



Westfield Academy KS3 step descriptors for History

Year 8

Step No.	Step name	Step descriptor
Step 5	Excelling 86%-100%	<p>Pupils show their mastery of knowledge and understanding of local, national and international history</p> <p>Pupils use historical terminology confidently.</p> <p>Pupils produce precise and coherent work.</p> <p>Pupils construct substantiated analyses about second order concepts</p> <p>Pupils evaluate critically a range of sources and reach substantiated conclusions independently</p> <p>Pupils analyse and explain a range of historical interpretations and different judgements about historical significance</p>
Step 4	Mastering 61%-85%	<p>Pupils show extended knowledge and understanding of local, national and international history</p> <p>Pupils select, organise and use relevant information and make appropriate use of historical terminology.</p> <p>Pupils understand most second order concepts with apply them with confidence.</p> <p>When establishing the evidence for a particular enquiry, pupils consider critically issues surrounding the origin, nature and purpose of sources.</p> <p>Pupils explain how and why different interpretations of the past have arisen or been constructed</p>

Step 3	Securing 36%-60%	<p>Pupils show secure knowledge and understanding of local, national and international history</p> <p>Pupils select, organise and deploy relevant information and make appropriate use of historical terminology.</p> <p>Pupils understand most second order concepts and begin to apply them with support</p> <p>Pupils evaluate sources to establish relevant evidence for particular enquiries.</p> <p>Pupils begin to explain how and why different interpretations of the past have arisen or been constructed.</p>
Step 2	Developing 21%-35%	<p>Pupils show that they are approaching a secure knowledge and understanding of local, national and international history</p> <p>Pupils select and deploy information and make appropriate use of historical terminology to support their work.</p> <p>Pupils begin to recognise and describe the nature and extent of diversity, change and continuity, and to suggest relationships between causes.</p> <p>Pupils begin to evaluate sources to establish evidence for particular enquiries.</p> <p>Pupils suggest some reasons for different interpretations of the past and they begin to recognise why some events, people and changes might be judged as more historically significant than others.</p>
Step 1	Establishing 0-20%	<p>Pupils show that they are beginning to increase their knowledge and understanding of the past by using dates and terms, by describing some of the main events, people and periods they have studied and by placing them into different periods of time.</p> <p>Pupils begin to recognise some of the similarities and differences between these periods and are beginning to suggest causes and consequences of the main events and changes.</p> <p>Pupils use sources to find answers to questions about the past.</p> <p>Pupils begin to identify some of the different ways in which the past had been represented.</p>