

Subject: History

These are the objectives a student on each Pathway needs to achieve by the end of year 9, to ensure they are making expected progress:

	Knowledge and understanding.	Using historical sources.	Using historical interpretations.	Chronology, change, continuity and significance.
Exceptional performance	Students will demonstrate a secure and detailed knowledge of the topics, key events and individuals studied throughout the curriculum. Students have a deep knowledge of the curriculum and can confidently formulate synoptic links between different topics, events, eras and people studied. Students understand the wider historical context and are able to use knowledge to form substantiated judgements.	Students will be able to seamlessly extract relevant knowledge from a source. Students will securely debate and understand the authorship, origin and purpose of a source to come to a meaningful conclusion regarding its usefulness to an historian. Students are able to evaluate the strengths and limitations of the source. Quotations will be consistently embedded into writing. Accurate and detailed own knowledge will also be used to place the source into relevant historical context. Balanced conclusions will be created regarding key issues, backed up by carefully selected evidence.	Students will use a variety of evidence to evaluate how and why events, people and issues have been interpreted and presented in different ways, and provide an appropriate consideration of their value to the historical context. The authorship, content, origin and purpose of the interpretation will be discussed in a detailed and sophisticated way in order to draw a reasoned conclusion on the set issue. Students will be able to analyse the type of historian they are investigating; political, economic, religious, military or social. They will be able to assess how this impacts the historian's interpretation of an events.	Students can independently investigate key historical issues through research and debate, and will draw their own substantiated conclusions. Students will show an excellent understanding of key events and their significance. Key skills including use of chronology, causation, change and continuity will be fully embedded and evident in learning outcomes. Writing will be sophisticated, with accurate SPaG used, and substantiated and balanced conclusions drawn.
Pathway 1	Students will demonstrate detailed knowledge of the topics, key events and individuals studied throughout the curriculum. Students have a deep knowledge of the curriculum and can formulate links between different topics, events, eras and people studied. Students understand the wider historical context and are able to use knowledge to form balanced judgements.	Students will be able to extract relevant knowledge from a source. Students will debate and understand the authorship, origin and purpose of a source to come to a final conclusion regarding its usefulness to an historian. Students are able to discuss the strengths and limitations of the source. Accurate and detailed own knowledge will also be used to place the source into relevant historical context. Final conclusions will be created regarding key issues, backed up by carefully selected evidence.	Students will use a variety of evidence to discuss how and why events, people and issues have been interpreted and presented in different ways, and provide an appropriate consideration of their value to the historical context. The authorship, content, origin and purpose of the interpretation will be discussed in a detailed way in order to draw a reasoned conclusion on the set issue. Students will be able to analyse the type of historian they are investigating; political, economic, religious, military or social, and why this is important.	Students can investigate key historical issues through research and debate, and will draw their own informed conclusions. Students will show an excellent understanding of key events and their significance. Key skills including use of chronology, causation, change and continuity will be embedded and evident in learning outcomes. Writing will demonstrate accurate SPaG used, with balanced conclusions drawn.
Pathway 2	Students will demonstrate a firm knowledge of the topics, key events and individuals studied throughout the curriculum. Students have a reasonable knowledge of the curriculum and can link topics to the wider historical context. Students begin to use knowledge to form judgements.	Students will begin to debate and understand the authorship, origin and purpose of a source to come to a final conclusion regarding its usefulness to an historian. Students begin to discuss the strengths and limitations of the source. Some own knowledge will also be used to place the source into relevant historical context. Final conclusions will be created using evidence.	Students will discuss how and why events, people and issues have been interpreted and presented in different ways. The authorship, content, origin and purpose of the interpretation will be discussed. Students will begin to consider why the historian has that view point.	Students begin to investigate key historical issues through research and debate, and will draw their own conclusions. Students will show a good understanding of key events and their significance. Key skills including use of chronology, causation, change and continuity will be confidently used by students. Writing will demonstrate mostly accurate SPaG used, with some conclusions drawn.
Pathway 3	Students will demonstrate a basic knowledge of the topics, key events and individuals studied throughout the curriculum.	Students will begin to extract knowledge from a source and they will begin to discuss the authorship of a source.	Students will begin to discuss how and why events, people and issues have been interpreted and presented in different ways.	Students will show a basic understanding of key events. Key skills including use of chronology, causation, change and continuity will be used by students.