


KS3 History depth of understanding descriptors

Grade	End of Year 7	End of Year 8	End of Year 9
Knowledge in topics becomes increasingly complex and detailed across the three years. 			
8	<p>Knowledge – students are confident to remember a range of key words and concepts from across the year, as well as specific knowledge that they have revised. They can make connections between the knowledge from different topics with fluency, and place these topics in their chronological context.</p> <p>Essay writing – students use introductions, signpost sentences, and a conclusion to build a sustained argument across an essay. They can create a clear structure with distinct paragraphs, which are mostly supported with detailed and specific examples. Their explanation is beginning to be thorough and developed.</p> <p>Use of sources – students can draw on existing knowledge to make valid inferences from the content of simple sources. These inferences begin to be developed (supported by multiple parts of the source). They can choose valid support for their inferences and explain this support reasonably thoroughly.</p>	<p>Knowledge – students are confident to remember a range of key words and concepts from across Years 7 and 8, as well as specific knowledge that they have revised. They can make connections between the knowledge from different topics with fluency, and place these topics in their chronological context.</p> <p>Essay writing – students use introductions, signpost sentences, order of evidence and a well-explained conclusion to build a sustained and largely convincing argument across an essay. They can create a clear structure with distinct paragraphs about a range of knowledge, which are mostly supported with detailed and specific examples. Their explanation is mostly thorough and developed about increasingly complex questions.</p> <p>Use of sources – students can draw on their existing knowledge to begin to make valid & developed inferences from both the content and provenance (author, date, audience, purpose) of complex sources. They can thoroughly support their inferences and explain this support reasonably thoroughly. Students can recognise and explain how a range of sources are useful for historians, even if they could be considered ‘biased’.</p>	<p>Knowledge – students are confident to remember a range of key words and concepts from across Years 7, 8 and 9, as well as specific knowledge that they have revised. They can make connections between the knowledge from different topics with fluency, and place these topics in their chronological context.</p> <p>Essay writing – students use introductions, signpost sentences, order of evidence and a well-explained conclusion to build a sustained and convincing argument across an essay. They can create a clear structure with distinct paragraphs about a wide range of knowledge, which are supported with detailed and specific examples. Their explanation is thorough and developed about increasingly complex questions.</p> <p>Use of sources – students can draw on their existing knowledge to make valid & developed inferences from both the content and provenance (author, date, audience, purpose) of complex sources. They can thoroughly support and explain their inferences, as well as confidently explaining how a range of sources are useful for historians, even if they could be considered ‘biased’.</p>
6	<p>Knowledge – students are confident to remember a range of key words and concepts from across the year, as well as specific knowledge that they have revised. They can make connections between the knowledge from different topics, and place these topics in their chronological context.</p>	<p>Knowledge – students remember a range of key words and concepts from across Years 7 and 8, and are confident in specific knowledge that they have revised. They can make connections between the knowledge from different topics, and place these topics in their chronological context.</p>	<p>Knowledge – students remember a range of key words and concepts from across Years 7, 8 and 9, and are confident in specific knowledge that they have revised. They can make connections between the knowledge from different topics, and place these topics in their chronological context.</p>

	<p>Essay writing – students are able to use an introduction and conclusion to make an argument. They can create a structure with mostly distinct paragraphs and signpost sentences, which are supported with some detailed and specific examples. They include a mix of basic and more detailed explanation.</p> <p>Use of sources – students can draw on some existing knowledge to make a valid inference from the content of simple sources. They can choose valid support for their inferences and begin to explain this support.</p>	<p>Essay writing – students use introductions, signpost sentences, and a conclusion to build a sustained and somewhat convincing argument across an essay. They can create a structure with mostly distinct paragraphs about a range of knowledge, which are supported with some detailed and specific examples. Their explanation is usually valid and occasionally detailed, focusing on increasingly complex questions.</p> <p>Use of sources – students can draw on their existing knowledge to make one or more valid inferences from both the content and provenance (author, date, audience, purpose) of complex sources. These inferences begin to be developed (supported by multiple parts of the source) and are reasonably well explained. Students begin to recognise and explain how a range of sources are useful for historians, even if they could be considered ‘biased’.</p>	<p>Essay writing – students use introductions, signpost sentences, and a fairly well-explained conclusion to build a sustained & mostly convincing argument across an essay. They can create a structure with distinct paragraphs about a range of knowledge, which are mostly supported with detailed and specific examples. Their explanation is usually valid and sometimes detailed, focusing on increasingly complex questions.</p> <p>Use of sources – students can draw on their existing knowledge to make valid inferences from both the content and provenance (author, date, audience, purpose) of complex sources. These inferences are usually developed (supported by multiple parts of the source) and explained. Students can explain how most sources are useful for historians, even if they could be considered ‘biased’.</p>
4	<p>Knowledge – students can remember some key words and concepts from across the year, as well as some specific knowledge that they have revised. With support, they begin to make connections between the knowledge from different topics, and begin to place these topics in chronological order.</p> <p>Essay writing – students can create a simple argument which is the same in their introduction and conclusion. With some support, they attempt to have distinct paragraphs and use signpost sentences. They may include some detailed and/or specific examples, and usually have basic explanation of some of these examples.</p> <p>Use of sources – students begin to make valid inferences from the content of simple sources. They may be able to choose valid support for these inferences, and usually use speech marks.</p>	<p>Knowledge – students can remember some key words and concepts from across Years 7 and 8, and some specific knowledge that they have revised. With support, they can make some connections between the knowledge from different topics, and can mostly place topics in chronological order.</p> <p>Essay writing – students create an argument which is mostly sustained across their essay, with some explanation in their conclusion. With some support, they can create mostly distinct paragraphs and some clear signpost sentences. They include some detailed and specific examples, with some valid explanation about increasingly complex questions.</p> <p>Use of sources – students can make a valid inference from the content of complex sources, sometimes with support questions. They can choose valid support for their inference and begin to explain this support.</p>	<p>Knowledge – students can remember some key words and concepts from across Years 7, 8 and 9, and some specific knowledge that they have revised. They make some connections between knowledge from different topics, and can mostly place topics in chronological order.</p> <p>Essay writing – students create an argument which is usually sustained across their essay, with some explanation in their conclusion. With some support, they can create distinct paragraphs and some clear signpost sentences. They include some examples, which are often detailed and specific. They have some valid explanation about increasingly complex questions.</p> <p>Use of sources – students can make a valid inference from the content of complex sources, sometimes with support questions. They can also make a basic comment on the provenance (author, purpose, audience, date) of a source. They can choose valid support for their inference and give some explanation of this support.</p>

<p>2</p>	<p>Knowledge – students can remember some key words and concepts from recent topics, as well as a small amount of specific knowledge that they have revised. With support, they may be able to place topics in chronological order.</p> <p>Essay writing – students can state an argument about a question. With support, they can provide general examples about the topic which may or may not be relevant to a claim being made.</p> <p>Use of sources – students can pick valid quotes and descriptions out of sources, and, with support, can make valid inferences.</p>	<p>Knowledge – students can remember some key words and concepts from recent topics, as well as a small amount of specific knowledge that they have revised. With support, they may be able to place topics in chronological order and recall some knowledge from across Years 7 and 8.</p> <p>Essay writing – students can state an argument about a question, possibly with very basic explanation. With support, they can provide general examples which are somewhat relevant to a claim being made.</p> <p>Use of sources – students can pick valid quotes and descriptions out of more complex sources, and, with support, can make valid inferences. They may begin to explain their inferences.</p>	<p>Knowledge – students can remember some key words and concepts from recent topics, as well as a small amount of specific knowledge that they have revised. With support, they may be able to place topics in chronological order and recall some knowledge from across Years 7, 8 and 9.</p> <p>Essay writing – students can state an argument about a question, usually with very basic explanation. With support, they can provide general examples which are somewhat relevant to a claim being made, and attempt basic explanation.</p> <p>Use of sources – students can pick valid quotes and descriptions out of more complex sources, and, with support, can make valid inferences. They begin to explain their inferences. They can also make a basic comment on the provenance (author, purpose, audience, date) of a source.</p>
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