



Robert Bloomfield Academy: Key Stage 3 Grade Descriptor Guidelines - History



	KS3	Chronology and Vocabulary	Knowledge and Understanding	Using Sources
Link	Exceeding KS3 Expectations	<p>Regularly engage with historic scholarship.</p> <p><i>Reading high level books and arguing or supporting points made is what will begin to occur in KS4 and so practice into this defines working at a high level in history.</i></p> <p><i>Individual targets will be set at this level in KS3 to develop personal goals.</i></p>	<p>Link and analyse scholarly interpretations to support own view.</p> <p><i>Reading various accounts to obtain much information is the key to a thoroughly rounded understanding, which leads onto an informed view.</i></p> <p><i>Using PEEL (Point, Evidence, Explain, Link) demonstrates that others opinions have been taken into consideration when considering own understanding.</i></p>	<p>Analyse and explain a range of historical interpretations of sources.</p> <p><i>Secondary sources that have been created by historians use the methods learnt by pupils. PEE is used to conclude upon a historical event.</i></p> <p><i>At this stage pupils will have the opportunity to read interpretations of historians from secondary sources as well as their peers and teachers.</i></p> <p><i>After reading the information, a conclusion should be formed to decide if what has been read is agreed with. The inference hand questions should now be asked to show understanding of the writer's opinion. For example, what has the writer interpreted from the source of information?</i></p>
Application	9 Sec	<p>Understand that debate contributes to a clearer chronology of events and impact.</p> <p><i>Compare the view points of a historian with own ideas and debate own point of view using supporting evidence. This can include a point made by an historian that is agreed with.</i></p> <p><i>For example, if it is agreed that Victorian fashion was better than Edwardian fashion, the historian's statement can be lifted from the text and an acknowledgment of agreement can be given with a further point added to embed the agreement.</i></p>	<p>Analyse and explain a range of historical interpretations.</p> <p><i>Reading around a subject can give a variety of views about a particular topic/event. To consider others work is important to strengthen one's own argument by re-evaluating their view. It is likely that there are some valid points within their writing.</i></p> <p><i>Anything that is not agreed with, should be lifted and an explanation given.</i></p>	<p>Evaluate critically a range of sources to reach a substantiated conclusion.</p> <p><i>Once reliability and importance has been determined, the next stage is to form a substantiated conclusion. The sources will be analysed and an argument formed, supported and explained. This is a much higher level of PEE that pupils have been prepared for. It gives the opportunity for students to determine their own argument and support with evidence given therefore providing an opinion.</i></p>
	9 Dev	<p>Consider the ideas of a historian over time.</p> <p><i>Reading the work of historians is how subject knowledge and understanding is built upon. However, it does not mean that the work is</i></p>	<p>Evaluate connections between causes and consequences to determine significance.</p> <p><i>For every event there is going to be a cause, which is ultimately connected to any consequence that occurs. Quite often there is more than one cause of an event.</i></p>	<p>Evaluate different sources to determine reliability and importance.</p> <p><i>Evaluation of the reliability of sources, in order to answer a question will also require being able to select the most important piece of evidence.</i></p>

		<p>historically correct, but rather based upon an opinion. Pupils are given the opportunity to decide if they agree with an opinion, both through peer work and in the use of text.</p> <p>For example, an historian might think that the rich Victorian people dressed better than the higher classes of the Edwardian people.</p> <p>Given this view, research would be carried out and the pupil will make up their own mind about their preference and decide if they agree with the historian.</p>	<p>It is therefore important to consider the significance of the cause to establish to what extent it actually had on the event.</p> <p>For example, we are aware that a possible cause of the 'Great Fire of London' was the spark that fell onto the fuel. But is this the most significant cause? Other questions have to be asked. Where was the Baker? Why had he not ensured that there were no sparks?</p> <p>It is these questions, based on the evidence, opinions and sources that determine the significance.</p>	<p>If given three sources about the same event, the most important one would be the most reliable and best fit to support an argument.</p> <p>For example, these three sources have been provided from the day that JFK was assassinated. Firstly, a newspaper report written up by an editor from the notes of one of his top journalists. Second, a deposition of one of JFK's security team, that had been standing close by. Lastly, a diary extract of a member of the public that had watched the whole thing from their third-floor building.</p> <p>The skill required is to decide which is the most reliable and important to use.</p>
	9 Beg	<p>Analyse impact of changes in vocabulary.</p> <p>Understand that vocabulary has changed throughout history. This is explicitly apparent in what the English language has become.</p> <p>Throughout time, vocabulary has changed and continues to do so. New definitions are placed into the dictionary every year, especially as we become more culturally diverse.</p> <p>The impact of a change in vocabulary affects the way that we speak, the way that we act and the way that we view particular things.</p>	<p>Evaluate the interpretations of an event that have come about.</p> <p>Consider the views of an historian and decide if you agree with them or disagree. Then look at another view and decide on this one also.</p> <p>Go on to consider which you agree with more and explain why.</p> <p>Which historian has the stronger argument according to you.</p>	<p>Analyse the reliability of particular sources to support your opinion.</p> <p>Reliability of any source generally at this point should come into consideration. A explanation of what is useful about a source and also its limitations.</p> <p>For example, the diary extract of an evacuee, who had been moved from London to Kent, would not have themselves have experience of what actually happened in London, as they were not physically there. However, members of their family were likely there physically, and so it would have had an impact on the evacuee emotionally adding another layer of information. It would not only be those who were physically there in London that would be affected by the bombings for example, but on every member of the family no matter where they might be.</p>
Retention	8 Sec	<p>Recall and use appropriate vocabulary, key dates and basic links to prior learning.</p> <p>Continue to recall knowledge and consider links to other eras throughout time. At this stage, the correct vocabulary should also be used to further understand the past.</p>	<p>Connect topics using detailed knowledge and assess change by comparing before and after.</p> <p>Leading on from connecting particular topics, a comparison is required to show an understanding of the differences and similarities.</p>	<p>Critically consider the origins, nature and purpose of sources.</p> <p>Up until now, the focus has been on the meaning of a source and what it has to offer historians. We now move onto considering the limitations of a source. This does depend on the question of enquiry and so it is important to accept that</p>

		<p><i>For example, when comparing the Victorian candle to the late 1800's, the materials used to make them at the beginning of the era included tallow (a type of animal fat) and by the end of the century the cheap, reliable paraffin candle that we still use today. A highly detailed knowledge base comes from reading.</i></p>	<p><i>The comparison is made in view to understand the impact and then to learn from it.</i></p> <p><i>For example, when comparing the beginning with the end of the Tudor reign, the changes and impact is highlighted by the unrest of the people and response to this, as well as the number of deaths and how executions were carried out.</i></p>	<p><i>some sources, regardless of how informative they might be, may not support in answering the question.</i></p> <p><i>For example, the diary extract of an evacuee, who had been evacuated, from London, to a small town in Kent, writing about their experience of the Blitz would have limitations if the enquiry question was based on the experience of those living in London on a particular day.</i></p> <p><i>Origins, nature and the purpose of sources are crucial in determining reliability for that particular question</i></p>
	<p>8 Dev</p>	<p>Recall and use key dates and begin to use basic links to prior learning.</p> <p><i>Continue to recall information (key dates, events), much more reading and retention tasks will support this. Determine links through similarities and differences, this might also include how things have improved throughout time.</i></p> <p><i>For example, an object such as a Victorian candlestick had a different purpose back then as it did 50 years ago.</i></p>	<p>Make connections between causes and consequences of change between the historical eras.</p> <p><i>Events and decisions that cause a change will inevitably impact upon the current way of life. These changes will continue to develop throughout time. Links exist therefore between historical eras.</i></p> <p><i>For example, Henry VIII's Reformation led to much change and unrest throughout the reigns of his three children who had very different ideas on what the religion should be. Catholicism and Protestantism seemed to bounce back and forth as the ideal.</i></p> <p><i>The reigns have significant links, which continued into the Stuart period, especially that of religion.</i></p>	<p>Carefully consider the origins, nature and purpose of sources.</p> <p><i>Answer all of the inference hand questions (who, what, where, when, why and how) to determine the reliability and strength of a source. This gives a full overview of the extent that a source has been understood.</i></p>
	<p>8 Beg</p>	<p>Use key dates to consider a link between two topics studied.</p> <p><i>Some eras cross over, for example the Anglo-Saxons and Vikings and so there are inevitably going to be links between them. However, there are also distinct differences from how they invaded right up to each defeat.</i></p> <p><i>At this stage, to understand that there are links throughout the history, not always just those periods which cross over, but links several years apart. Some links may be explicit, perhaps the ancestry of a significant person, and others less obvious.</i></p>	<p>Use specific knowledge to explain the main changes of an event or era.</p> <p><i>Vast knowledge through reading and research is required to explain how changes occurred in history. A particular event, decision or invasion will likely cause some change to happen.</i></p> <p><i>For example, an abdication of a king will inevitably lead to a new ruler on the throne. This would impact the lives of the people at the time and likely lead to different policies, rules and regulations being brought into practise.</i></p>	<p>Develop inferences from the source material and explain why.</p> <p><i>The skill of inference has developed to include an explanation of why the point considered has been made. This is a higher level of PEE which demonstrates an understanding based on a personal view and understanding.</i></p> <p><i>For example, if the diary extract belonging to an evacuee says that they climbed aboard the train, found their seat and then removed their coat and mopped their brow before sitting down, one might infer that they are hot. The evidence</i></p>

			<i>Understanding the change through reading will enable a successful explanation.</i>	<i>would need to be stated as well as an explanation of why this suggestion has been formed.</i>
Acquisition	7 Sec	<p>Recall key dates and vocabulary from a range of eras.</p> <p><i>Recall vocabulary from a range of eras. The information will be shared during class, reading and individual research. Notes should be built upon and retention activities fully accessed, such as the learning journal to ensure success.</i></p>	<p>Describe, in detail, and begin to question causes and consequences of more than one event.</p> <p><i>State an idea of cause and consequence of an event and describe it in detail, using evidentiary support. Go on to select another event, that is considered to be associated with the original event.</i></p> <p><i>At this stage, it is not necessarily about an explicit comparison, rather an opportunity to consider causes and consequences of different events to determine possible links.</i></p>	<p>Describe how particular sources support your understanding and suggest how reliable it is.</p> <p><i>When answering enquiry questions, using sources of evidence, describe elements of the source to show what has been understood from it.</i></p> <p><i>For example, during the witch trials, depositions that were written about a particular case would give much information about the physical appearance of the accused, some of which would be part of the evidence against the them. The answer written therefore, should include descriptive evidence lifted from the text and a demonstration of understanding of what it means.</i></p>
	7 Dev	<p>Recall key dates and vocabulary from a selection of topics.</p> <p><i>Write and speak about topics studied including dates and vocabulary by recalling knowledge previously learnt.</i></p> <p><i>Knowledge already learnt and notes taken are crucial for the revision of events from the past to ensure that recalling information at this stage is possible. To recall information requires much reading and referring back to notes.</i></p>	<p>Select and explain why relevant evidence supports your point.</p> <p><i>The use of PEE is an opportunity to identify, support and prove an idea to answer a question. The evidentiary value of a source can be increased if an explanation sits alongside it.</i></p> <p><i>At a higher level, more than 1 source of evidence will be considered.</i></p>	<p>Select and combine information from a range of sources.</p> <p><i>From a range of sources given, or through own research, questions should be answered using a form of PEE. The sources should stand alone as evidence as well as being combined to support other sources and to strengthen answers and understanding.</i></p>
	7 Beg	<p>Frequently use dates and vocabulary in written and spoken work.</p> <p><i>Continuing on from the Core Skills to include dates alongside events and relevant vocabulary.</i></p> <p><i>At this stage, it is required to include the above frequently when speaking or writing about the era/topic. Checking back in made notes can help with this, so pupils are continually encouraged to take notes for reference.</i></p>	<p>List and describe a range of key knowledge about a historical era.</p> <p><i>Research, making full use of the library and topic book facilities will be carried out and key knowledge about the topic being studied will be written down in note form and then used to answer descriptive questions.</i></p> <p><i>Reading and own research will provide the opportunity to gauge different ideas and knowledge on a particular topic.</i></p>	<p>Make simple observations from a range of sources.</p> <p><i>Children will already have had experience in figuring out what particular artefacts might have been used for and to retrieve information from given evidence. Now they will begin to form own opinions based on the observations of sources.</i></p>

				<i>The skill of inference will be used to determine empathy for those who lived in the era being studied. For example, how did the WW1 evacuees feel about leaving their homes to live in the Country?</i>
Core Skills	T1	<p>Use dates from the era studied alongside appropriate vocabulary.</p> <p><i>Chronology within an era is better placed alongside the event and supporting vocabulary. Using all three together gives a more informed description thus supporting the retention of it.</i></p> <p><i>Later skills to recall information become more refined and so to practise using all 3 together support with retention.</i></p>	<p>Describe the main features and changes of the era using relevant information selected.</p> <p><i>By reading and researching a particular topic the main features and changes should be described using examples of sources.</i></p>	<p>Use more than one source of information to answer questions about the past.</p> <p><i>Begin to build the puzzle of the strength in using multiple sources to understand history. Continue to use PEE to select the best source to answer the question and begin to include evidence of both for a more thorough written answer.</i></p> <p><i>When given sources, the reliability should be considered of each of the sources. Which one/s best support the answer.</i></p>
	T2	<p>Identify changes over a period of time, in the same era.</p> <p><i>Chronology of the timeline of events during a particular time is important to for accuracy.</i></p> <p><i>For example, Henry VIII could not have had the power to change the religion in England without first becoming king.</i></p> <p><i>Ordering dates and events is therefore a key skill to fully understand the happenings within an era.</i></p>	<p>Briefly describe some main events and changes between periods of time.</p> <p><i>The causes and consequences of particular eras and events throughout time create changes that impact the lives of people living at that time. The outcomes of particular events and decisions made lead to differences between one era and another.</i></p> <p><i>For example, the rule of a particular country can change after a victory of invaders or circumstance, like that of marriage.</i></p>	<p>Suggest how a source might be viewed as being reliable.</p> <p><i>Define how reliable (trustworthy) a source is. As this is a higher-level skill, at this stage, children should consider reliability from the point of view of what information they can gain from a particular source.,</i></p> <p><i>For example, does a Victorian iron give us enough information to fully understand how a Victorian would iron their clothes? Or, does one letter written by an evacuee give a general overview of what life was like for all evacuees during the war.</i></p> <p><i>This is support children to build on skills and to understand that there are many pieces of the puzzle when understanding history.</i></p>
	T3	<p>Use some dates and terms relating to periods of history.</p> <p><i>When learning about history it is essential to build a mental timeline of what happened and when. To include the dates when writing and speaking about the events of history supports the retention of them into the long-term memory.</i></p>	<p>Describe a cause and consequence of a major historical event.</p> <p><i>Building onto the cause of a major event, the consequences should also be considered and in many cases learned from by future generations.</i></p> <p><i>For example, the consequences of 'The Great Fire of London' is instilled upon us. So much damage was</i></p>	<p>Use a source of information to answer a question about the past.</p> <p><i>A question should be answered that refers to a source of information. For example, a secondary source is given which the children will read and retrieve the information from. This is a skill that supports English understanding of non-fiction</i></p>

		<p>Particular vocabulary associated with the era should also be referred to as often as possible. This word association alongside the dates helps later to recall particular events.</p> <p>For example, 1066 – Saxons – William (Duke of Normandy), and Anglo-Saxon (King Harold Godwinson).</p>	<p>caused with approximately 80,000 houses being destroyed. Despite this, there are very few deaths recorded, but the impact on lives was devastating.</p> <p>To reflect on the importance of studying history, the gains of better housing, made of brick, rather than of wood and other amendments, such as the top floor not jutting out beyond the bottom floor, has led to improvements in standards of living and safety.</p>	<p>reading comprehension, from a historical point of view.</p> <p>Evidence is required in an answer, which might include a quote or in lifting the text and then a simple explanation to fully answer the question. This process of Point, Evidence Explain (PEE) is a current focus in Hums at RBA and much opportunity to use in answering the enquiry questions set.</p>
	T4	<p>Understand why it is important to consider the past.</p> <p>Explain why it is important to learn about the past. Not only is it interesting and can promote a love reading, but it is also important to learn from the events and mistakes of the past.</p> <p>For example, 'The Great Fire of London' showed that housing in London was not a brilliant set up and that the materials used were dangerous. This led to the change in how houses were constructed and made people more aware of the dangers of fire.</p>	<p>Identify a cause of a major historical event, show evidence.</p> <p>When a significant event occurs, there is a reason for it. Something caused it.</p> <p>For example, the cause of 'The of the Great Fire of London' was possibly a spark from the Pudding Lane bakery falling onto some fuel nearby.</p>	<p>Explain the difference between a primary and secondary source, use examples.</p> <p>Give examples to explain the differences between primary and secondary sources. This needs to be explained to others to ensure that it is fully understood, both in writing and spoken.</p> <p>A primary source existed at the time in History, for example a Victorian iron that was used by the actual Victorian people.</p> <p>A secondary source is something written after the time about that era, for example a text book written about how the Victorians lived. It might include photographs of primary sources, such as the Victorian iron.</p>
	T5	<p>Describe some of the changes that have happened over time.</p> <p>Understand that throughout history, changes have occurred which impacted the lives of those that lived then. These changes could have happened through a variety of ways. The changes could be those that affect all areas, for example religion, health and the landscape (so a variety). Children should be able to describe what these changes were.</p>	<p>State basic information about a topic studied.</p> <p>Basic facts and understanding should be shown of topics previously studied and then built upon. Basic information will include events that occurred, significant people and the time/era/date that it happened.</p> <p>For example, Boudicca, the warrior queen of the Iceni people, led her people in revolt against the Roman rule.</p> <p>Note-taking skills are required to ensure that knowledge can be referred back to. Keywords should be written alongside key dates with any other determining information.</p>	<p>Identify the differences between a primary and secondary source.</p> <p>Identify that a primary source is an object or document that existed at the time in history. A secondary source is an account of history that is written much later than the time in history.</p>
	T6	<p>Explain what chronological means.</p>	<p>State an event in History.</p>	<p>Define what a source is.</p>

		<p><i>Define the term chronology and how it works within historical study. Should be able give an example of events happening in a particular order. Dates and eras are a great example.</i></p>	<p><i>Identify what history is by giving the name of a historical event, era or person form the past. This signifies an understanding that history is the study of the past.</i></p>	<p><i>Identify that a source is something that we use to piece together history.</i></p>
--	--	--	--	--