

Brockington History Department Year 7, 8 and 9

KS3	Knowledge and Understanding	Historical Concepts	Historical Enquiry & Interpretation
BC9	<p>A learner on track for Grade 9 can:</p> <ul style="list-style-type: none"> • Demonstrate detailed, accurate and relevant knowledge and understanding of all the key features and characteristics of the periods studied with an increased level of proficiency. • Organise and communicate a knowledge and sustained understanding of history, using a range of techniques, including extended narratives, descriptions and substantiated explanations. 	<p>A learner on track for Grade 9 can:</p> <ul style="list-style-type: none"> • Explain and analyse historical events and periods using all of the second-order historical concepts confidently. • Describe, explain and deploy accurately an extensive range of substantive first order historical concepts such as government, parliament, church, state, empire, reform and revolution and democracy and dictatorship. 	<p>A learner on track for Grade 9 can:</p> <ul style="list-style-type: none"> • Analyse, evaluate and use a wide range of sources with fluency to make substantiated judgements, in the context of historical events studied. • Consistently analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.
BC8	<p>A learner on track for Grade 8 can:</p> <ul style="list-style-type: none"> • Demonstrate accurate and relevant knowledge and understanding of all the key features and characteristics of the periods studied with considerable detail. • Organise and communicate a knowledge and understanding of history, using a range of techniques, including narratives, descriptions and substantiated explanations. 	<p>A learner on track for Grade 8 can:</p> <ul style="list-style-type: none"> • Explain and analyse historical events and periods using the majority of second-order historical concepts such as change and continuity, significance and causation, with considerable accuracy. • Describe and explain a wide range of substantive historical concepts such as government, parliament, church, state, empire, reform and revolution and democracy and dictatorship. 	<p>A learner on track for Grade 8 can:</p> <ul style="list-style-type: none"> • Analyse, evaluate and use an increased range of primary and secondary sources to make substantiated judgements, in the context of historical events studied. • Analyse, evaluate and frequently make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.
BC7	<p>A learner on track for Grade 7 can:</p> <ul style="list-style-type: none"> • Demonstrate accurate and relevant knowledge and understanding of most of the key features and characteristics of the periods studied. • Organise and communicate a knowledge and understanding of history, using an increased range of techniques, including narratives, descriptions and substantiated explanations. 	<p>A learner on track for Grade 7 can:</p> <ul style="list-style-type: none"> • Explain and analyse historical events and periods using an increased range of second-order historical concepts, such as change and continuity, significance and causation, with accuracy. • Describe and explain a range of substantive historical concepts such as government, parliament, church, state, empire, reform and revolution. 	<p>A learner on track for Grade 7 can:</p> <ul style="list-style-type: none"> • Analyse, evaluate and use contemporary sources to make substantiated judgements, in the context of historical events studied. • Analyse, evaluate and make judgements about interpretations using contextual knowledge of the periods studied. • Demonstrate good reasoning to explain how and why interpretations may differ in the context of historical events studied.
BC6	<p>A learner on track for Grade 6 can:</p> <ul style="list-style-type: none"> • Demonstrate relevant knowledge and understanding of key features and characteristics of the periods studied with increased accuracy. • Organise and communicate a knowledge and understanding of history using PEEL. • Use writing styles linked to historical command words such as describe and explain. 	<p>A learner on track for Grade 6 can:</p> <ul style="list-style-type: none"> • Explain and analyse historical events and periods using second-order historical concepts, such as change and continuity, significance and causation, with increased accuracy. • Describe and explain several substantive historical concepts such as government, parliament, church, state, empire, reform and revolution. 	<p>A learner on track for Grade 6 can:</p> <ul style="list-style-type: none"> • Analyse and use contemporary sources to make judgements, in the context of historical events studied. • Analyse and make judgements about interpretations using knowledge of the periods studied and demonstrate some reasoning on why interpretations may differ.

BC5	<p>A learner on track for Grade 5 can:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of some features and characteristics of the periods studied with increased accuracy. • Organise and communicate a knowledge and understanding of history using PEEL. 	<p>A learner on track for Grade 5 can:</p> <ul style="list-style-type: none"> • Demonstrate some analysis of historical events and periods using second-order historical concepts, such as change and continuity. • Describe and explain some key historical concepts such as government, parliament, church, empire, reform and revolution. 	<p>A learner on track for Grade 5 can:</p> <ul style="list-style-type: none"> • Analyse and use sources to make judgements, in the context of historical events studied. • Make judgements about interpretations using knowledge of the periods studied and begin to explain why interpretations may differ.
BC4	<p>A learner on track for Grade 4 can:</p> <ul style="list-style-type: none"> • Write structured paragraphs about the past with accurate information. • Show some understanding. • Use appropriate and accurate historical terminology throughout the answer. 	<p>A learner on track for Grade 4 can:</p> <ul style="list-style-type: none"> • Explain some historical events and periods using second-order historical concepts, such as change and continuity. • Describe and explain some key historical concepts such as monarchy, parliament, church and empire. • Identify and prioritise factors. 	<p>A learner on track for Grade 4 can:</p> <ul style="list-style-type: none"> • Use sources to make judgements, in the context of historical events studied. • Make limited judgements about interpretations using knowledge of the periods studied and begin to suggest why interpretations may differ.
BC3	<p>A learner on track for Grade 3 can:</p> <ul style="list-style-type: none"> • consistently write sentences about the past, in chronological order • Select and use some appropriate historical terminology • recall key facts, describe people, events and places in the past with increased accuracy 	<p>A learner on track for Grade 3 can:</p> <ul style="list-style-type: none"> • Define the terms cause and consequence. • Describe at least two causes of an event. • Define the term significance. • Use some historical concepts when writing. 	<p>A learner on track for Grade 3 can:</p> <ul style="list-style-type: none"> • Answer questions about the past by taking key information from a source. • Select sources based on utility. • Identify that there are different interpretations of the past.
BC2	<p>A learner on track for Grade 2 can:</p> <ul style="list-style-type: none"> • Frequently write sentences about the past, in chronological order. • Use some historical terminology with accuracy. • Recall some facts, describe people, events and places in the past with relative accuracy. 	<p>A learner on track for Grade 2 can:</p> <ul style="list-style-type: none"> • Identify one cause of an event. • Recognise that there are reasons for people's actions. • Recognise that some things are more important than others. 	<p>A learner on track for Grade 2 can:</p> <ul style="list-style-type: none"> • Answer questions about the past by taking information from a source. • Identify that sources can come in different forms (textual, visual, oral).
BC1	<p>A learner on track for Grade 1 can:</p> <ul style="list-style-type: none"> • Put some past events in chronological order. • Use some historical terms. • Recall some facts and describe some people, events and places in the past. 	<p>A learner on track for Grade 1 can:</p> <ul style="list-style-type: none"> • Define some basic historical concepts e.g. change. • List examples of change. 	<p>A learner on track for Grade 1 can:</p> <ul style="list-style-type: none"> • Frame basic historical questions. • Pick out simple detail from sources.