

HISTORY

Learning Ladder

Key

Learning Ladders

The Learning Ladders are split into Year 7, 8 and 9 on different pages, and are colour coded to indicate the expected progress the students should be making. As students progress through Key Stage 3, their attainment is assessed against the Learning Ladder.



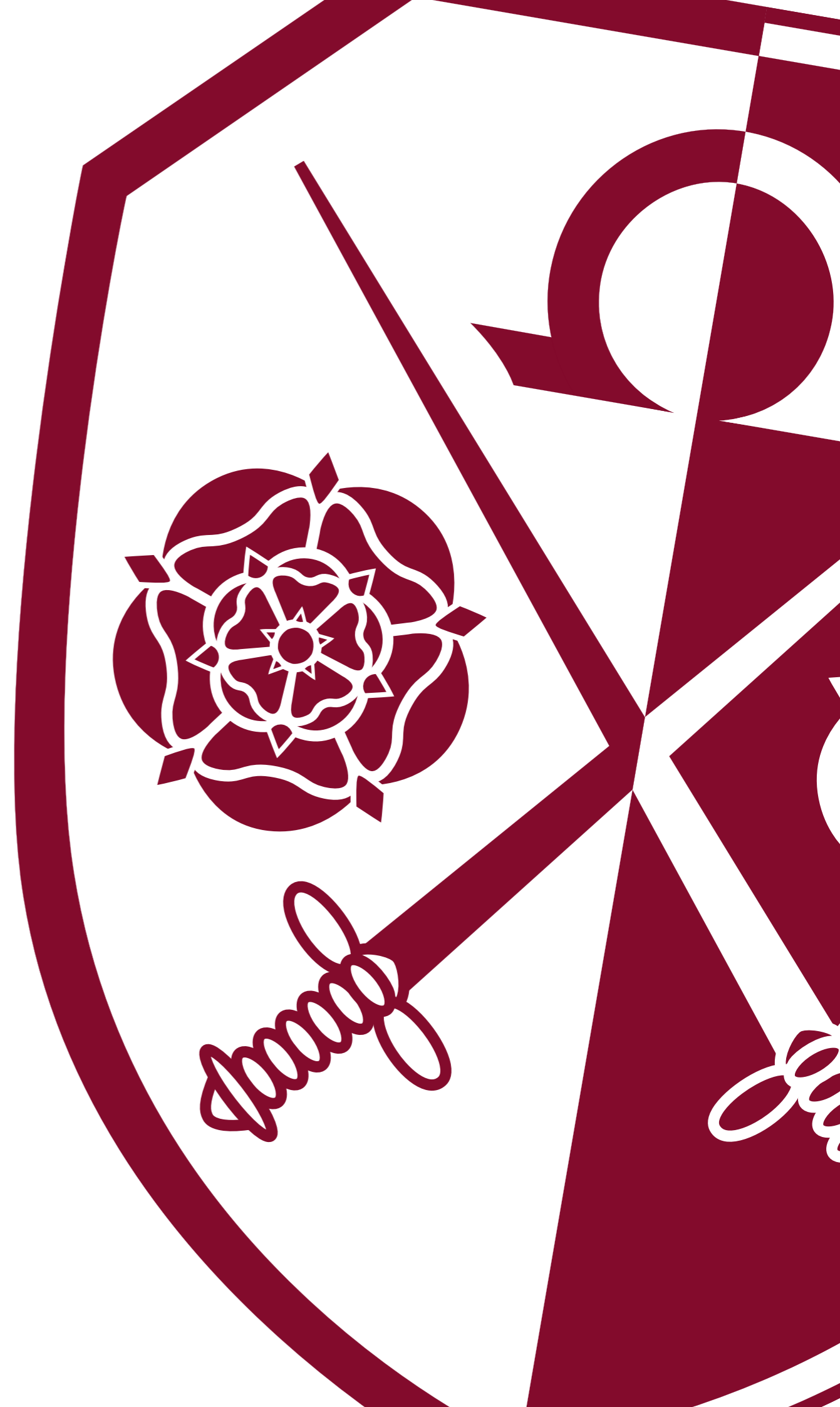
Blue indicates a level below expectations for the year group.



Grey indicates the expected level for the year group.



Red indicates a level beyond that expected for the year group.



History: Year 7

Using Sources							I can evaluate and use a range of sources as a set to select the most accurate and most useful as evidence to help me support my own ideas and answers.
Analysis	How can I find out what happened in the past from sources?	I can identify the main information from a source.	I can find answers to historical questions using a source.	I can compare what different sources say.	I can use my own knowledge to decide how accurate a source is.	I can use specific knowledge to support and challenge the content of sources.	
Evaluation	Can I trust what a source is telling me?	I can identify the nature, origin and purpose of a source.	I can make general comments about how a source's NOP affects reliability/use.	I can make specific comments about how the Nature, origin or purpose of a particular source affects reliability/use	I can make a judgement about a source's use/ reliability by making developed comments about the NOP.	I can use specific own knowledge to critically consider the context surrounding the NOP of sources.	
Historical Arguments	Why did things happen the way they did? What events and people are the most important and why? How do people try to show what the past was like?	I can identify one thing (reason, person, event, change, cause, consequence, interpretation)	I can identify more than one thing. I can describe at least one thing with some detail or giving examples	I can explain why something happened or has been seen in a certain way. I am beginning to make links between things.	I can explain the links between things (reasons, people, events, changes, causes or consequences) I can use criteria to decide which things could be judged as more important than others.	I can explain in detail how the links between things show why some were more important than others I can explain how & why different interpretations of the past have arisen or been constructed	I can make sophisticated historical judgments. I can apply my understanding and skills to other historical topics or themes.
					I can use specific knowledge to support my arguments.		

History: Year 8

Using Sources							I can evaluate and use a range of sources as a set to select the most accurate and most useful as evidence to help me support my own ideas and answers.
Analysis	How can I find out what happened in the past from sources?	I can identify the main information from a source.	I can find answers to historical questions using a source.	I can compare what different sources say.	I can use my own knowledge to decide how accurate a source is.	I can use specific knowledge to support and challenge the content of sources.	
Evaluation	Can I trust what a source is telling me?	I can identify the nature, origin and purpose of a source.	I can make general comments about how a source's NOP affects reliability/use.	I can make specific comments about how the Nature, origin or purpose of a particular source affects reliability/use	I can make a judgement about a source's use/ reliability by making developed comments about the NOP.	I can use specific own knowledge to critically consider the context surrounding the NOP of sources.	
Historical Arguments	<p>Why did things happen the way they did?</p> <p>What events and people are the most important and why?</p> <p>How do people try to show what the past was like?</p>	I can identify one thing (reason, person, event, change, cause, consequence, interpretation)	<p>I can identify more than one thing.</p> <p>I can describe at least one thing with some detail or giving examples</p>	<p>I can explain why something happened or has been seen in a certain way.</p> <p>I am beginning to make links between things.</p>	<p>I can explain the links between things (reasons, people, events, changes, causes or consequences)</p> <p>I can use criteria to decide which things could be judged as more important than others.</p>	<p>I can explain in detail how the links between things show why some were more important than others</p> <p>I can explain how & why different interpretations of the past have arisen or been constructed</p>	<p>I can make sophisticated historical judgments.</p> <p>I can apply my understanding and skills to other historical topics or themes.</p>
I can use specific knowledge to support my arguments.							

History: Year 9

Using Sources							I can evaluate and use a range of sources as a set to select the most accurate and most useful as evidence to help me support my own ideas and answers.
Analysis	How can I find out what happened in the past from sources?	I can identify the main information from a source.	I can find answers to historical questions using a source.	I can compare what different sources say.	I can use my own knowledge to decide how accurate a source is.	I can use specific knowledge to support and challenge the content of sources.	
Evaluation	Can I trust what a source is telling me?	I can identify the nature, origin and purpose of a source.	I can make general comments about how a source's NOP affects reliability/use.	I can make specific comments about how the Nature, origin or purpose of a particular source affects reliability/use	I can make a judgement about a source's use/ reliability by making developed comments about the NOP.	I can use specific own knowledge to critically consider the context surrounding the NOP of sources.	
Historical Arguments	<p>Why did things happen the way they did?</p> <p>What events and people are the most important and why?</p> <p>How do people try to show what the past was like?</p>	I can identify one thing (reason, person, event, change, cause, consequence, interpretation)	<p>I can identify more than one thing.</p> <p>I can describe at least one thing with some detail or giving examples</p>	<p>I can explain why something happened or has been seen in a certain way.</p> <p>I am beginning to make links between things.</p>	<p>I can explain the links between things (reasons, people, events, changes, causes or consequences)</p> <p>I can use criteria to decide which things could be judged as more important than others.</p>	<p>I can explain in detail how the links between things show why some were more important than others</p> <p>I can explain how & why different interpretations of the past have arisen or been constructed</p>	<p>I can make sophisticated historical judgments.</p> <p>I can apply my understanding and skills to other historical topics or themes.</p>
I can use specific knowledge to support my arguments.							