



History Year 9

Criteria	Emerging	Developing	Secure	Exceeding
Knowledge application	<p>Write in full sentences and organise written work into paragraphs. Can use some historical details to communicate their answers.</p> <p>Can use some tier 3 vocabulary in their work and communication. Have some understanding of the key features of the period studied.</p>	<p>Produce extended writing that shows good organisation into paragraphs. Write in full sentences including specific detailed historical contextual knowledge. Some research is used to develop answers.</p> <p>Use most of the terms to do with time confidently. Use some more difficult terms when prompted. Show good understanding of the period studied.</p>	<p>Produce extended writing that is very well structured, always using paragraphs, introductions and conclusions effectively. Can communicate their answers with specific historical knowledge and tier 3 vocabulary.</p> <p>Research is evident in their work and integrated well.</p> <p>Use a wide range of historical terms confidently and consistently. Show excellent understanding and detailed knowledge of the key features of the period studied.</p>	<p>Produce essays that are very well structured and fluently written. Demonstrate evidence of independent research which will be fully integrated into the answer.</p> <p>Use key historical terms very confidently including difficult terms and concepts such as communism, institution etc.</p> <p>Show excellent understanding and very detailed knowledge of the key features of the period studied.</p>
Analysis	<p>Can describe arguments/causes/reasons/significance</p>	<p>Understand that some reasons or causes are more</p>	<p>Write essays that are mainly analytical rather</p>	<p>Write analytical essays. Show a clear ability to understand both</p>

	with developing detail.	important than others. Begin to explain the links between features of the past. Understand that some events are more significant than others.	than descriptive. Explain the links between features of the past. Identify the most important reasons or causes. Be able to make a judgement about the significance of events.	sides of the argument. Be able to make a clear judgement supported by evidence. Make a confident judgement about the significance of events.
Evidential Thinking	Use a source to find out about the past and describe what a source says and suggests. Start to understand the difference between fact and opinion. Describe an interpretation of the past.	Select relevant detail from sources and explain using some contextual knowledge. Say what a source suggests as well as what it actually says, good inference and provenance analysis.	Handle sources effectively and begin to understand more difficult sources. Make good inferences from sources and evaluate the provenance. Confidently explain why there are different interpretations of the past.	Assess sources effectively, sound inferences with detailed contextual knowledge. Excellent evaluation of provenance. Understand a range of reasons why interpretations of the past differ and understand the way in which history is constructed.