

### Key learning steps- Life without levels

Subject: History				
Year	Step	Key Learning Outcomes	Skills developed	End of year /unit exam topic/s
Beginning of Year 7		Baseline no prior knowledge expected non-core subject.		
Summary of Year 7 History. Students are taught themes in chronological order. Students complete a mini skills unit called What is History before progressing on to Romans, Medieval Minds and Meeting of Minds.				
End of Year 7	Step 1	<p>Grade 1 (expected to achieve a grade 3 in Year 11) students should be able to recall basic facts such as about one aspect of Ancient Rome such as the buildings used.</p> <p>Grade 2 students can recall several basic facts about Ancient Rome. They can describe in detail at least one key event of the Roman period.</p> <p>Grade 3 students should be able to recall several facts about more than two aspects of Ancient Rome as well as explain in detail at least one key event such as Pompeii or the Sacking of Rome by the Vandals.</p> <p>Grade 4 students should be able to recall and explain the names of the Emperors of Rome that have been studied and the specialist terminology of the Roman Era.</p>	<p>Grade 1 students can write general comments or copy the source out instead of answering the question.</p> <p>Grade 2 students can take information from sources; using them to find out about a question you have been asked and have begun to describe the <b>nature, origin and purpose</b> of the source. However, they often take the source at face value.</p> <p>Grade 3 students have developed the skills of describing historical features and have begun to explain the <b>nature, origin and purpose</b> of the source to help you decide on the reliability and utility. You have begun to make basic links between sources and/or your own knowledge.</p> <p>Grade 4 students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• You can explain and have begun to <b>analyse</b> inferences from the sources.</li> <li>• You have begun to <b>cross reference</b> sources and/or your own knowledge.</li> <li>• You have begun to analyse the <b>nature, origin and purpose</b> of a source.</li> <li>• You have made basic statements about the <b>reliability and utility of a source</b>.</li> </ul>	<p>Multiple choice test on Ancient Rome in class.</p> <p>Source analysis activity on Pompeii.</p>

<b>Summary of Year 8 History:</b> Topics studied are Tudors, Stuarts and the Industrial Revolution.				
End of Year 8	Step 2	<p>Grade 2 students can recall several basic facts about The Industrial Revolution. They can describe in detail at least one key event of the Industrial Revolution.</p> <p>Grade 3 students should be able to recall several facts about more than two aspects of The Industrial Revolution as well as explain in detail at least one key event such as the Peterloo Massacre.</p> <p>Grade 4 students should be able to recall and explain the working lives of the people studied and the specialist terminology of the Industrial Revolution.</p> <p>Grade 5 students should be able to recall and explain all of the key events of the industrial revolution. They should be beginning to analyse the significance of key events.</p>	<p>Grade 2 students can take information from sources; using them to find out about a question you have been asked and have begun to describe the <b>nature, origin and purpose</b> of the source. However, they often take the source at face value.</p> <p>Grade 3 students have developed the skills of describing historical features and have begun to explain the <b>nature, origin and purpose</b> of the source to help you decide on the reliability and utility. You have begun to make basic links between sources and/or your own knowledge.</p> <p>Grade 4 students will be able to do the following:</p> <ul style="list-style-type: none"> <li>You can explain and have begun to <b>analyse</b> inferences from the sources.</li> <li>You have begun to <b>cross reference</b> sources and/or your own knowledge.</li> <li>You have begun to analyse the <b>nature, origin and purpose</b> of a source.</li> </ul> <p>You have made basic statements about the <b>reliability</b> and <b>utility of a source</b>.</p> <p>Grade 5 students will be able to do the following:</p> <ul style="list-style-type: none"> <li>You can explain and have begun to <b>analyse</b> inferences from the sources.</li> <li>You have begun to <b>cross reference</b> sources and/or your own knowledge.</li> <li>You can analyse the <b>nature, origin and purpose</b> of a source.</li> <li>You have made basic statements about the <b>reliability</b> and <b>utility of a source</b>.</li> </ul>	<p>Multiple choice test on Industrial Revolution in class</p> <p>GCSE source analysis activity.</p>
<b>Summary of Year 9 History:</b> Students study 20 <sup>th</sup> Century History. They will begin to study GCSE EDEXCEL syllabus in term 5.				
End of Year 9	Step 3	Grade 3 students should be able to recall	Grade 3 students have developed the skills of describing historical features and	

		<p>several facts about more than two aspects of The World Wars as well as explain in detail at least one key event such as the Battle of the Somme.</p> <p>Grade 4 students should be able to recall and explain the working lives of the people studied and the specialist terminology of the World Wars.</p> <p>Grade 5 students should be able to recall and explain all of the key events of the World Wars. They should be beginning to analyse the significance of key events.</p> <p>Grade 6 students should be able to recall and explain all of the key events of the World Wars. They should be able to analyse the significance of key events and make links between events.</p>	<p>have begun to explain the <b>nature, origin and purpose</b> of the source to help you decide on the reliability and utility. You have begun to make basic links between sources and/or your own knowledge.</p> <p>Grade 4 students will be able to do the following:</p> <ul style="list-style-type: none"> <li>You can explain and have begun to <b>analyse</b> inferences from the sources.</li> <li>You have begun to <b>cross reference</b> sources and/or your own knowledge.</li> <li>You have begun to analyse the <b>nature, origin and purpose</b> of a source.</li> </ul> <p>You have made basic statements about the <b>reliability</b> and <b>utility of a source</b>.</p> <p>Grade 5 students will be able to do the following:</p> <ul style="list-style-type: none"> <li>You can explain and have begun to <b>analyse</b> inferences from the sources.</li> <li>You have begun to <b>cross reference</b> sources and/or your own knowledge.</li> <li>You can analyse the <b>nature, origin and purpose</b> of a source.</li> <li>You have made basic statements about the <b>reliability</b> and <b>utility of a source</b>.</li> </ul> <p>Grade 6 students will be able to do the following:</p> <ul style="list-style-type: none"> <li>You can <b>analyse</b> inferences from the sources.</li> <li>You have begun to <b>cross reference</b> sources and/or your own knowledge.</li> <li>You can analyse the <b>nature, origin and purpose</b></li> <li>You can understand the <b>reliability</b> and <b>utility of a source</b>.</li> </ul>	<p>Multiple choice test on Twentieth Century History in class</p> <p>GCSE source analysis activity.</p>
<p>Summary of Year 10 History: Students will complete two terms on each of the following topics – American West, Crime &amp; Punishment and Elizabethan England. Resources will be rotated around class groups resulting in these units being studied in a different order. The grades below reflect the crime and punishment module. A more detailed breakdown for the American West and Elizabethan England is also available.</p>				
<p>End of Year 10</p> <p>(Linked to exemplar module)</p>	<p>Step 4</p>	<p>Grade 3 students should be able to recall several facts about more than most aspects of the Crime and Punishment module as well as explain in detail at least several key events, such as the Waltham Black Acts.</p>	<p>Grade 3 students have developed the skills of describing historical features and have begun to explain the <b>nature, origin and purpose</b> of the source to help you decide on the reliability and utility. You have begun to make basic links between sources and/or your own knowledge.</p> <p>Grade 4 students will be able to do the following:</p>	<p>Multiple choice knowledge tests at the</p>

checklist/PLC)		<p>Grade 4 students should be able to recall and explain the working lives of the people studied and the specialist terminology of Crime and Punishment.</p> <p>Grade 5 students should be able to recall and explain all of the key features of Crime and Punishment. They should be beginning to analyse the significance of key events.</p> <p>Grade 6 students should be able to recall and explain features of Crime and Punishment. They should be able to analyse the significance of key events and make links between events.</p> <p>Grade 7 students should show a detailed understanding of Crime and Punishment and be able to analyse the significance of events as well. Students should be able to construct a clear argument and reach valid conclusions.</p>	<ul style="list-style-type: none"> <li>You can explain and have begun to <b>analyse</b> inferences from the sources.</li> <li>You have begun to <b>cross reference</b> sources and/or your own knowledge.</li> <li>You have begun to analyse the <b>nature, origin and purpose</b> of a source.</li> </ul> <p>You have made basic statements about the <b>reliability</b> and <b>utility of a source</b>.</p> <p>Grade 5 students will be able to do the following:</p> <ul style="list-style-type: none"> <li>You can explain and have begun to <b>analyse</b> inferences from the sources.</li> <li>You have begun to <b>cross reference</b> sources and/or your own knowledge.</li> <li>You can analyse the <b>nature, origin and purpose</b> of a source.</li> <li>You have made basic statements about the <b>reliability</b> and <b>utility of a source</b>.</li> </ul> <p>Grade 6 students will be able to do the following:</p> <ul style="list-style-type: none"> <li>You can <b>analyse</b> inferences from the sources.</li> <li>You have begun to <b>cross reference</b> sources and/or your own knowledge.</li> <li>You can analyse the <b>nature, origin and purpose</b></li> <li>You can understand the <b>reliability</b> and <b>utility of a source</b>.</li> </ul> <p>Grade 7 students will be able to do the following:</p> <ul style="list-style-type: none"> <li>You will be able to comment on the <b>reliability</b> of sources, and their <b>utility</b>, these skills will be shown as part of the whole answer.</li> <li>You can <b>analyse</b> inferences from the sources.</li> <li>You can effectively cross reference between sources and/or your own knowledge.</li> <li>You can analyse the <b>nature, origin and purpose</b> of the source.</li> </ul>	<p>end of units.</p> <p>GCSE end of unit tests.</p> <p>Mock exams.</p>
<b>Summary of Year 11 History:</b> Terms 1 &2 students will study Weimar and Nazi Germany. Revision will take place from Term 3.				
End of Year 11 (Linked to	Step 5	Grade 3 students should be able to recall several facts about more than two aspects of life in Weimar and Nazi Germany as well as explain in detail at least one key event such as	Grade 3 students have developed the skills of describing historical features and have begun to explain the <b>nature, origin and purpose</b> of the source to help you decide on the reliability and utility. You have begun to make basic links between sources and/or your own knowledge.	Multiple choice

<p>exemplar module checklist/PLC)</p>	<p>the invasion of the Spanish Armada.</p> <p>Grade 4 students should be able to recall and explain the working lives of the people studied and the specialist terminology of life in Weimar and Nazi Germany.</p> <p>Grade 5 students should be able to recall and explain all of the key events of life in Weimar and Nazi Germany. They should be beginning to analyse the significance of key events.</p> <p>Grade 6 students should be able to recall and explain all of the key events of life in Weimar and Nazi Germany. They should be able to analyse the significance of key events and make links between events.</p> <p>Grade 7 students should show a detailed understanding of life in Weimar and Nazi Germany and be able to analyse the significance of events as well. Students should be able to construct a clear argument and reach valid conclusions.</p> <p>Grade 8 students should show a very detailed understanding of life Weimar and Nazi Germany. They should be able to analyse the significance of all aspects of the Crime and Punishment through time. They should be able to draw conclusions that consider the views of historians.</p>	<p>Grade 4 students will be able to do the following:</p> <ul style="list-style-type: none"> <li>You can explain and have begun to <b>analyse</b> inferences from the sources.</li> <li>You have begun to <b>cross reference</b> sources and/or your own knowledge.</li> <li>You have begun to analyse the <b>nature, origin and purpose</b> of a source.</li> </ul> <p>You have made basic statements about the <b>reliability</b> and <b>utility of a source</b>.</p> <p>Grade 5 students will be able to do the following:</p> <ul style="list-style-type: none"> <li>You can explain and have begun to <b>analyse</b> inferences from the sources.</li> <li>You have begun to <b>cross reference</b> sources and/or your own knowledge.</li> <li>You can analyse the <b>nature, origin and purpose</b> of a source.</li> <li>You have made basic statements about the <b>reliability</b> and <b>utility of a source</b>.</li> </ul> <p>Grade 6 students will be able to do the following:</p> <ul style="list-style-type: none"> <li>You can <b>analyse</b> inferences from the sources.</li> <li>You have begun to <b>cross reference</b> sources and/or your own knowledge.</li> <li>You can analyse the <b>nature, origin and purpose</b></li> <li>You can understand the <b>reliability</b> and <b>utility of a source</b>.</li> </ul> <p>Grade 7 students will be able to do the following:</p> <ul style="list-style-type: none"> <li>You will be able to comment on the <b>reliability</b> of sources, and their <b>utility</b>, these skills will be shown as part of the whole answer.</li> <li>You can <b>analyse</b> inferences from the sources.</li> <li>You can effectively cross reference between sources and/or your own knowledge.</li> <li>You can analyse the <b>nature, origin and purpose</b> of the source.</li> </ul>	<p>knowledge tests at the end of units.</p> <p>GCSE end of unit tests.</p> <p>Mock exams.</p>
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