

# HI learning ladders – Grade W - 9

## KS3 - History

Year 7	Below-W	1-2	3-4	5	6-7	8-9
Year 8	Below – W	1-2	3-5		6-7	8-9
Year 9		1-2	3-5		6-7	8-9
<b>HAO1 Historical Knowledge</b>	<p>Gives a few general facts about an event/person/period/society etc. in the past</p>	<p>Able to briefly describe people or events they have studied in the past.</p> <p>Their knowledge is limited but accurate and will be simple and undeveloped.</p> <p>In places the knowledge may still be inaccurate or general and stray from the point/question or the event. Towards the top end knowledge becomes more accurate but doesn't always focus on the question.</p> <p>They begin to use key words, specific dates and names but may not be chronologically accurate.</p> <p>Knowledge in un-developed.</p>	<p>Can describe people or events they have studied in the past, in more detail towards grade 5.</p> <p>Can explain people or events they have studied in the past, with greater detail towards grade 5.</p> <p>They use key words regularly and accurately and include specific dates and names to support their descriptions.</p> <p>Answers are supported by relevant information.</p> <p>For grade 5 historical information is developed and balanced. The conclusion is beginning to be more analytical and is almost a judgement.</p>		<p>Can explain in depth people or events they have studied in the past using specialist vocabulary, dates and specific information with some accuracy.</p> <p>They support their answers with specific examples and have enhanced their classroom learning by including their own research.</p> <p>Their writing is engaging and appropriate to the period/event studied.</p> <p>Writing shows an awareness of other cultures, societies or people relevant to the topic studied, demonstrating a broad historical knowledge.</p>	<p>Able to analyse in depth people or events they have studied in the past using a wide range of specialist vocabulary, dates and specific information with precision.</p> <p>Support their answers with specific examples and have enhanced their classroom learning by including their own research.</p> <p>Their writing is engaging and appropriate to the period/event studied.</p> <p>Explanations build upon prior knowledge. Evidence is given and shows an understanding of the complexities of the past.</p> <p>Information is used critically and different opinions and attitudes are cross referenced in order to support judgements and arguments made.</p>

<p><b>HAO2a Change and Continuity</b></p>	<p>Can identify simple changes in the past.</p>	<p>Can identify and begin to describe a few changes and continuities.</p> <p>Begins to offer reasons for different changes and continuities.</p> <p>Beginning to look at the extent of change in a period.</p>	<p>Can describe changes and continuities across a period</p> <p>Can explain the reasons for different changes/ continuities across a period.</p> <p>Beginning to evaluate the extent of change in a period.</p>	<p>Can describe in detail changes and continuities across a period.</p> <p>Can assess the extent of change across a period and can come to a conclusion about the overall extent of change.</p> <p>Can analyse the importance of different turning-points and can compare their importance.</p>	<p>Uses understanding of change and continuity to assess the importance of a turning-point in a period and are also able to assess the extent of progress.</p> <p>Can carry an argument throughout their essay. Students may refer and draw upon the work of other historians.</p>
<p><b>HAO2b Cause and Consequence</b></p>	<p>Can identify a few reasons why something has happened and/or the consequences of this.</p>	<p>Explains, in detail, one reason for an event happening and/or explains one consequence of an event.</p> <p>Begins to understand the links between events and the following consequences.</p>	<p>Explains in detail, two or more reasons for an event happening and/or consequences of an event. Clearly understands the links between events and the consequences.</p>	<p>Explains a range of reasons for an event happening/ consequences of an event and come to a conclusion about which is the most important, explaining their opinion.</p> <p>For grade 7, begins to highlight and analyse the links between different causes or consequences.</p>	<p>Explains a range of reasons for an event happening/ consequences of an event and come to a conclusion about which is the most important, explaining their opinion.</p> <p>Confidently highlights and analyses the links between different causes or consequences.</p>
<p><b>HAO2c Significance</b></p>	<p>Can identify possible reasons for the importance of events/people in the past. Maybe generalised and unspecific.</p>	<p>Can give a general reason for the importance.</p> <p>Can add a general description but there is no precise information that develops the point.</p>	<p>Can identify historically-significant people, events or changes and can give a reason why, however it may be simple or descriptive and may begin to explain.</p> <p>For grade 5 explains why some people, events or changes are more historically-significant than others.</p>	<p>Clearly explains why some people, events or changes are more historically-significant than others.</p> <p>Begins to use criteria (e.g. Counsell's 5Rs) to assess how significant an event, person or change was</p> <p>Confident with using criteria to assess how significant an event, person or change was.</p>	<p>Can compare criteria for judging how significant an event, person or change was to come to an overall conclusion</p> <p>Can use their knowledge and understanding to come to a well-argued conclusion as to the significance of a person, event or change using a range of criteria and the work of other historians.</p>

<p><b>HAO3 Source Skills</b></p>	<p>Can interpret simple information from primary and secondary sources.</p> <p>Sources are taken solely at face value.</p> <p>Recognition that sources can provide information in a variety of formats – verbal, physical, written etc.</p>	<p>General understanding of source shown.</p> <p>Can determine primary and secondary sources of information.</p> <p>Simple understanding of interpretations but no development. May be aware of bias but don't show understanding of it.</p> <p>Can describe reasons why they don't trust a source very simply and they take the source at face value instead of making inferences.</p>	<p>Can define and identify primary and secondary sources.</p> <p>Simple inferences can be made from sources and they begin to provide evidence from the source.</p> <p>Understanding of the concept of bias as well as other problems with sources.</p> <p>Towards the higher end of grade 5 inferences are well developed and comparisons are made between sources. Judgements are formed about reliability, utility or purpose. Content is compared to make a judgement.</p>	<p>Complex, supported inferences from sources can be made and evaluation of the utility of a source takes place.</p> <p>Looks at both positive and negative uses/points of a source and can cross-reference information from the source.</p> <p>Sources are interpreted and analysed in a complex and critical manner using precise information from the source.</p> <p>Inferences are supported by prior knowledge.</p> <p>A wide range of resources including both primary and secondary sources to conduct independent research.</p>	<p>Intelligent and supported inferences are made from sources.</p> <p>A wide range of resources including both primary and secondary sources are used to conduct independent research.</p> <p>Analytical and critical analysis of sources are supported by extensive and thorough knowledge in order to answer the question.</p>
<p><b>HAO4 Historical Interpretations</b></p>	<p>General understanding</p>	<p>Simple understanding of interpretations but no development.</p> <p>Can look at different ways an event can be interpreted and can begin to explain at the higher end.</p>	<p>Can describe a range of ways a person or event could be interpreted. Identifies which interpretations are most reliable using knowledge</p> <p>For grade 5 they explain how a person/event has been interpreted differently and explains which interpretation are most reliable.</p>	<p>Explanation of why a person/event has been interpreted in a specific way and can look at different interpretations in order.</p> <p>Begin to compare different interpretations critically, identifying motives and purpose of interpretations.</p> <p>Different interpretations of an event are discussed.</p>	<p>Comparisons are made of different interpretations and analysis of effectiveness draws upon historical knowledge.</p> <p>When exploring historical interpretations and judgements about significance, answers are constructed in a convincing and substantiated argument and evaluations are based on understanding of the historical context.</p>

## History

<b>HAO1 Historical Knowledge</b>	This objective assesses your understanding of history – the dates, the facts, your understanding of chronology etc.
<b>HAO2a Change and Continuity</b>	This objective assesses your understanding of how the past was different, the changes that took place and how some changes continued.
<b>HAO2b Cause and Consequence</b>	This objective assesses your understanding of the cause/s of events and changes in the past as well as the consequence of them immediately and into the future.
<b>HAO2c Significance</b>	This objective assesses your understanding of the importance and significance of the past.
<b>HAO3 Source Skills</b>	This objective assesses your understanding of sources for instance how you interpret sources, whether you can infer information from them and if you can examine the reliability of a source.
<b>HAO4 Historical Interpretations</b>	This objective assesses your understanding of different opinions and ideas about the past, it checks whether you understand that different people had different experiences of the same events.
<b>AO5. Communication and Enquiry</b> This objective assesses your ability to communicate your knowledge and understanding, to carry out research and enquiry about a variety of topics, your use of key vocabulary as well as your use of spelling, punctuation and grammar.	

<b>Year 7</b>	<b>Below</b> (L2 on entering KS3)	<b>W</b> (L3 on entering KS3)	<b>1</b> (L4 on entering KS3)	<b>2</b> (L5 on entering KS3)	<b>3</b> (L6 on entering KS3)	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Year 8</b>	<b>Below</b>	<b>W</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Year 9</b>	<b>Below</b>	<b>W</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Year 10</b>	<b>Below</b>	<b>W</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
<b>Year 11</b>	<b>Below</b>	<b>W</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>