

HISTORY Year 9 THRESHOLD CRITERIA

	AO1 Knowledge and Communication	AO2 Understanding	A03 Enquiry
	Recall, select, use and communicate their knowledge of history.	Demonstrate understanding of: <ul style="list-style-type: none"> • key concepts: causation, consequence, continuity, change and significance • key features & characteristics of periods 	Understand, analyse and evaluate: <ul style="list-style-type: none"> • a range of historical sources • how the past has been interpreted and represented in different ways
EXCELLENT	<ul style="list-style-type: none"> • Consistent effective, specific and accurate of terms like, reparations, no-man’s land, and segregation • All answers supported in a variety of detail. Explanation supported consistently with examples • Communicate very effectively with developed annotation and colour coding several times • Clear, accurate, structured and developed writing with excellent use of SPAG • Explanation of the different events. changes and people of WW1, significant events in Europe 1914-1933 and how slavery was resisted in different ways • Knowledge is retrieved and applied very well in a variety of tasks in tests and in class discussion 	<ul style="list-style-type: none"> • Develop supported explanation of the different reasons why a Black power salute was made in 1968 • Show how the lives of a wide variety of different people were caught up in resistance to Atlantic slavery to 1865 • Show a good understanding of how slavery was abolished through the actions of many different groups Develop detailed narratives of the events, changes and people from the First World War • Show a detailed understanding of the changing roles and status of women between 1915 and 1918 	<ul style="list-style-type: none"> • Explain the message and purpose of an interpretation of the Western Front • Use contextual knowledge to evaluate different sources and interpretations of the Great war and Nazi Germany • Explain how representations of women during the Great war have messages of changing roles and status by government • Make supported inferences from sources and representations that explain how war changes British society • Explain with contextual support how useful evidence is about Nazi society
PROFICIENT	<ul style="list-style-type: none"> • Consistent and accurate use of terms reparations, no-man’s land, abolition and segregation • Most answers are supported in detail. Explanation supported well with examples • Communicate effectively with annotation and colour coding several times • Clear, structured writing with good use of SPAG • Explanation of many events, changes and people of WW1, significant events in Europe 1914-1933 and how slavery was resisted in Britain and the Americas • Knowledge is retrieved and applied well in a most tasks in tests 	<ul style="list-style-type: none"> • Make some supported explanation of the different reasons why a Black power salute was made in 1968 • Show how the lives of different people were caught up in resistance to Atlantic slavery to 1865 • Show an understanding of how slavery was abolished through the actions of many different groups Develop supported narratives of the events, changes and people from the First World War • Show a good understanding of the changing roles and status of women between 1915 and 1918 	<ul style="list-style-type: none"> • Describe the message and purpose of an interpretation of the Western Front • Use some knowledge to evaluate different sources and interpretations of the Great war and Nazi Germany • Explain how representations of women during the Great war show how society was changing • Make inferences from representations and sources that explain how Britain changes • Explain with some support how useful evidence is about Nazi society

<p>DEVELOPING</p>	<ul style="list-style-type: none"> • Some effective use of terms like conscription, reparations, no-man’s land & segregation • Many answers are supported with some valid use of examples • Communicates with some descriptive annotation and/or colour coding • Clear, structured writing with sound use of SPAG • Description of the different events, changes and people of WW1, significant events in Europe 1914-1933 and how slavery was resisted in some ways • Writing uses structure and uses the rules of SPAG consistently well • Knowledge is retrieved in a most tasks in tests 	<ul style="list-style-type: none"> • Simple explanation of the different reasons why a Black power salute was made in 1968 • Describe how different people resisted Atlantic slavery up to 1865 in Britain and the Americas • Show an awareness of how slavery was abolished through the actions of different groups Develop narratives of the events, changes and people from the First World War • Show an understanding of the changing roles and status of women between 1915 and 1918 	<ul style="list-style-type: none"> • Describe the message of an interpretation of the Western Front early in the war • Use some knowledge with different sources and interpretations of the Great war and Nazi Germany • Describe how representations of women during the Great war show how society was changing • Draw some conclusions from representations and sources that explain how Britain changes • Describe with some support how useful evidence is about Nazi society
<p>ACQUIRING</p>	<ul style="list-style-type: none"> • Simple use of terms like conscription, reparations, no-man’s land, abolition and segregation • Some answers are supported with examples • Communicates mainly with simple description (annotation and/or colour coding) • Writing is simple, developing some structure with some effective use of SPAG • Description shows awareness of some events, changes and people in WW1, events in Europe 1914-1933 and how slavery was resisted on slave ships and plantations • Knowledge is retrieved in some tasks in tests 	<ul style="list-style-type: none"> • Description of the different reasons why a Black power salute was made in 1968 • Describe how different people resisted Atlantic slavery up to 1865 • Show an awareness that slavery came to an end in the 19th century • Develop simple narratives of the events, changes and people from the First World War • Show an awareness that the roles of women changed between 1915 and 1918 	<ul style="list-style-type: none"> • Describe what an interpretation of the Western Front shows • Use some simple features with different sources and interpretations of the Great war and Nazi Germany • Describe how posters of women during the Great war show how roles changed • Describe from representations or sources how Britain was changing • Show awareness that sources about Nazi society can be useful