

Grade	AO1 (35%)	AO2 (35%)	AO3 (15%)	AO4 (15%)
9	<p>To achieve a Grade 9 students must meet all of the criteria for a Grade 8.</p> <p>Grade 9 will only be awarded to the very top percentage of the National cohort and consequently it is a Grade that can only be obtained through externally assessed work.</p>			
8	I am consistently applying a range of detailed and accurate knowledge that is fully relevant to the question and is place specific.	I give complex explanations and analysis of the second-order concept relevant to the historical events and/or periods studied. I ensured different causes/ consequences/ factors had been closely considered.	I ensured the content and provenance of contemporary sources is critically questioned and the relationship between sources have been evaluated. My Judgements are sustained and substantiated.	I give a complex analysis of the content of interpretations used to explain differences in interpretations. I give a complex analysis of the provenance of the interpretation used to explain why interpretations differ. I give a complex evaluation of interpretations compared and contrasted. I have a sustained judgement based on contextual knowledge and understanding.
7	I have a range of secure and accurate knowledge that is fully relevant to the topic or question	I have secured an explanation and analysis of at least 2 of the second-order concepts relevant to the historical events and/or periods studied. I have discussed Second-order concepts and analysed them with examples being compared and contrasted.	I have outlined complex reasoning of the usefulness of the contemporary sources based on content and provenance. All sources have been evaluated as a group and the relationship between them has been considered. I have made attempts to critically question the sources and create judgements, which are substantiated.	I have secured an explanation and analysis of the content of interpretations and used them to explain the differences in interpretations. I have secured an explanation and analysis of the provenance of the interpretation and used them to explain why interpretations differ. I have secured an explanation of interpretations compared and contrasted. I have created a sustained judgement based on contextual knowledge and understanding.
6	I have a thorough knowledge that is directly linked to the topic or question.	I have given a thorough explanation of at least 2 of the second-order concepts relevant to the historical events and/or periods studied. I have discussed second-order concepts and analysed them with examples, which are compared and contrasted.	I have given a thorough analysis of content and provenance drawing on contextual knowledge to develop sustained and balanced judgements. I have analysed the sources as a whole.	I have ensured a thorough explanation of the content of interpretations is used to explain differences in interpretations. I have ensured a thorough explanation of the provenance of the interpretation is used to explain why interpretations differ. I have ensured a thorough explanation of interpretations compared and contrasted. I have created a judgement based on contextual knowledge and understanding.
5	I have a well-developed , accurate knowledge that is relevant to the question.	I have given a well-developed explanation of at least 2 of the second-order concepts relevant to the historical events and/or periods studied. I am beginning to analyse the second-order concept and discuss them.	I have given a well-developed analysis of content or provenance leading to supported evaluations through the application of relevant knowledge with the broader context considered. I have created a balanced judgement. Sources may be considered separately.	I have ensured a well-developed explanation of the content of the interpretations is used to explain differences in interpretations. I have ensured a well-developed explanation of how the provenance of the interpretation is used to consider why interpretations differ. I have ensured well-developed explanations of how the interpretations compare. I have shown contextual knowledge and understanding.
4	I have a developed knowledge that is relevant to the topic or question.	I have a developed explanation of 2 examples of the second-order concepts relevant to the historical events and/or periods studied.	I have detailed reasoning leading to developed evaluations that are well supported by factual knowledge related to the source.	I have ensured a developed explanation of the content of the interpretations. I have clear comparisons between the interpretations. I am beginning to consider the provenance of the interpretation when thinking about why the interpretations differ.
3	I have reasonable knowledge that is relevant to the topic or question.	I have given a reasonable explanation of 2 examples of the second-order concept relevant to the historical events and/or periods studied.	I have a reasonable level of accuracy in analysis of contemporary sources. I have a reasonably supported evaluation as a result of reasonable knowledge.	I have a reasonable explanation of the differences between the 2 interpretations. There is a reasonable comparison of the interpretations.
2	My knowledge is developing , and is now largely relevant to the topic or question.	I have given a simple explanation of one example of the second-order concept relevant to the historical events and/or periods studied.	I have made simple statements showing some factual knowledge to develop simple inferences in relation to contemporary sources.	I have given a simple explanation of the differences between the 2 interpretations. I have given a simple comparison of interpretations.
1	I have a basic knowledge that is becoming more relevant to the topic or question.	I have given a basic description of one example of the second-order concept relevant to the historical events and/or periods studied.	I have made basic statements to support basic analysis of the key features within a source.	I have given basic descriptions of the interpretations. I attempt to compare the interpretations.
F2	I have limited knowledge that is sometimes relevant to the topic or question.	I have given a limited description of one example of the second-order concept sometimes relevant to the	I have made limited statements are made about key features within a source.	I have given a limited description of the interpretations.

F1		historical events and/or periods studied.		
	I am working towards having some knowledge that may not always be relevant to the topic or question.	I am working towards describing the second-order concept.	I am working towards being able to identify relevant features within a source.	I am working towards being able to take information out of an interpretation.

Scale/focus	In practice this will look like...	Evidence of progress:
Short term Day-to-day Within lessons Knowledge/skills recall	Assessment for learning. Questioning. Formative feedback from peer/self-assessment. Mini tests/quizzes.	Within lessons and in pupils ongoing learning and responses to feedback.
Frequent Basic knowledge/skills	Small tests. Identified pieces of homework/prep In-depth self/peer/teacher marking against a criteria.	Small progress checks. Might be given a number or a level of response. Within lessons and in ongoing learning and responses to feedback. Also of student confidence.
Half termly Assessment objective(s) Reported to parents	Criteria marking linked to 1-9 assessment objective criteria. Extended writing.	Against 1-9 assessment objective criteria. Platinum/gold/silver/bronze progress awarded linked to age related expectations/targets. Opportunities to review when assessment criteria is being re-assessed at other points. Moderation and identification of exemplars to create a portfolio for each criteria.
Long term Assessment objectives Reported to parents	End of year synoptic paper drawing together all learning and assessment objectives. Decision making exercises. Extended writing.	As above but an opportunity to look at progress across assessment objectives.

Assessment in History 2017-2018



		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 13		Unit 3 (40%) Popular Culture and the Witchcraze of the sixteenth and seventeenth centuries	Unit 3 (40%) Popular Culture and the Witchcraze of the sixteenth and seventeenth centuries	Unit 3 (40%) Popular Culture and the Witchcraze of the sixteenth and seventeenth centuries	Revision	Revision	Revision
Year 12	JS 5 hours	Unit 2 (15%)	Unit 2 (15%)	Unit 2 (15%)	Unit 2 (15%)	Coursework (20%)	Coursework (20%)
	HA 4 hours	Unit 1 (25%) Churchill Depth Study Part 1	Unit 1 (25%) Churchill Depth Study Part 2	Unit 1 (25%) Churchill Depth Study Part 3	Unit 1 (25%) Period Study Part 1	Unit 1 (25%) Period Study Part 2	Unit 1 (25%) Period Study Part 3
11		Inter-leaving revision plan	Inter-leaving revision plan	Inter-leaving revision plan	Inter-leaving revision plan	Inter-leaving revision plan	Inter-leaving revision plan
10 3 Year GCSE		Paper 1 Section A – Germany 1890-1945 Part 1	Paper 1 Section B - Conflict & Tensions 1918-1939 Part 1	Paper 1 Section A – Germany 1890-1945 Part 2	Paper 1 Section B - Conflict & Tensions 1918-1939 Part 2	Paper 1 Section A – Germany 1890-1945 Part 3	Paper 1 Section B - Conflict & Tensions 1918-1939 Part 3
9 3 year GCSE		Paper 2 Section A - Britain: Health and the people: Medieval & Renaissance Part 1 & 2	Paper 2 Section B – Elizabethan England 1568-1603 Part 1	Paper 1 Section A – Germany 1890-1945 Part 1	Paper 1 Section B - Conflict & Tensions 1918-1939 Part 1	Paper 2 Section A - Britain: Health and the people: 19TH A Revolution in Medicine Part 3	Consolidating and Revising this year's learning. MOCK EXAM
8		Slavery AO4 8 marks: How convincing is interpretation C about...? Paper 2 Section B	How have people fought for rights? AO2 12 marks: Which of the following was the more important reason why... <ul style="list-style-type: none">• 1• 2 Paper 1 Section A	World War One AO4 a/c/d 4 marks: How does Interpretation B differ from Interpretation A about... 4 marks: Why might the authors of Interpretations A and B have a different interpretation about... Paper 1 Section A	Inter- war- 1919-1939 AO2 (8) AO1 (8) 16 marks: '[statement]' was the main reason for... How far do you agree with this statement? Paper 1 Section B	World War 2 with a depth study on the Holocaust AO3 8 marks: How useful is Source A in helping us understand...? Paper 2 Section A <i>Paper 1 Section B 12 marks: could be for top end students as another source could be introduced with same question stem</i>	Life in Nazi Germany AO1 (4) AO2 (4) 8 marks: In what ways were.. affected by... Paper 1 Section B END OF YEAR EXAM: Paper 2 format Section A and Section B 1 hour 45 minutes



7	<p>British History 1066-1500</p> <p>AO1</p> <p>4 marks:</p> <p>Describe</p> <p>Paper 1 Section A</p> <p>8 marks:</p> <p>Write an account</p> <p>Paper 1 Section B</p> <p>Paper 2 Section B</p>	<p>Tudors</p> <p>AO4</p> <p>16 marks:</p> <p>Has ...[factor] been the main factor in the development of... ?</p> <p>Paper 2 Section A</p>	<p>Depth study- Elizabeth I</p> <p>AO4 a/d</p> <p>8 marks:</p> <p>How convincing is Interpretation C about...</p> <p>Paper 2 Section B</p>	<p>Civil war</p> <p>AO2</p> <p>12 marks:</p> <p>Which of the following was the more important reason why ...?</p> <ul style="list-style-type: none"> • 1 • 2 <p>Paper 1 Section A</p>	<p>Industrial Revolution</p> <p>AO3</p> <p>8 marks:</p> <p>How useful is Source A...</p> <p>Paper 2 Section A</p>	<p>British Empire</p> <p>AO1</p> <p>8 marks</p> <p>Write an account of...</p> <p>Paper 1 Section B</p> <p>Paper 2 Section B</p> <p>END OF YEAR EXAM:</p> <p>Paper 1 format Section A and Section B</p> <p>1 hour 45 minutes</p>

2018-2019 Rationale

- HA and CM have cross checked the demands for content and question skills for GCSE and to some extent A Level against our KS3 curriculum map. We are confident (May 2018) that across the course of years 7 and 8 the overview map now meets those needs.

Whilst additional lessons will be planned for the following indicates essential content to cover for each half term to ensure KS4 and KS5 adequately prepared for:

Year 7

Medieval:

- The power of the King and how that changes over time with issues with Parliament (Link to Eliz unit)
- Medical knowledge and practices (link to Health unit)



Tudors:

- Religious changes (Link to Eliz unit)
- Wives and children of Henry VIII (link to Eliz unit)

Depth study Elizabeth:

- Issues to be considered-
 - Marriage
 - Religion
 - Rebellions
 - Poverty
 - Spain
- Key figures in court and during the reign of Elizabeth
- Exploration

Civil War:

- Depth study considering the East Anglian with-hunt that occurred at this time (link to A Level Unit 3)

Industrial Revolution:

- Medical and Public Health developments (link to Health unit)
- People power- increases to voting numbers/ new middle class/ Chartists (link to Germany unit)

British Empire:

- Origins of Empire (link back to Eliz unit)
- Development of colonies and impacts (link to Conflict & Tension unit)

Slavery:

- Hawkins- key figure study (link to Elizabeth unit)



How have people fought for rights

- Votes for women in UK to be included alongside the existing USA and South Africa case studies

World War 1:

- Medical advances as a consequence of war (link to Health unit)

Interwar years 1919-1939: (a complete unit at GCSE)

- Treaty of Versailles
- League of Nations
- Hitler's rise to power- considering rise to Chancellor and Dictator
- The causes of WW2

World War 2:

- Churchill as key person study (link to A Level unit 2)
- Medical developments such as penicillin (link to Health unit)
- Creation of NHS and welfare state as a consequence of WW2 (link to Health unit)

Life in Nazi Germany:

- Changes in the following areas to be considered-
 - Women
 - Children
 - Workers
 - Jewish people- case study on the Final Solution