

Key Stage 3 Curriculum Progress Map: Year 9 History

Topic Titles		TERM 1		TERM 2		TERM 3	
		How useful is source A to a historian studying the impact of the Treaty of Versailles?		The main reason for Hitler becoming chancellor in 1933 was the Reichstag Fire. How far do you agree?		The main reason for developing tension in the 1940s was the dropping of the atom bomb in 1945. How far do you agree...	
		Knowledge/Skills	Literacy	Knowledge/Skills	Literacy	Knowledge/Skills	Literacy
ASSESSMENT CRITERIA	STAGE 4 (GCSE 7-9)	Answer is able to fully explain why the source is useful to historians using content or provenance and giving a balanced argument. They use specific knowledge. One developed explanation is required; the second may be of a lower standard.	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 vocabulary used accurately throughout.	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 vocabulary used accurately throughout.	As below but with a judgement that links the two events together.	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 vocabulary used accurately throughout.
	STAGE 3 (GCSE 5-6)	Pupils begins to explain how useful the source is using content or provenance. Applies simple knowledge to the source.	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 vocabulary.	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 vocabulary	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 Vocabulary.
	STAGE 2 (GCSE 3-4)	Able to make inferences and link these inferences; simple knowledge about the topic, but not explaining utility.	Poorly structured but does not impact 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 vocabulary 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 vocabulary 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 Vocabulary, but not always accurate.
	STAGE 1 (GCSE 1-2)	Able to make basic inferences.	Construct short and simple sentences which 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 vocabulary.	Answer makes a point and uses evidence; describing with detail.	Construct short and simple sentences which 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 vocabulary.	Answer makes a point and uses evidence; describing with detail.	Construct short and simple sentences which 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