

KS3 History

These descriptions apply to KS3. They are designed to be used alongside the curriculum map, so the substantive and disciplinary knowledge expected of students will be different in each year group.

In year 7 the topics assessed are: Water & Health, Norman Conquest, Medieval Beliefs, Medieval Power, Medieval Lives and Thematic study: London through time.

In year 8 the topics assessed are: Sugar, empire and slavery through time, Benin bronzes, Martin Luther, Elizabeth I, Impact of Industrial Revolution, Equiano, British Empire, and French Revolution.

In year 9 the topics assessed are: Migration to Britain through time, Windrush and race relations, Suffragettes, First World War causes and impact, Second World War and Holocaust, Civil rights (USA), Equal rights (UK), 9/11 .

Emerging	Securing	Deepening
<p>Substantive knowledge:</p> <ul style="list-style-type: none"> Does not recall key knowledge or first-order concepts without support. Uses a limited amount of key knowledge or first-order concepts in their work. Chronological framework is insecure. Does not see trends or make links between periods. Knowledge is generalised and lacking specifics. 	<p>Substantive knowledge:</p> <ul style="list-style-type: none"> Can recall a reasonable amount of key knowledge and first-order concepts. Accurately uses key knowledge and first-order concepts in their work. Chronological framework is increasingly secure. With support can see trends and make links between periods. Knowledge is reasonably precise (names, dates, places etc). 	<p>Substantive knowledge:</p> <ul style="list-style-type: none"> Consistently recalls a wide range of key knowledge and first-order concepts. Uses key knowledge and first-order concepts in their work with a high degree of accuracy. Chronological framework is broad and secure. Sees trends and makes links between a range of periods. Knowledge is specific and precisely chosen.

Emerging	Securing	Deepening
<p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> Limited understanding of second-order concepts. Does not use these concepts to analyse the past without significant support. Little engagement with the process of historical enquiry. 	<p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> Understands most second-order concepts introduced in class. Uses these concepts to analyse and explain the past. Engages with the process of historical enquiry. 	<p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> Grasps all second-order concepts introduced in class. Consistently uses these concepts to analyse in detail and convincingly explain the past. Confidently engages with the process of historical enquiry and uses it to refine answers over time.

Emerging	Securing	Deepening
<p>Communication:</p> <ul style="list-style-type: none"> Does not communicate ideas effectively either verbally or in writing. Written work is disorganised (lacking paragraphs and punctuation). 	<p>Communication:</p> <ul style="list-style-type: none"> Communicates ideas reasonably effectively both verbally and in writing. Written work is organised, and any errors do not seriously hinder meaning. 	<p>Communication:</p> <ul style="list-style-type: none"> Consistently communicates ideas clearly and effectively both verbally and in writing. Written work is well-organised with few errors.