

# Year 9 Ways of Doing-History

## Knowledge

## Understanding

## Skills

Exceeding

Students can show a wide and in-depth level of knowledge of 20<sup>th</sup> century history topics, demonstrating a secure chronological and thematic understanding of the topics.

Students can support their views and lines of argument with detailed and accurate points of information and show a secure understanding of more complex key ideas relevant to the topics of enquiry e.g. propaganda and indoctrination, imperialism, revolution.

Students show frequent evidence of independent research and wider reading.

Students can explain causes through the interplay of the actions of historical actors and the underlying conditions in which they operated, for example: social, political, economic, religious or military conditions. They can differentiate between the intended and unintended consequences of actions.

Students can explain the significance of key individuals and events using their own set of criteria and explain the nature and extent of continuity and change. Students can evaluate different interpretations and identify the approach of the author with an understanding of the viewpoint of the author, their purpose, their intended audience and the evidence they have chosen to use.

Students demonstrate an understanding that the past is formed of multiple lines of development and that each has its own flow but that these do not always go in the same direction.

Students show an understanding that all evidence can have multiple uses and that its utility depends on the questions which are being asked.

Students evaluate evidence with an awareness that a source will reflect the views of its author, the intended impact, audience and purpose of a source.

Students interpret historical evidence in historical terms rather than understanding it through a modern mind-set.

Expected

Students can show a good level of knowledge of 20<sup>th</sup> century history, demonstrating a secure chronological and thematic understanding of the topics.

Students can support their views and lines of argument with relevant and accurate points of information, showing an understanding of key ideas relevant to the topics of enquiry e.g. propaganda and indoctrination, imperialism, revolution.

Students show some evidence of independent research and further reading.

Students can analyse and evaluate causes and consequences, categorising, prioritising and finding links between them.

Students can assess the significance of key individuals and events (using valid criteria) and analyse the nature and extent of continuity and change.

Students can identify the messages and main points of varying interpretations and explain how they are particular perspectives and constructions of the past.

Students show assess the utility of sources of evidence by assessing their value and limitations.

Students evaluate evidence with an awareness that a source will reflect the views of its author rather than the 'truth'.

Students interpret historical evidence in context by referring to the period in which it originated.

Developing

Students can show a developing level of knowledge of 20<sup>th</sup> century history, demonstrating some chronological and thematic understanding of the topics.

Students can support their views and lines of argument with basic but accurate points of information, showing an understanding of some of the less complex key ideas relevant to the topics of enquiry.

Students show very little evidence of independent research.

Students can analyse and evaluate causes and consequences, prioritising or linking them

Students can explain why some key individuals and events in history are more significant than others and identify and describe aspects of continuity and change.

Students recognise that people have different views and perspectives on history and can identify different interpretations with some awareness of how and why these come about.

Students can select sources of historical evidence that they think will be useful to answer specific questions, explaining why some sources of evidence are less helpful/relevant.

Students can evaluate sources of evidence to make a judgement on their reliability by considering nature, origin and purpose.

Students can extract information and draw inferences from sources but with limited awareness of their context.

Supported

Students can demonstrate basic knowledge of 20<sup>th</sup> century history by deploying factual information, which is mostly relevant.

Students demonstrate a weak grasp of the chronology and themes, but can show some understanding of the less complex ideas relevant to the topics of enquiry.

Students show little to no evidence of independent research.

Students can describe a range of causes and consequences of historical events, and begin to explain the similarities and differences between then and now.

Students can explain why some key individuals and events in history are considered important, and can identify and describe some aspects of continuity and change.

Students take at face value the idea that there are correct and incorrect versions of history but can begin to explain why people disagree over the past.

Students can use sources to support and develop their ideas but without consideration of their values and limitations.

Students can make basic observations about the reliability of sources by commenting on their nature, origin or purpose, or by identifying bias.

Students can interpret surface-level/obvious messages from sources.