

Key Stage 3 Subject Assessment Grid				
Subject: History		Year: 8 Unit: Industrial Revolution		
UK4 target direction	4	5	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 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:	Secure The student can:	Secure The student can:	Secure The student can:
	Describe different consequences of the Industrial Revolution Support their description using specific evidence Students are developing their ability to form a	Explaining different consequences of the Industrial Revolution Support their description with detailed specific Students are secure in their ability to form a sustained	Assess the significance of the various consequences of the Industrial Revolution. Use Historical terms and concepts with confidence. Communicate a substantial judgement effectively and	
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: 8 Unit:Transatlantic Slavery		
UK4 target direction	4	5	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 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:	Secure The student can:	Secure The student can:	Secure The student can:
	Describe different events/people involved in the transatlantic slave trade. Support their description using specific evidence. Students are developing their ability to write persuasively	Explaining different events/people from the transatlantic slave trade Create an argument for ending the transatlantic slave trade Students are secure in their ability to form a sustained judgement	Use strong evidence base to select the most effective arguments! Use Historical terms and concepts with confidence. Communicate a substantial judgement effectively and persuasively	
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: 8 Unit: The Holocaust		
UK4 target direction	4	5	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 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:	Secure The student can:	Secure The student can:	Secure The student can:
	Describe consequences of antisemitism e.g. describe how Jewish people and other groups were treated in Nazi Germany. Demonstrate that I am developing knowledge of how Nazi persecution developed and how life changed for those targeted by the regime. Identify examples of resistance and survival during the Holocaust.	Explain several examples of causes, e.g. explain in detail how Nazi persecution developed from discrimination and exclusion to systematic genocide. Begin to consider the short-term and long-term impacts of Nazi policies, including the experiences of victims, survivors, and the wider world. Demonstrate secure knowledge of the causes, development, and consequences of the Holocaust, including examples of resistance and individual choices.	Evaluate examples of causes, e.g. explain the nature of Nazi persecution and how it developed over time. Explain the significance of some examples over others, such as the importance of Nazi ideology, propaganda, government control, resistance, or international responses. Demonstrate advanced knowledge of the Holocaust, including the experiences of victims, perpetrators, bystanders, and those who resisted Nazi persecution.	
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:		Year: 8 Unit: Migration to London		
UK4 target direction	4	5	6	8
Advanced	Achieving aspects of pathway 5 competence statements	Achieving aspects of pathway 8 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:	Secure The student can:	Secure The student can:	Secure The student can:
	Identify examples of migration to London and describe why people moved	Explain how different factors, such as work, conflict, empire, and opportunity, have influenced migration to London over time.	Evaluate which factors were most significant in making London a diverse global city.	
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: 8 Unit: The Suffragettes		
UK4 target direction	4	5	6	8
Advanced	Achieving aspects of pathway 6 competence statements	Achieving aspects of pathway 8 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:	Secure The student can:	Secure The student can:	Secure The student can:
	*Use of historical terms *Offer a simple explanation for why different historical interpretations exist *Demonstrate developing knowledge of WW1 or Suffragettes	*Explain different historical interpretations *Analyse the strengths and weaknesses of different historical interpretations *Demonstrate secure knowledge of actions of Suffragettes	*Evaluate the provenance of a range of intert *Assess the consistency of an *Interpretation based on how historical *Demonstrate advanced knowledge of the 19	
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:		Year: 8 Unit: UK Civil Rights		
UK4 target direction	4	5	6	8
Advanced	Achieving aspects of pathway 5 competence statements	Achieving aspects of pathway 8 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:	Secure The student can:	Secure The student can:	Secure The student can:
	Basic description of significant events e.g. when it was, what happened, and how it affected Demonstrate that I am developing knowledge of the	Developed description of significant events e.g. when it was, what happened, and how it affected Explain why each event was significant to the CRM. Demonstrate secure knowledge of CRM	Evaluate how significant the events were to the CRM. Evaluate why one event is more significant than another. Demonstrate advanced knowledge of significant events in	
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	