

History	Recall, select and communicate their knowledge and understanding of history	Demonstrate their understanding of the past through explanation and analysis of: •key concepts: causation, consequence, continuity, change and significance within an historical context •key features and characteristics of the periods studied and the relationship between them	Understand, analyse and evaluate: •a range of source material as part of an historical enquiry •how aspects of the past have been interpreted and represented in different ways as part of an historical
% of Total Grade	35%	31%	34%
8/9 History	Student can select a wide range of relevant knowledge and consistently use historical key words. Draws on precise detail to support their points and analysis	Can produce an argument that is constantly focused on the question and structured to focus on the question. Students can consistently draw links between factors and/or prioritise factors.	Students can write a conclusion that is a sustained, final judgement based on the evidence. The weight/reliability of the evidence is used to form a judgement.
7 History	Student can select a wide range of relevant knowledge and consistently use historical key words. They can draw on well-selected detail to support their points and analysis	Student can produce a balanced, explained argument exploring a range of causes or changes that are well linked together	Students can select relevant material from sources and use this to support their answer. They can make perceptive comments on reliability and utility of sources.
6 History	Student can select a range of relevant knowledge and use a range of historical key words. They can draw on key details to support their points	Student can produce a well explained argument that has balance. They can make links but these many not be fully explained.	Student can comment on sources using their nature, origin and purpose These may be taken in to consideration to make developed points about the sources.
5 History	Student can select a range of relevant knowledge and use accurate historical key words. They can draw on some detail to support their points	Student can structure their work using well explained paragraphs but not necessarily making links between their ideas. Their answer may be one sided or lack balance	Student can comment on sources and extract relevant detail. They sources may be used to make simple comments on whether they are reliable/useful
4 History	Student can select a range of relevant knowledge and use some historical key words	Student can produce structured descriptions that are organised but not linked. Events may be described with limited consideration of their causes or impact.	Student can make some valid comments on sources reliability. They can extract information from a source to help them answer a question and draw some simple inferences

3 History	Student can use some accurate knowledge to support their points. The student can organise their work into paragraphs	The student can make some simple points that are relevant to the question drawing on their own knowledge and understanding.	Students can make some very basic inferences from sources although the sources may largely be taken at face value to help them answer questions
2 History	The student can write in full sentences which include some relevant information and they can use a few key words	The student can make general undeveloped points about a topic drawing on their own knowledge and understanding.	Students can take the sources at face value and can identify information from a source and put it into an answer
1 History	The student can make some general points in small sentences. They use one or two key words	The student can make general points without focusing on the question	The student can repeat or paraphrase a source and make a general comment about the question
H History	Students show a developing understanding of chronology by their realisation that the past can be divided into different periods of time, their recognition of some of the similarities and differences between these periods, and their use of dates and terms.	The student shows knowledge and understanding of some of the main events, people and changes studied. They are beginning to give a few reasons for, and results of, the main events and changes.	They identify some of the different ways in which the past is represented. They use sources of information in ways that go beyond simple observations to answer questions about the past.
I History	Students show their developing understanding of chronology by understanding that there are different periods of time. They can identify that objects may come from 2 different periods. They can recognise some of the similarities and differences between these periods, and their use of dates and terms with help.	They show knowledge and understanding of a few key events, people and changes studied. They are beginning with help, to give a few reasons for, and results of, the main events and changes.	They can identify some of the different ways the past is represented with help and prompt questions. They can begin to use the information from the source in a simple manner.
J History	Students show their developing sense of chronology by using terms concerned with the passing of time, by placing events and objects in order, and by recognising that their own lives are different from the lives of people in the past.	They show knowledge and understanding of aspects of the past beyond living memory, and of some of the main events and people they have studied. They are beginning to recognise that there are reasons why people in the past acted as they did.	They are beginning to identify some of the different ways in which the past is represented. They observe or handle sources of information to answer questions about the past on the basis of simple observations.

K History	Students show a developing sense of chronology by using a few terms concerned with the passing of time. They can with help place a few events and objects in order, and recognise that their own lives are different from the lives of people in the past.	They show some knowledge and understanding of aspects of the past beyond living memory, and can name some of the main events and people they have studied. They are beginning with help to recognise that there are reasons why people in the past acted as they did.	They can identify one way in which the past way be represented differently. They can make simple observations about the past from the source material and can use this with help to answer simple questions.
L History	Students recognise the distinction between present and past in their own and other people's lives.	They show their emerging sense of chronology by placing a few events and objects in order, and by using everyday terms about the passing of time.	They know and recount episodes from stories about the past. They find answers to some simple questions about the past from sources of information.
M History	Students recognise some differences between present and past in their own and other people's lives, with support.	They can use some terms which show an understanding of the passing of time.	They can give a basic answer to a simple question about the past from sources of information if guided.