

Attainment Target and Level Descriptions for History

3

KEY STAGE

History has one attainment target entitled: Developing Knowledge, Understanding and Skills in History. The level descriptions, set out within Levels 1 to 8, therefore, cover the subject as a whole. The relationship between the attainment target and the programme of study is set out below.

Key Stage 3

The programme of study at Key Stage 3 covers up to Level 8 of the attainment target. It is expected that the majority of pupils will be working at either Level 5 or 6 at the end of the key stage.

When judging a pupil's level of attainment, teachers are advised to select the level description which best fits the pupil's work over a period of time. This judgement should be verified by careful comparison of the selected level description with those immediately above and below it.

It should be noted that level descriptions build successively on the knowledge, understanding and skills of lower levels which are, therefore, subsumed within them.

Level Descriptions
HISTORY

DEVELOPING KNOWLEDGE, UNDERSTANDING AND SKILLS IN HISTORY

Pupils should develop a chronological awareness and sense of the past, a range and depth of historical knowledge, and an ability to use historical sources and communicate their understanding in a variety of forms.

LEVEL 1

Pupils talk about aspects of stories and events from the past and describe what they see in photographs and objects. They begin to recognise obvious differences between past and present. They convey understanding through the use of pictures, symbols, words and phrases.

LEVEL 2

Pupils retell the main events from stories about the past and demonstrate their understanding through the use of simple drawings, words and phrases and some simple sentences. They describe obvious differences between past and present from photographs, objects or stories. They begin to use some of the vocabulary of time, *such as yesterday, today, tomorrow, long ago, then, now*. They undertake basic sorting and sequencing activities using pictures, objects or events from a story.

LEVEL 3

Pupils retell a story from the past. They begin to use words and phrases related to the divisions of time, *such as week, month, year, century*. They use sources, suited to their age and ability, to gain information about an aspect of a period being studied. They draw and describe pictures of a historical story, where appropriate, in sequence using simple sentences.

LEVEL 4

Pupils recall some facts and key events about individual periods from the Key Stage 2 or 3 Programme of Study and use some historical terms that arise within them. They extract factual information from sources suitable to their age to make obvious statements about the past. They construct basic historical narratives of what happened and attempt some reasoning.

LEVEL 5

Pupils display some understanding of key events within a period from the Key Stage 2 or 3 Programme of Study and use an increasing number of historical terms and conventions that arise within them. They recognise that sources offer different versions of the past and can extract relevant information from a range of sources and interpretations to make basic deductions about the past. They begin to construct historical accounts, which contain some accurate information related to the question set and which display some understanding and indicate simple causation.

LEVEL 6

Pupils display a sound knowledge and understanding of individual periods from the Key Stage 3 Programme of Study and use significant dates and terms appropriately. They select and combine appropriate information from a range of sources and interpretations to answer significant questions. They suggest obvious reasons for different interpretations of events, personalities and changes. They write with increasing independence structured historical accounts containing accurate and relevant detail related to the question set and which attempt to offer explanations.

LEVEL 7

Pupils display a sound knowledge and understanding of the individual periods from the Key Stage 3 Programme of Study which they use to assess the significance and impact of the personalities, events and changes studied. They apply key terms with understanding and refer to sources to substantiate their work, demonstrating awareness of the strengths and weaknesses of sources and interpretations used. They write, with increasing independence and competence, well structured accounts using accurate and relevant information to substantiate conclusions drawn.

LEVEL 8

Pupils display a detailed knowledge and understanding of the Key Stage 3 Programme of Study and make links and comparisons within and between periods. They make judgements about the usefulness of a variety of sources and interpretations and use these critically to construct analytical accounts which take into consideration a range of different perspectives and interpretations and make connections, comparisons and contrasts in support of a balanced treatment of the topic.