

Key Stage 3 History Prior Attainment Related Expectations

Year 7 Prior Attainment Related Expectations

Time of Year	Lower Attainer Expectations	Middle Attainer Expectations	Higher Attainer Expectations
Mid-Year	<ul style="list-style-type: none"> • Students should be able to put events in the correct chronological order. • Students should understand that the question ‘why did something happen?’ requires an answer using the word ‘because’ and a reason. • Students should be able to find relevant information in a source and write a sentence or partial sentence in answer to a question on the source. • Students should be able to explain how the feudal system was arranged. 	<ul style="list-style-type: none"> • Students should be able to produce a narrative which places historical events in the correct chronological order. • Students should understand that the question ‘why did something happen’ requires an answer giving multiple reasons and using the word ‘because’. • Students should also understand that a ‘source’ is the beginning of our understanding of the past: where the historical facts come from. • Students should be able to summarise the meaning of a source. They should also be able to produce written answers in the past tense, using grammatically correct sentences. • Students should be able to explain the feudal system and give at least one reason why it began to break down. 	<ul style="list-style-type: none"> • Students should be able to produce a detailed narrative which places historical events in the correct chronological order. • Students should understand that the question ‘why did something happen?’ requires an answer giving multiple reasons, using the word ‘because’ and that these reasons can be divided into categories. • Students should also understand that a ‘source’ is the beginning of our understanding of the past: where the historical facts come from. • Students should be able to summarise the meanings of simple sources and use quotes from sources to support and justify conclusions made. • Students should also be able to produce written answers of several paragraphs in length in the past tense using grammatically correct sentences. • Students should be able to explain the feudal system and why it began to break down.



Time of Year	Lower Attainer Expectations	Middle Attainer Expectations	Higher Attainer Expectations
End of Year	<ul style="list-style-type: none"> Students should be able to put more events in the correct chronological order than they could before. Students should understand that the question ‘why did something happen?’ requires an answer using the word ‘because’ and be able to use basic categories such as money or war. Students should be able to find relevant information in a source and write a sentence in answer to a question. Students should be able to complete a diagram showing how the feudal system was arranged and give one example of why it began to break down. 	<ul style="list-style-type: none"> Students should be able to produce a detailed narrative which places historical events in the correct chronological order. Students should understand that the question ‘why did something happen?’ requires an answer giving multiple reasons, using the word ‘because’ and that these reasons can be divided into categories. Students should also understand that a ‘source; is the beginning of our understanding of the past: where the historical facts come from. Students should be able to summarise the meanings of sources and use quotes from sources to support and justify conclusions made. Students should also be able to produce written answers of several paragraphs in length, in the past tense, using grammatically correct sentences. Students should be able to explain the feudal system and why it began to break down with multiple examples of events that show this such as the Magna Carta or the Black Death. 	<ul style="list-style-type: none"> In addition to being able to produce a detailed narrative which places historical events in the correct chronological order, students should be able to give an answer to a ‘why’ question which is organised in categories and able to justify their choice of a ‘most important’ reason. Students should also understand the difference between ‘sources’ and ‘interpretations’ and that Historians use these to gain evidence on a topic. Students should also be able to produce lengthy written answers in the past tense, using grammatically correct sentences. Students should be able to explain the feudal system and why it began to break down, understanding that the Magna Carta eroded the system from above while the Black Death eroded it from below.



Year 8 Prior Attainment Related Expectations

Time of Year	Lower Attainer Expectations	Middle Attainer Expectations	Higher Attainer Expectations
Mid-Year	<ul style="list-style-type: none"> Students should be able to put more events in the correct chronological order than they could in Year 7 and this should include events from both the medieval and early modern periods. Students should understand that the question ‘why did something happen’ requires an answer using the word ‘because’ and that an answer requires the use of categories. Students should be able to find relevant information in a source and write a sentence in answer to a question. Students should be able to explain what the feudal system was and why it lost power. Students should also understand that Henry VIII’s decision to break with the Catholic Church led to religious change. 	<ul style="list-style-type: none"> In addition to being able to produce a detailed narrative which places historical events in the correct chronological order, students should be able to give an answer to a ‘why’ question which is organised in categories and able to justify their choice of a ‘most important’ reason. Students should understand that evaluating the accuracy of a source means comparing the content of the source to their own knowledge. Students should also be able to produce lengthy written answers, in the past tense, using grammatically correct sentences. Students should be able to explain the feudal system and why it began to break down, understanding that the Magna Carta eroded the power of the King. Students should also understand the significance of the English Reformation. 	<ul style="list-style-type: none"> Students should be able to produce a detailed narrative which places historical events in the correct chronological order. Students should understand how to explain a ‘why’ question using categorisation and prioritisation. They may start to assess the long-term and short-term causes and the role of a turning point to analyse why an event happened. Students should understand that evaluating the accuracy of a source means comparing the content of the source to their own knowledge and be aware that this is different from evaluating the reliability of sources because that is related to the author’s purpose rather than the content of the source. Students should also understand the concept and structure of a formal historical essay. Students should be able to explain the feudal system and why it began to break down as well as understand the significance of the main political developments of the Tudor Period – the Reformation and how it ultimately led to the beginning of power being transferred to Parliament, and the Spanish Armada.



Time of Year	Lower Attainer Expectations	Middle Attainer Expectations	Higher Attainer Expectations
End of Year	<ul style="list-style-type: none"> Students should be able to put more events in the correct chronological order from both the medieval and early modern periods. Students should understand that the question ‘why did something happen’ requires an answer using the word ‘because’ and that an answer requires the use of categories. They should be attempting to explain what the main reason for an event is. Students should be able to put a limited number of factors into suitable categories provided by their teacher. Students should be able to find relevant information in a source and write a sentence in answer to a question. Students should be able to complete a diagram showing how the feudal system was arranged and why it began to break down. Students should also understand that Henry VIII’s decision to break with Catholic Church led to religious change. Students should also be able to talk about the execution of Charles I and that it was an important blow to the idea of divine right and the power of kings in England. 	<ul style="list-style-type: none"> Students should be able to produce a detailed narrative which places historical events in the correct chronological order. Students should understand how to explain a ‘why’ question using categorisation and prioritisation. They may start to assess the long-term and short-term causes and the role of a turning point to analyse why an event happened. Students should understand that evaluating the accuracy of a source means comparing the content of the source to their own knowledge and be aware that this is different from evaluating the reliability of sources because that is related to the author’s purpose rather than the content of the source. Students should also understand the concept and structure of a formal historical essay. Students should be able to explain the feudal system and why it began to break down as well as understand the significance of the main political developments of the Tudor Period – the Reformation and how it ultimately led to the beginning of power being transferred to Parliament. 	<ul style="list-style-type: none"> Students should be able to produce a detailed narrative which places historical events in the correct chronological order. Students should understand the concepts of long term and short-term causes, the nature of a turning point and be able to carry out a developed analysis to answer a ‘why question. They should be using prioritisation to develop an argument in their writing. Students should understand that evaluating the accuracy of a source means comparing the content of the source to their own knowledge and be aware that this is different from evaluating the reliability of sources because that is related to the author’s purpose rather than the content of the source. Students should also be able to produce an essay with teacher support. Students should understand the significance of the main political developments of the Early Modern Period – the Reformation and how it ultimately led to the beginning of power being transferred to Parliament, the Spanish Armada, the English Civil War and the 1688 Revolution. Students should also be aware that the Modern Period begins at the end of the 18th century and is marked by change in thinking which sees the idea of equality become more important.



Year 9 Prior Attainment Related Expectations

Time of Year	Lower Attainer Expectations	Middle Attainer Expectations	Higher Attainer Expectations
Mid-Year	<ul style="list-style-type: none"> Students should be able to put more events in the correct chronological order than they could in Y8 and this should include events from the medieval, early modern and modern periods. Students should understand that the question ‘why did something happen’ requires the use of categorisation. They should be able to prioritise one reason and explain why it’s more important than others. Students should be able to put a limited number of factors into suitable categories provided by their teacher. Students should be able to find relevant information in a source and write a sentence in answer to a question and suggest why it is accurate using their knowledge of the topic. Students should be able to talk about one or two of the key events within the political narrative from all three periods. 	<ul style="list-style-type: none"> Students should be able to produce a detailed narrative which places historical events in the correct chronological order. Students should be able to carry out a causal analysis using a variety of techniques: categorisation and prioritization to produce an essay response. Students should understand that evaluating the accuracy of a source means comparing the content of the source to their own knowledge and be aware that this is different from evaluating the reliability of sources because that is related to the author’s purpose rather than the content of the source. Students should be able to produce a formal essay with teacher support. They should be able to explain the significance of the main political developments from 1066-1688. Students should also be aware that the Modern Period begins at the end of the 18th century and is marked by change in thinking which sees the idea of equality become more important. In addition, they should be aware that the Industrial Revolution in the late 18th century marked a new era and the transition into the modern world. 	<ul style="list-style-type: none"> Students should be able to produce a detailed narrative which places historical events in the correct chronological order. Students should also be able to carry out analysis of causes using a variety of techniques and using information provided by their teacher independently. Students should be able to summarise the meanings of a range of sources and use quotes from sources to support and justify conclusions made, as well as cross-reference between sources. Students should be able to evaluate a source in relation to both accuracy and reliability. Students should also be able to produce a formal essay with the assistance of teacher support. Students should be able to explain the significance of the main political developments from 1066-1688. Students should also be aware that the Modern Period begins at the end of the 18th century and is marked by change in thinking which sees the idea of equality become more important as a result of the conjunction of key events: the American Revolution and the Industrial Revolution.



Time of Year	Lower Attainer Expectations	Middle Attainer Expectations	Higher Attainer Expectations
End of Year	<ul style="list-style-type: none"> Students should be able to put more events from the medieval, early modern and modern periods into the correct chronological order. Students should understand that the question ‘why did something happen’ requires the use of categorisation. They should be able to prioritise one reason and explain why it’s more important than others. They should be able to embed an argument throughout an essay. Students should be able to put facts into suitable categories provided by their teacher. Students should be able to find relevant information in a source and write a sentence in answer to a question and suggest multiple reasons why it is accurate using their knowledge of the topic. Students should be able to talk about the importance of some of the key events within the political narrative from all three periods such as the Magna Carta, the Reformation and the Women’s suffrage movement. Students should understand the significance of the Holocaust. 	<ul style="list-style-type: none"> Students should be able to produce a detailed narrative which places historical events in the correct chronological order. Students should also be able to carry out a causal analysis using a variety of techniques and using information provided by their teacher independently. Students should understand that evaluating the accuracy of a source means comparing the content of the source to their own knowledge and be aware that this is different from evaluating the reliability of sources because that is related to the author’s purpose rather than the content of the source, giving a range of reasons relating to the authorship of a source. Students should also be able to produce a formal essay with limited assistance. Students should be able to explain the feudal system and why it began to break down as well as understand the significance of the main political developments from 1066-1688. Students should also be aware that the Modern Period begins at the end of the 18th century and is marked by change in thinking which sees the idea of equality become more important as a result of the conjunction of key events: the American Revolution and the Industrial Revolution. Students should understand the significance of the Holocaust. 	<ul style="list-style-type: none"> Students should be able to produce an essay explaining the evolution of the constitutional monarchy from 1066-1918 – with teacher assistance. Students should be able to produce an independent essay to answer a causal question using a variety of techniques based on information provided by their teacher and some independent research. Students should be able to evaluate a range of relatively straightforward sources in terms of both accuracy and reliability – and, at the highest level, be able to comment on the utility of a source based on its authorship and purpose. Students should be able to explain significance of the main political developments from 1066-1688. Students should also be aware that the Modern Period begins at the end of the 18th century and is marked by change in thinking which sees the idea of equality become more important as a result of the conjunction of key events: the American Revolution and the Industrial Revolution. Students should understand the significance of the Holocaust.