

Key Stage 3 Subject Assessment Grid			
Subject: History		Year: 7	
		Unit: Early Migration	
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: I can give an opinion – my hypothesis – about who the skeletons were. I can use at least 2 sources to back up my opinion. I am beginning to use historical terms (Romans, Britons, AD Durostiges tribe ballista bolt) and my historical knowledge.	Secure The student can: I can give a detailed opinion – hypothesis – about who the skeletons were, how they died, who killed them and how they were buried. I can use several sources (5-8) to back up my opinion. I can analyse which sources were the most <u>useful</u> in my investigation. I may begin to write about the reliability of the sources I can reach a conclusion	Secure The student can: I can fully explain my hypothesis by explaining the clues (8+) that I used to reach my conclusions. I have thought carefully about the background of the clues (what type of clue it is, who made them, why when where) and this has helped me decide which clues are reliable. I can compare the strengths and weaknesses of some of the different clues Having analysed the clues and fully explained which were the most useful and reliable I can conclude my investigation by reaching a judgement
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid			
Subject: History		Year: 7	
		Unit: The Norman Conquest	
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: Describe examples of causes and consequences i.e. describe examples of the reasons for William's victory. Provide simple links between causes and consequences Demonstrate that I am developing knowledge of The Battle of Hastings	Secure The student can: Explain several examples or causes and consequences i.e. explain in more detail the Begin to consider the short term and long term impacts Demonstrate secure knowledge of the Battle of Hastings	Secure The student can: Evaluate examples or causes and consequences i.e. can weigh up the importance of different reasons for William's Explain the significance of some examples over others Demonstrate advanced knowledge of the Battle of Hastings
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid			
Subject: History		Year: 7	
		Unit: Mali Restoration	
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: Describe examples of the achievements, change and continuity in medieval African societies, e.g. describe what life was like in the Mali Empire during its Golden Age. Demonstrate that I am developing knowledge of how African kingdoms grew through trade, education, wealth, and culture.	Secure The student can: Explain several examples of achievements, change and continuity, e.g. explain in detail how the Mali Empire became a powerful and wealthy civilisation. Begin to consider the short-term and long-term impacts of developments Demonstrate secure knowledge of the key features and achievements of medieval African kingdoms	Secure The student can: Evaluate examples of achievements, change and continuity, e.g. explain the significance of the Mali Empire's Golden Age and its impact beyond Africa. Explain the significance of some developments over others, such as the importance of trade, leadership, education, or cultural achievements. Demonstrate advanced knowledge of medieval African civilisations and their wider influence on the medieval world.
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid			
Subject: History		Year: 7	
		Unit: Meiji Restoration	
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: Describe examples of change and continuity i.e. describe examples of the what Japan was like under the Tokugawa Shogunate. Demonstrate that I am developing knowledge of how Japan changed at the end of the 19 th century	Secure The student can: Explain several examples of change and continuity i.e. explain in detail how Japan could be characterised under Begin to consider the short term and long term impacts Demonstrate secure knowledge of the changes in Japan	Secure The student can: Evaluate examples of change and continuity i.e. can describe the nature of change in Japan Explain the significance of some examples over others Demonstrate advanced knowledge of the changes in Japan in the late 19 th century
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid			
Subject: History		Year: 7	
		Unit: Aztecs	
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: Describe different opinions about the conquest of the Aztecs Use a simple explanation for any different historical interpretations Demonstrate developing knowledge of the conquest of the Aztecs	Secure The student can: Explain different historical interpretations of the conquest of the Analyse the strengths and weaknesses of different historical interpretations Demonstrate secure knowledge of the conquest of the Aztecs	Secure The student can: Evaluate the provenance or a range of interpretations of the conquest of the Evaluate the usefulness of an interpretation based on how historical interpretations change over time Demonstrate advanced knowledge of the conquest of the Aztecs
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps

Key Stage 3 Subject Assessment Grid			
Subject: History		Year: 7	
		Unit: Ottoman Empire	
KS4 target direction	4	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 competence statements	Achieving outcomes beyond secure competence statements for pathway 8
To be assessed as secure, students must achieve competence in all statements.	Secure The student can: Describe examples of change and continuity, e.g. describe what the Ottoman Empire was like at the height of its power. Demonstrate that I am developing knowledge of how the Ottoman Empire expanded and became a powerful empire across Europe, Asia, and Africa.	Secure The student can: Explain several examples of change and continuity, e.g. explain in detail how the Ottoman Empire grew through military success, effective leadership, trade, and government. Begin to consider the short-term and long-term impacts of Ottoman achievements, including its influence on culture, religion, trade, and international relations. Demonstrate secure knowledge of the key features of Ottoman society, including the role of rulers, the army, and different communities within the empire.	Secure The student can: Evaluate examples of change and continuity, e.g. explain the nature of Ottoman power and why the empire became one of the most powerful empires in history. Explain the significance of some developments over others, such as the importance of military strength, leadership, trade, or cultural achievements. Demonstrate advanced knowledge of the Ottoman Empire and its wider influence on the medieval and early modern world.
Developing	Mostly secure – one or more gaps	Mostly secure – one or more gaps	Mostly secure – one or more gaps
Foundation	Significant gaps	Significant gaps	Significant gaps