

Regents Park Community College – Year 7 History Progress Pathway Descriptors

Low Attaining Year 7 student	Middle Attaining Year 7 student	High Attaining Year 7 student
<p>Historical knowledge:</p> <p>Produce with some confidence simple factual historical accounts with correct dates and terms to show a simple sequence of events for a period of history being studied [Chronology]</p> <p>Identify some simple changes within and across different periods of time being studied [Change through time]</p> <p>Give some simple reasons for events and begins to identify some basic changes in the periods of time studied [Causation & Consequence]</p> <p>Begins to recognise some different ways the past has been described there will be some attempt to explain differing points of view about the past. But these will often be at a very simple level. [Representation & Interpretation]</p> <p>Begin to make use of information from different sources to draw simple conclusions about events [Sources]</p>	<p>Historical knowledge:</p> <p>Produce with increasing confidence accurate factual historical accounts with correct dates and terms to show a clear sequence of events for a period of history being studied [Chronology]</p> <p>Identify some major changes within and across different periods of time being studied and also identify some areas of continuity which have not changed [Change through time]</p> <p>Give some reasons for (causes) and results of (consequences) main events and changes in the periods of time studied [Causation & Consequence]</p> <p>Recognise with increasing confidence some different ways the past has been described and explained depending on who was writing and why they were writing [Representation & Interpretation]</p> <p>Select and combine information from different sources to draw some developed conclusions about events [Sources]</p>	<p>Historical knowledge:</p> <p>Produce with confidence accurate factual historical accounts with correct dates and terms to show a clear sequence of events for a period of history being studied [Chronology]</p> <p>Identify some major changes within and across different periods of time being studied and also identify some areas of continuity which have not changed [Change through time]</p> <p>Give reasons for (causes) and results of (consequences) main events and changes in the periods of time studied [Causation & Consequence]</p> <p>Recognise some different ways the past has been described and explained depending on who was writing and why they were writing [Representation & Interpretation]</p> <p>Select and combine information from different sources to draw accurate conclusions about events [Sources]</p>



Respect

Pride

Creativity

Challenge



Regents Park Community College – Year 8 History Progress Pathway Descriptors

Low Attaining Year 8 student	Middle Attaining Year 8 student	High Attaining Year 8 student
<p>With growing confidence can describe key features of past societies, periods and changes with a correct chronological framework [Chronology]</p> <p>Make mostly accurate links between some key features of past societies, periods and changes or continuity over time, and begins to suggest reasons for these changes [Change through time]</p> <p>Give clear reasons for (causes) and begins to show the results of (consequences) the events [Causation & Consequence]</p> <p>Describe with basic explanations how and why some different interpretations of the periods studied came about [Representation & Interpretation]</p> <p>Be able to form basic judgements about the usefulness of selected sources. [Sources]</p> <p>With growing confidence and increasing independence can select and organise information to produce structured written work</p>	<p>Clearly and confidently describe key features of past societies, periods and changes with a correct chronological framework [Chronology]</p> <p>Make confident and mostly accurate links between some key features of past societies, periods and changes or continuity over time, suggesting reasons for them [Change through time]</p> <p>Give clear reasons for (causes) and results of (consequences) the events and important changes in the periods studied [Causation & Consequence]</p> <p>Describe and explain how and why some different interpretations of the periods studied came about [Representation & Interpretation]</p> <p>Be able to form judgements on the value of selected sources; choosing those that are most useful and reliable for a study of the periods in question [Sources]</p> <p>Select and organise information to produce structured written work</p>	<p>Clearly and confidently explain key features of past societies, periods and changes with a correct chronological framework [Chronology]</p> <p>Make confident and accurate links between key features of past societies, periods and changes or continuity over time, suggesting reasons for them [Change through time]</p> <p>Give clear reasons for (causes) and results of (consequences) the events and important changes in the periods studied [Causation & Consequence]</p> <p>Describe, explain and evaluate how and why some different interpretations of the periods studied came about [Representation & Interpretation]</p> <p>Be able to form judgements on the value of selected sources; choosing those that are most useful and reliable for a study of the periods in question [Sources]</p> <p>Confidently and independently can select and organise information to produce structured written</p>



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Regents Park Community College – Year 9 Progress Pathway Descriptors

Low Attaining Year 9 student	Middle Attaining Year 9 student	High Attaining Year 9 student
<p>Historical Knowledge:</p> <p>Demonstrate knowledge and understanding of the key features and characteristics of the period studied.</p> <p>Sources:</p> <p>Can explain the meaning of a source in some detail.</p> <p>Will be able to explain different interpretations and describe the differences between interpretations in simple terms.</p> <p>Begins to show understanding of why people interpret the past differently.</p> <p>Accuracy:</p> <p>Work will make basic use of specialist terminology and work may contain some obvious spelling and grammar errors.</p>	<p>Historical Knowledge:</p> <p>Explain and analyse historical events and periods studied using second-order historical concepts.</p> <p>Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p> <p>Sources:</p> <p>Can use sources with some confidence and make inferences that are related to the question. I will use quotes and other supporting evidence.</p> <p>Will be able to analyse interpretations in some detail and be able to explain the differences between different interpretations. Will begin to use these differences in their writing of the past.</p> <p>Accuracy:</p> <p>Work will make satisfactory use of specialist terminology and my work will contain a few spelling and grammar errors.</p>	<p>Historical Knowledge:</p> <p>Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.</p> <p>Sources:</p> <p>Can use sources confidently and can make detailed inferences and analyse the differences between the sources.</p> <p>Will be able to analyse different interpretations and explain why interpretations differ in some detail, showing knowledge of the wider historical context.</p> <p>Refers to differing interpretations about the past and uses them confidently to explain events of the past.</p> <p>Accuracy:</p> <p>Work will make very good use of specialist terminology and work will contain infrequent spelling and grammar errors.</p>



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