

KS3 GRADE DESCRIPTORS FOR HISTORY



	Knowledge and Understanding	Causation and Consequence	Change and Continuity	Interpretations	Evidence
Advanced	<p>TBAT detailed knowledge and understanding of the period studied.</p> <p>TBAT use sophisticated historical terminology to support my work effectively.</p>	<p>TBAT construct and explain a causal argument.</p> <p>TBAT place my causal argument within a wider contextual knowledge of the period studied.</p>	<p>TBAT select some examples to support an argument about change and continuity or significance.</p> <p>TBAT structure my argument around appropriate themes.</p>	<p>TBAT explain the key features of an interpretation, including how and why it has been constructed.</p> <p>TBAT a case for or against an interpretation and use some relevant contextual knowledge to support my evaluation.</p>	<p>TBAT support the comments that I make by using precise content from sources and backing it up with sound contextual knowledge.</p> <p>TBAT use provenance (NOP) to assess the utility of a source.</p>
Secure	<p>TBAT show detailed knowledge and understanding of the period studied.</p> <p>TBAT produce well-structured PEEL paragraphs.</p> <p>TBAT use historical terminology to support my work.</p>	<p>TBAT construct and explain a causal argument.</p> <p>TBAT define the importance of causes or groups of causes and begin to make links between them.</p> <p>TBAT explain why events had certain consequences & begin to recognise that one cause may have multiple consequences.</p>	<p>TBAT explain why some changes are significant or seen as significant depending on perspective.</p> <p>TBAT realise that changes are not isolated; they interact or can have an impact on other events.</p>	<p>TBAT know how & why an interpretation may have been created.</p> <p>TBAT explain that interpretations come from from differing purposes, viewpoints, backgrounds or source availability and selection.</p> <p>TBAT to comment on the validity of an interpretation.</p>	<p>TBAT make judgements about the utility of sources for a specified enquiry.</p> <p>TBAT to select criteria for making their judgement on utility.</p> <p>TBAT make an attempt to use both the content and provenance of sources and mostly use these successfully when making judgements.</p>
Developing	<p>TBAT structure my work into sentences and paragraphs.</p> <p>TBAT use some key terms correctly.</p>	<p>TBAT identify a number of causes of an event/s.</p> <p>TBAT begin to categorise these into types of causes.</p> <p>TBAT identify more than one consequence of an event/s.</p>	<p>TBAT show that different historical periods had some different rules, beliefs, and practices (ways of doing things).</p> <p>TBAT identify and describe some historical changes that took place between different periods.</p> <p>TBAT group historical changes into themes.</p>	<p>TBAT give simple descriptions of two opposing interpretations of an event or person.</p>	<p>TBAT choose information about the past from sources.</p> <p>TBAT show that some sources are more accurate than others.</p>
Emerging	<p>TBAT use sentences to describe what happened.</p> <p>TBAT demonstrate some knowledge and understanding of the period studied.</p>	<p>TBAT understand that things happen in the past for more than one reason.</p> <p>TBAT understand that events have consequences.</p>	<p>TBAT describe there is difference between life now and life in the past.</p>	<p>TBAT share an opinion about the past.</p> <p>TBAT recall some stories that I have been told about the past.</p>	<p>TBAT take some information from evidence.</p>

