Begins to compare and reach judgements on the importance of events & people.</p> <p>Describes what changed and stayed the same and the differences and similarities in people's lives.</p> <p>Begins to look at the type and amount of change and the type</p>	<p>Explains reasons and results of what happened and make links between them.</p> <p>Compares and begins to explain judgements on the importance of events & people.</p> <p>Begins to explain what changed and stayed the same and the differences and similarities in people's lives.</p> <p>Begins to look at the type and amount of change and at the type and amount of difference.</p>	<p>Detailed explanation of reasons and results of what happened and make links between them which are explained.</p> <p>Compares and reach well supported judgements on the importance of events & people.</p> <p>Explains what changed and stayed the same. Examines the type and amount of change.</p> <p>Explains the differences and similarities in people's lives. Examines</p>	<p>Detailed and precise explanation of reasons and results of what happened and links between are explained in detail.</p> <p>Compares and reaches well supported judgements on the important of events & people. Can analyse other judgements and decide how valid they are.</p> <p>Detailed explanation of what changed and stayed the same. Examines the type and amount of change.</p>

	and amount of difference.		the type and amount of difference.	Detailed explanation of the differences and similarities in people's lives in detail. Examines the type and amount of difference.
Attainment target 3 (AT3) Evidence Sources and Interpretations	<p>Makes inferences from sources of evidence and use examples to back up points.</p> <p>Begins to evaluate sources of evidence for their usefulness and reliability.</p> <p>Gives reasons for why the past has been seen in different ways and begins to judge which is correct.</p>	<p>Makes inferences from sources of evidence and use examples to back up points.</p> <p>Evaluates sources of evidence for their usefulness and reliability using a few pieces of criteria.</p> <p>Begins to explain why the past has been seen in different ways and begins to judge which is correct.</p>	<p>Makes inferences from sources of evidence and use well selected examples to back up points.</p> <p>Evaluates sources of evidence for their usefulness and reliability using a range of criteria.</p> <p>Explains why the past has been seen in different ways and judges and begins to explain which is correct.</p>	<p>Makes precise inferences from sources of evidence and use well selected examples to back up points.</p> <p>Critically evaluates sources of evidence for their usefulness and reliability using a range of criteria.</p> <p>Detailed explanation of why the past has been seen in different ways and judges and explains which is correct.</p>
Attainment target 4 (AT4) Literacy	Writes in paragraphs using everyday language and uses correct historical words.	Writes in paragraphs, begins to use more sophisticated language and uses a range of correct historical words.	Writes in paragraphs, using sophisticated language and uses a wide range of correct historical words.	Writes a sophisticated and well-structured argument which uses a wide range of correct historical words.