

History

Hierarchy of Expectations History 2015	Topic specific knowledge	Source skills and key concepts	Written communication, analysis and evaluation
Sub-strands	<p>Recall</p> <p>Chronological understanding</p> <p>Cross referencing</p>	<p>Source comprehension and inference</p> <p>Source evaluation including provenance, reliability, tone, language</p>	<p>Spelling, punctuation and grammar</p> <p>Vocabulary</p> <p>Structuring extended writing</p> <p>Analysis and Evaluation</p>
9	<p>I am able to recall and explain a wide range of complex Historical ideas and concepts</p> <p>I can compare and contrast historical perspectives confidently</p> <p>I have a clear, developed and highly specific knowledge of chronology across multiple topics, including dates</p> <p>I am able to draw sophisticated links within and across multiple topics</p>	<p>Able to quickly and accurately understand the message and purpose of a wide range of sources by referring to contextual knowledge that extends beyond specified topic content</p> <p>Able to comment in a sophisticated and nuanced manner on the reliability and utility of a source in relation to contextual knowledge and provenance</p> <p>Able to consistently explain the tone, language and purpose of a wide range of sources with reference to contextual knowledge</p>	<p>I can consistently use a wide variety of sophisticated punctuation and grammar going beyond standard expectations</p> <p>I can utilise an impressive command of wide ranging subject specific vocabulary</p> <p>I can use a clear and logical structure with a conclusion linked to previous discussion where appropriate</p> <p>I can use a wide variety of complex sentence types and lengths</p> <p>Able to break down complex ideas and historical perspectives in order to examine and explain them clearly and</p>

			<p>logically</p> <p>Able to explain the strengths and weaknesses of pieces of evidence clearly and effectively</p> <p>Able to effectively explain the strengths and weaknesses of different historical perspectives on an event, person or idea</p>
<p>8</p>	<p>I am able to recall and explain a range of Historical ideas, concepts</p> <p>I can comment on different historical perspectives</p> <p>I have a clear, developed and specific knowledge of chronology across specified topics, including dates</p> <p>I am able to draw sophisticated links within and across topics</p>	<p>Able to accurately understand the message and purpose of a wide range of sources by referring to contextual knowledge</p> <p>Able to comment in a sophisticated and nuanced manner on the reliability and utility of a source in relation to contextual knowledge and provenance</p> <p>Able to consistently explain the tone, language and purpose of a wide range of sources with reference to contextual knowledge</p>	<p>I make no spelling and punctuation errors</p> <p>I can use a wide variety of sophisticated punctuation and grammar</p> <p>I can use a range of subject specific vocabulary</p> <p>Clear and logical structure with a conclusion linked to previous discussion where appropriate</p> <p>Able to break down complex ideas in order to examine and explain them clearly and logically</p> <p>I am able to explain the strengths and weaknesses of pieces of evidence clearly and effectively</p> <p>I am able to effectively explain the</p>

			strengths and weaknesses of different historical perspectives on an event, person or idea
7	<p>I can recall broad range of specific key events and individuals</p> <p>I can begin to comment on different historical perspectives</p> <p>I have a clear and specific knowledge of chronology across specified topics, including dates</p> <p>I am able to draw conceptual links within and across topics</p>	<p>I can explain the purpose of a source, with reference to contextual knowledge</p> <p>I can explain the message of a source, with reference to contextual knowledge</p> <p>I can confidently explain a range of reasons that a source may be biased and/or useful, with reference to contextual knowledge</p> <p>I can explain issues such as tone, audience and language with reference to contextual knowledge</p>	<p>I make very few spelling and punctuation errors</p> <p>I make consistent and accurate use of more sophisticated punctuation and grammar</p> <p>Able to use subject specific vocabulary effectively</p> <p>I can appropriately and clearly use paragraphs of varying lengths to order my ideas and bring structure to an argument</p> <p>Able to break down ideas in order to examine and explain them clearly and logically</p> <p>I can describe the strengths and weaknesses of an argument or factor and use this to make a judgement about significance – this is consistently supported this with evidence</p>
6	I can recall a range of specific key events and individuals and explain them	I can explain the purpose of a source, sometimes with reference to	I can use more sophisticated spelling, punctuation and grammar most of the

	<p>I have a clear and specific knowledge of chronology of most topics, including dates</p> <p>I can describe links within and across topics</p>	<p>contextual knowledge</p> <p>I can explain the message of a source, sometimes with reference to contextual knowledge</p> <p>I can explain a range of reasons that a source may be biased and/or useful, with reference to contextual knowledge</p> <p>I can begin to explain issues such as tone, audience and language</p>	<p>time</p> <p>I can consistently use historical vocabulary in my work that is both specific to the topic and the subject more broadly</p> <p>I can use a variety of sentence types and lengths</p> <p>I can identify the strengths and weaknesses of an argument or factor and use this to make a judgement about significance – this is consistently supported this with evidence</p>
5	<p>I can recall the most significant specific key events and individuals and explain them</p> <p>I have a clear and specific knowledge of chronology of most topics, including dates</p> <p>I can describe a limited range of links within a topic</p>	<p>I can explain the purpose of a source, rarely with reference to contextual knowledge</p> <p>I can explain the message of a source, rarely with reference to contextual knowledge</p> <p>I can explain a range of reasons that a source may be biased and/or useful, sometimes with reference to contextual knowledge</p> <p>I can begin to describe issues such as tone, audience and language</p>	<p>I can begin to use more sophisticated spelling punctuation and grammar including variation in tense and the use of colons and semicolons</p> <p>I can use historical vocabulary in my work that is both specific to the topic and the subject more broadly most of the time</p> <p>I can consistently use paragraphs to separate and order my ideas</p> <p>I can select an argument or factor as being most significant from a range of options and consistently support this</p>

			with evidence
4	<p>I can recall the most significant general key events and individuals and confidently explain them</p> <p>I can order key dates in more than one overlapping topic to improve my understanding of both</p> <p>I can identify a limited range of links within a topic</p>	<p>I can identify and describe the purpose of a source</p> <p>I can identify and describe the message of a source</p> <p>I can identify and describe a range of reasons that a source may be biased and/or useful</p> <p>I can begin to identify issues such as tone, audience and language</p>	<p>I can consistently use different tenses and a broader range of punctuation including apostrophes</p> <p>I can begin to use historical vocabulary in my work that is both specific to the topic and the subject more broadly</p> <p>I can use paragraphs to separate and order my ideas</p> <p>I can select an argument or factor as being most significant from a range of options and usually support this with evidence</p>
3	<p>I can recall the most significant general key events and individuals and begin to explain them</p> <p>I can identify and order key dates in a topic to improve my understanding</p>	<p>I can identify and describe a range of reasons why a source might be made</p> <p>I can identify and describe some of the reasons a source may be biased and/or useful</p>	<p>I can begin to use different tenses and a broader range of punctuation including apostrophes</p> <p>I can consistently use a limited range of historical vocabulary in my work independently</p> <p>I can explain my ideas in a basic paragraphs</p> <p>I can explain why one factor is more important than another by looking at</p>

			both sides of an argument. This may not always be supported with evidence.
2	<p>I can identify and describe a small range key events and people and begin to explain most of them</p> <p>I can identify key dates in a topic to improve my understanding</p>	<p>I can identify some of the reasons why a source might be made</p> <p>I can identify some of the reasons a source may be biased and /or useful</p>	<p>I can use capital letters and basic punctuation with consistency</p> <p>I can use a limited range of historical vocabulary in my work independently most of the time</p> <p>I can use multiple sentences to explain my ideas</p>
1	<p>I can identify and describe a small range key events and people and begin to explain some of them</p> <p>I can place AD and BC dates into chronological order</p>	<p>I can observe a source and use its features to answer basic questions about people and events in the past</p> <p>I can describe what is meant by the terms 'biased' and 'useful' in relation to a source</p>	<p>I can use the past tense to talk about the past consistently</p> <p>I can use capital letters and punctuation most of the time</p> <p>I can begin to use a limited range of historical vocabulary in my work independently</p> <p>I can put more than one sentence together to explain my ideas</p>

<p>E3</p>	<p>I can identify and describe a small range key events and people</p> <p>I can place AD dates into chronological order</p>	<p>I can observe a source or artefact and identify who made it</p> <p>I can observe a source or artefact and describe most of its features</p>	<p>I can use the past tense to talk about the past most of the time</p> <p>I can use capital letters in appropriate places most of the time</p> <p>I can repeat and use historical vocabulary when prompted</p> <p>I can write about the past in full sentences consistently</p>
<p>E2</p>	<p>I can identify and begin to describe a small range key events and people when prompted</p> <p>I can place a small range of related events in time order</p>	<p>I can observe a source and identify specific differences about the past</p> <p>I can observe a source or artefact and describe its most significant features</p>	<p>I can sometimes use the past tense to talk about the past</p> <p>I can use capital letters for some names and places</p> <p>I can write about the past in full sentences most of the time</p>
<p>E1</p>	<p>I can identify a small range key events and people when prompted</p> <p>I can place a small range of related events in time order</p>	<p>I can observe a source and comprehend that life was different in the past</p> <p>I can observe a source or artefact and identify its features</p>	<p>I can start a response with a capital letter</p> <p>I can sometimes use full sentences</p>

