

Assessment map outline: History

	Assessment overview (by key historical skill)						
Key historical skill	Using evidence	Cause and consequence	Change and continuity	Forming a judgement	Chronological understanding	Interpretation	Significance
	CAT 2 (Y7) CAT 3 (Y7) CAT 4 (Y7) CAT 5 (Y7) CAT 2 (Y8) CAT 5 (Y8) CAT 6 (Y8)	CAT 1 (Y7) CAT 1 (Y8) CAT 4 (Y8) CAT 6 (Y8)	CAT 5 (Y7) CAT 6 (Y8)	CAT 3 (Y7) CAT 4 (Y7) CAT 6 (Y7) CAT 2 (Y8) CAT 3 (Y8) CAT 6 (Y8)	CAT 1 (Y8) CAT 6 (Y8)	CAT 6 (Y7) CAT 3 (Y8) CAT 6 (Y8)	CAT 1 (Y8) CAT 4 (Y8) CAT 6 (Y8)

Year 7

Assessment outline	Emerging	Developing	Securing	Mastering
<p><u>CAT1 - Key skill tested –</u></p> <p>Cause and consequence:</p> <p><i>Explain why William won the Battle of Hastings</i></p>	<p>You can describe historical events.</p> <p>You make accurate statements and include a little specific own knowledge.</p>	<p>You can identify different reasons why William won the Battle of Hastings.</p> <p>You make accurate statements and include some specific own knowledge.</p> <p>You may attempt to offer explanation, but this is not always focused upon the question.</p>	<p>You can identify and explain the different reasons why William won the Battle of Hastings.</p> <p>You need to develop your explanation further using specific own knowledge.</p>	<p>You can consistently explain a range of different reasons why William won the battle of Hastings in detail.</p> <p>You use detailed, specific own knowledge to do this.</p>

<p><u>CAT2 - Key skill tested –</u></p> <p>Using evidence:</p> <p><i>What can you infer about life in a Medieval village?</i></p>	<p>You can describe what you can see in historical sources.</p>	<p>You can make some inferences from historical sources. You will attempt to support these with details from the sources.</p>	<p>You can infer from most historical sources and support these with details from the sources.</p>	<p>You can consistently infer from historical sources and support these with details from the sources.</p>
<p><u>CAT3 - Key skill tested –</u></p> <p>Using evidence, forming a judgement:</p> <p><i>How 'bloody' was Bloody Mary?</i></p>	<p>You can state what you believe based upon historical evidence.</p>	<p>You can state what you believe based upon historical evidence, and support this with examples from your own knowledge.</p> <p>You may attempt to offer explanation, but this is not always focused upon the question.</p>	<p>You can state what you believe based upon historical evidence, support this with examples from your own knowledge, and offer some explanation.</p>	<p>You can state what you believe, support this with examples from your own knowledge, and explain consistently.</p>
<p><u>CAT4 - Key skill tested –</u></p> <p>Using evidence, forming a judgement:</p> <p><i>Using the historical sources provided, explain whether you believe the Gunpowder plotters were framed.</i></p>	<p>You can identify what the messages of historical sources are and offer some evidence.</p>	<p>You can describe what the messages of historical sources are and offer evidence from the sources to support this description.</p> <p>You may attempt to offer explanation, but this is not always focused upon the question.</p>	<p>You can describe what the messages of historical sources are and offer evidence from the sources to support this description.</p> <p>You will also offer some explanation about whether you believe the Gunpowder plotters were framed.</p>	<p>You can describe what the messages of historical sources are and offer evidence from the sources to support this description.</p> <p>You will also provide consistent explanation about whether you believe the Gunpowder plotters were framed.</p>

<p><u>CAT5 - Key skill tested –</u></p> <p>Using historical evidence, change and continuity:</p> <p><i>How good are these sources in showing you how people's lives were changed by the Industrial Revolution?</i></p>	<p>You can identify what the messages of historical sources and describe what these tell you about people's lives during the Industrial Revolution.</p>	<p>You can identify what the messages of historical sources are, offer evidence, and describe how good these sources are in showing you how people's lives were changed by the Industrial Revolution.</p>	<p>You can identify what the messages of historical sources are, offer evidence, and begin to explain how good these sources are in showing you how people's lives were changed by the Industrial Revolution.</p>	<p>You can identify what the messages of historical sources are, offer evidence, and explain how good these sources are in showing you how people's lives were changed by the Industrial Revolution.</p>
<p><u>CAT6 - Key skill tested –</u></p> <p>Interpretation, forming a judgement:</p> <p><i>Using the interpretations and your own historical knowledge, how far did the lives of Indians change as a result of British Empire?</i></p>	<p>You can identify what the messages are in different interpretations and state what you believe.</p>	<p>You can identify what the messages are in different interpretations and state what you believe.</p> <p>You can use some own knowledge. You may attempt to offer explanation, but this is not always focused upon the question.</p>	<p>You can identify what the messages are in different interpretations.</p> <p>You offer some explanation regarding how far you agree with these interpretations based upon your specific own knowledge.</p>	<p>You can identify what the messages are in different interpretations.</p> <p>You consistently explain how far you agree with these interpretations based upon your specific own knowledge.</p>

Year 8

Assessment outline	Emerging	Developing	Securing	Mastering
<p><u>CAT1 - Key skill tested –</u></p>	<p>You can put events in chronological order.</p>	<p>You can put events in chronological order, using</p>	<p>You can explicitly link events together</p>	<p>You can explicitly link events together</p>

<p>Chronological understanding, cause and consequence, significance:</p> <p><i>Create an account of the events which led to the sinking of the Titanic</i></p>		<p>some specific own knowledge.</p>	<p>chronologically, using specific own knowledge.</p>	<p>chronologically, using detailed, specific own knowledge.</p>
<p><u>CAT2 - Key skill tested –</u></p> <p>Using evidence, forming a judgement:</p> <p><i>Was it right to shoot Henry Farr and Herbert Burden?</i></p>	<p>You can identify what the messages of historical sources are and offer some evidence.</p>	<p>You can describe what the messages of historical sources are and offer evidence from the sources to support this description.</p> <p>You may attempt to offer explanation, but this is not always focused upon the question.</p>	<p>You can describe what the messages of historical sources are and offer evidence from the sources to support this description.</p> <p>You will also offer some explanation about whether you believe it was right to shoot Henry Farr and Herbert Burden.</p>	<p>You can describe what the messages of historical sources are and offer evidence from the sources to support this description.</p> <p>You will also provide consistent explanation about whether you believe it was right to shoot Henry Farr and Herbert Burden.</p>
<p><u>CAT3 - Key skill tested –</u></p> <p>Interpretation, forming a judgement:</p> <p><i>Dunkirk: victory or disaster?</i></p>	<p>You can identify what the messages are in different interpretations and state what you believe.</p>	<p>You can identify what the messages are in different interpretations and state what you believe.</p> <p>You can use some own knowledge and may attempt to offer explanation, but this is not always focused upon the question.</p>	<p>You can identify what the messages are in different interpretations.</p> <p>You offer some explanation regarding how far you agree with these interpretations based upon your specific own knowledge.</p>	<p>You can identify what the messages are in different interpretations.</p> <p>You consistently explain how far you agree with these interpretations based upon your specific own knowledge.</p>

<p><u>CAT4 - Key skill tested –</u></p> <p>Significance, cause and consequence:</p> <p><i>Why is it important to study the Holocaust?</i></p>	<p>You can identify reasons why it is important to study the Holocaust.</p>	<p>You can identify reasons why it is important to study the Holocaust, using some specific own knowledge.</p>	<p>You can identify reasons why it is important to study the Holocaust, using some own knowledge in your explanation.</p>	<p>You can identify reasons why it is important to study the Holocaust, using detailed own knowledge in your explanation.</p>
<p><u>CAT5 - Key skill tested –</u></p> <p>Using evidence, cause and consequence:</p> <p><i>Using the historical sources, explain how the Windrush Generation were treated 1948-1973</i></p>	<p>You can identify what the messages of historical sources are and offer some evidence.</p>	<p>You can describe what the messages of historical sources are and offer evidence from the sources to support this description.</p> <p>You may attempt to offer some explanation.</p>	<p>You can describe what the messages of historical sources are and offer evidence from the sources to support this description.</p> <p>You will also offer some explanation about why the experiences of the Windrush Generation were often negative.</p>	<p>You can describe what the messages of historical sources are and offer evidence from the sources to support this description.</p> <p>You will also provide consistent explanation about why the experiences of the Windrush Generation were often negative.</p>
<p><u>CAT6 - Key skill tested -</u></p> <p>Using evidence, cause and consequence, chronological understanding, change and continuity, interpretation, forming a judgement, significance:</p> <p><i>End of year assessment</i></p>	<p>You can recall a little historical knowledge and apply this to few historical skills.</p>	<p>You can recall some historical knowledge and apply this to some historical skills.</p>	<p>You can recall a good amount of historical knowledge and apply this to most historical skills.</p>	<p>You can recall excellent historical knowledge and apply this to all historical skills.</p>

