

Key Stage 3 Curriculum Progress Map: Year 8 History

Topic Titles		TERM 1		TERM 2		TERM 3	
		The main cause of migration throughout history is economic. How far do you agree?		The main reason for the development of democracy was the English Civil War. How far do you agree with this statement?		How useful is source A to a historian? Women's Rights.	
		Knowledge/Skills	Literacy	Knowledge/Skills	Literacy	Knowledge/Skills	Literacy
ASSESSMENT CRITERIA	STAGE 4 (GCSE 7-9)	As above but gives strong links and may give a convincing judgement.	Construct a variety of complex sentences using connectives, leading to a causal web or judgement. Spelling, punctuation and grammar are mostly accurate. Tier 2 and 3 vocab used accurately throughout.	As below but gives strong links and may give a convincing judgement	Construct a variety of complex sentences using connectives, leading to a causal web or judgement. Spelling, punctuation and grammar are mostly accurate. Tier 2 and 3 vocab used accurately throughout.	Answer starts to explain why the source is useful to historians. This will focus on utility not simply reliability.	Construct a variety of complex sentences using connectives, leading to a causal web or judgement. Spelling, punctuation and grammar are mostly accurate. Tier 2 and 3 vocab used accurately throughout.
	STAGE 3 (GCSE 5-6)	Uses PEEL - describing with a range of accurate detail, fully explained two factors and attempts a link between factors.	Structure is clear. Use of connectives to extend and link points together. Spelling, punctuation and grammar are fairly accurate. Mostly accurate use of tier 2 and 3 vocab.	Answer utilises PEEL - describing with a range of accurate detail, fully explained two factors and attempts a link between factors.	Structure is clear. Use of connectives to extend and link points together. Spelling, punctuation and grammar are fairly accurate. Mostly accurate use of tier 2 and 3 vocab.	Answer uses specific knowledge and is able to begin to explain how useful the source is based on content (or) provenance, but explanation may focus on reliability as opposed to utility.	Structure is clear. Use of connectives to extend and link points together. Spelling, punctuation and grammar are fairly accurate. Mostly accurate use of tier 2 and 3 vocab.
	STAGE 2 (GCSE 3-4)	Pupil uses PEE. Describes with a range of accurate detail; starting to explain and may attempt weak links.	Poorly structured but does not affect understanding. Some attempts to use connectives in writing but points not always linked together. Spelling, punctuation and grammar are poor. Some attempt to use tier 2 or 3 vocab but not always accurate.	Answer uses PEE. Describes with a range of accurate detail; starting to explain and may attempt weak links.	.Poorly structured but does not affect understanding. Some attempts to use connectives in writing but points not always linked together. Spelling, punctuation and grammar are poor. Some attempt to use tier 2 or 3 vocab but not always accurate	Answer is able to make inferences and link these inferences to simple knowledge about the topic, but not explaining utility.	Poorly structured but does not affect understanding. Some attempts to use connectives in writing but points not always linked together. Spelling, punctuation and grammar are poor. Some attempt to use tier 2 or 3 vocab but not always accurate
	STAGE 1 (GCSE 1-2)	Answer uses evidence; describing with detail.	Construct short and simple sentences that are relevant to the topic. Poor structure of writing which affects understanding. Spelling, punctuation and grammar are often inaccurate. No use of tier 2 or 3 vocab.	Answer makes a point and uses evidence; describing with detail.	Construct short and simple sentences that are relevant to the topic. Poor structure of writing which affects understanding. Spelling, punctuation and grammar are often inaccurate. No use of tier 2 or 3 vocab.	Answer suggests it is useful based on simple inferences (face value).	Construct short and simple sentences that are relevant to the topic. Poor structure of writing which affects understanding. Spelling, punctuation and grammar are often inaccurate. No use of tier 2 or 3 vocab.