

KS3 ASSESSMENT CRITERIA – YEARS 7-9 HISTORY

History - Year 7

Focus	Beginning (B)	Working Towards (WT)	Expected Standard (ES)	Working Above Standards (WA)	Well Above/ Outstanding (O)
Knowledge	<p>You can show some knowledge of some key events of the past</p> <p>You can identify the key features of different historical periods.</p> <p>You have started to develop a chronological understanding and can place periods and events in order.</p> <p>However, you view historical periods in isolation and there may be inaccuracies in your explanation of past events.</p>	<p>You demonstrate reasonable subject knowledge of the topics studied in year 7.</p> <p>You can describe, explain, and link the causes of events.</p> <p>You can describe, explain, and link the causes of the key events of each period studied.</p> <p>You can demonstrate chronological understanding and can place periods and events in order.</p>	<p>You demonstrate good subject knowledge of the topics studied in year 7.</p> <p>You can recall historical knowledge.</p> <p>You are able to select, and organise relevant historical knowledge.</p> <p>You can show understanding of historical periods and topics studied, and can contextualise the information to answer historical questions.</p>	<p>You demonstrate very good subject knowledge of the topics studied in year 7.</p> <p>You are able to recall, select, and organise relevant historical knowledge</p> <p>You are able to show thorough understanding of historical periods and topics studied.</p> <p>You can evaluate the significance of key events throughout history.</p>	<p>You demonstrate outstanding subject knowledge of the topics studied in year 7.</p> <p>You are able to recall, select, and organise relevant historical knowledge and show exceptional understanding of historical periods and topics studied.</p> <p>There is evidence of independent <u>study and wider reading of</u> material from contemporary and secondary sources.</p>

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Geography - Year 8

Focus	Beginning (B)	Working Towards (WT)	Expected Standard (ES)	Working Above Standards (WA)	Well Above/ Outstanding (O)
Knowledge	<ul style="list-style-type: none"> • Brief, simple descriptions of places and features. Little content. For example, a volcano may be mentioned but no description of where it is or why will be offered. • Simple observations of patterns and processes. There will be no links made to processes that have created coastal landforms, no explanation of why volcanoes and earthquakes are located where they are or any links made between globalisation and 	<ul style="list-style-type: none"> • Beginning to describe places, features and processes but not in detail. For example, beaches are made by sand being pushed onto the coast, volcanoes and eruptions are linked to where plates meet and we have links to other parts of the world, but the detail is simple. • Perhaps one, simple explanation give, such as beaches are created due to sand being pushed on by the waves, plates move apart and make a volcano and we have links 	<ul style="list-style-type: none"> • Descriptions of features, places and processes are fairly detailed and are beginning to offer more reasoned explanations, for example, beaches are formed from sand being pushed onto the beach by the waves, which are influenced by the wind direction, Plates in some areas are moved apart and magma will rise to create new land, transport costs are a lot cheaper, so we can get things made in other countries and sent to us. • Satisfactory understanding but 	<ul style="list-style-type: none"> • Descriptions of features, places and processes are very detailed and more specific and increasingly detailed and explanations are offered. Conclusions are substantiated. Processes will be linked together well and accurately. Examples could be the waves push material onto the shoreline at the angle of the prevailing wind. This deposition builds up the beach. Plates will move apart and constructive boundaries and magma will rise to fill the gap, this 	<ul style="list-style-type: none"> • Written descriptions are very thorough and explanations show a great depth of detail and analysis. Conclusions are substantiated. There is strong use of analysis and evaluation throughout. Exemplification is detailed and use specific case study depth rather than just examples. An example would include: Coastal systems are changing due to the key processes of erosion, transportation and deposition. Geology erodes and supplies sediment to the sea/ocean. This sediment is pushed onto the beach via swash, at a 45 degree angle, which is influenced by the

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	<p>the world we live in.</p> <ul style="list-style-type: none"> • Countries will not be able to be located accurately on a map to explain distribution or where places are. • Some use of basic geographical vocabulary linked to the topics – volcano, beach, world etc. will be used, but simply. • Demonstrates a superficial factual knowledge. There will be no accurate examples used with no specific points raised. Very general. 	<p>to other people because transport is better.</p> <ul style="list-style-type: none"> • The student is beginning to use appropriate geographical vocabulary. • Demonstrates an adequate factual knowledge. At least one coastal process is mentioned, such as erosion, a plate is identified from a map and China makes lots of clothes. These are simple statements but are factually accurate but not developed. 	<p>misinterpretations are common.</p> <ul style="list-style-type: none"> • A range of appropriate geographical vocabulary is used. • A sound factual knowledge is demonstrated. Place names, a number of processes (such as erosion, transportation and deposition) and examples of goods produced and where they are produced will be used, but with limited explanation and no real evaluation. 	<p>creates new land, which is why it is a constructive margin. Goods can be manufactured in China and shipped to us in the UK due to cheaper transport costs and the use of container ships.</p> <ul style="list-style-type: none"> • Responses show a very good understanding; misinterpretations are less common. Initiative is shown in researching work. • A wide range of geographical vocabulary is used. • A broad factual knowledge is demonstrated, such as all of the erosion types (hydraulic action, abrasion etc.), names of boundaries and where they can be located and key 	<p>direction of the prevailing winds.</p> <ul style="list-style-type: none"> • A great deal of initiative is shown in researching work, often drawing on resources that would be accessed at a later key stage. These will be referenced and used accurately. • Responses show a deeper understanding; very few, if any, misinterpretations. • Extensive use of geographical vocabulary. • An extensive factual knowledge is demonstrated which uses key terms, specific facts, dates and data. • Generally, as a comparative measure, the work will read as a grade 7+ GCSE response.
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				globalisation words.	
Skills	<ul style="list-style-type: none"> • Use of simple skills – students can use a basic chart/graph and plot some points, but they may not be accurately plotted or on the correct axis. Numbering on the axis and/or the scale may not be accurate. • Presentation needs to be improved and time taken to present the work correctly. • There is simple use of numbers e.g. there are 3 volcanoes in the picture, but no use of numeracy skills such as mean (working out the average) • Ordnance Survey maps will be used to recognise areas 	<ul style="list-style-type: none"> • Use of a range of simple skills. Single numerical skills may be present when using data, for example, the average/mean will be attempted, but may not always be correct. • Graphs used correctly will be simple bar graphs and axis will be numbered and labelled correctly. There will be an attempt to plot line graphs, but scale of the numbering and position will show some errors. • 4 figure references will be used with accuracy on Ordnance Survey maps but 	<ul style="list-style-type: none"> • Satisfactory use of a range of skills – students can plot a bar graph accurately and correctly with all labels and axis correct. Line graphs will be plotted with some accuracy, although there will be some mistakes, such as plotted at the wrong point. • Ordnance Survey maps will be used with developing accuracy. 4 figure references will be accurate and 6 figure references will be used to accurately locate larger features, but maybe not from their central point. Scale and contour lines will be used and 	<ul style="list-style-type: none"> • Accurate use of a wide range of skills – graphs are well presented, with axis and all labels all present in the right place and used correctly. There is more accurate use of advanced mathematical skills and methods to present data, such as a choropleth map and advanced climate graphs showing both precipitation and temperature, all plotted correctly. • Ordnance survey work will use 6 figure references throughout and will use the scale correctly. Distance can be calculated accurately and 	<ul style="list-style-type: none"> • Very accurate use of a wide range of skills. Numeracy skills will be used throughout, for example, mode, mean and median and other mathematical terms used correctly and appropriately. A wide range of maps and graphs can be created and used effectively, such as choropleth maps and cross sections. These can be created from Ordnance Survey maps with little explanation required. • Ordnance survey maps are used appropriately with 6 figure references, use of scale to measure distance and plan routes, use of the key to identify landmarks and land use and use of contour lines to describe the landscape and explain WHY this is

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	<p>on the map using 4 figure references and some use of the key to recognise features.</p>	<p>6 figure references will not be accurate. Scale and contour lines may be mentioned but will be simple and inaccurate.</p> <ul style="list-style-type: none"> • Presentation will be hand drawn with some accuracy but computer/tech methods will not be used/present. • □ 	<p>referred to throughout, but with some errors.</p> <ul style="list-style-type: none"> • Satisfactory presentation – work will be completed using mainly hand drawn or simpler computer presentation methods. 	<p>contour lines used to recognize</p> <ul style="list-style-type: none"> • Accurate presentation with a range of methods used to enhance the work, both hand drawn and using relevant technology. 	<p>the case (evaluation)</p> <ul style="list-style-type: none"> • Evaluative comments/limitations of skills are often offered as well as suggested improvements that could be made to the work following reflection or feedback. • Very accurate presentation • neat and precise, using a range of methods from • hand drawn to computer generated.
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Concepts	<p>You are able to produce some basic analysis on some of the causes, and some of the consequences of some of the events that I have studied.</p> <p>You have started to apply some analyse to evaluate the significance of some of the causes, consequences and changes that you have studied, and may refer to the sources in my answers.</p> <p>You can describe how an event has been interpreted in different ways, by different people.</p>	<p>You can analyse the causes, key features and consequences of events with some teacher guidance.</p> <p>You can use your analysis to investigate key events through independent enquiry and refer to sources of evidence and other sources of information.</p> <p>You can use your analysis to explain why events have been interpreted in different ways.</p>	<p>You can demonstrate understanding of the past through independent analysis of the causes, key features and consequences of events.</p> <p>You can analyse the nature, origin and purpose of sources to make judgements on usefulness.</p> <p>You apply your analysis to investigate key events through independent enquiry and use sources of evidence in my lines of enquiry.</p> <p>You apply your analysis to explain why events have been interpreted in different ways, before selecting the most convincing interpretation.</p>	<p>You can demonstrate with confidence, understanding of the past through independent analysis of the causes, key features and consequences of events.</p> <p>You can analyses the nature, origin and purpose and limitations of sources to make judgements on usefulness..</p> <p>You apply your analysis to investigate key events and include some evaluation of the sources of evidence or of information that I have used in my lines of enquiry.</p> <p>You apply your analysis to explain why events have been interpreted in different ways, and am starting</p>	<p>Your analysis of the main causes, key events and consequences is now thorough and you can demonstrate the interrelationship between them with exceptional understanding.</p> <p>You can analyses the nature, origin and purpose and limitations of sources and explain why there may be different interpretations of the same event.</p> <p>You apply my analysis to investigate key events and include critical evaluation of the sources of evidence or of information that you have used in your lines of enquiry to reach valid and well-argued</p>
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				to form my own interpretations.	conclusions. You apply my analysis to explain why events have been interpreted in different ways, and form my own interpretations with confidence, and with reference to those of historians.
Communication	<p>You use simple sentences to answer questions.</p> <p>You understand some key vocabulary</p> <p>You make many SPAG errors which sometimes makes it difficult to communicate what you've learnt.</p>	<p>You are starting to write well-structured responses using adjectives and connectives where appropriate.</p> <p>You regularly use subject-specific vocabulary appropriately.</p> <p>You can clearly communicate what you've learnt and most SPAG errors are identified and</p>	<p>You regularly use formal language and can appropriately select and apply a wide range of writing techniques e.g essay/report</p> <p>You consistently use the rules of SPAG accurately.</p> <p>You consistently use a wide range of subject-specific vocabulary which makes your</p>	<p>You consistently use formal academic language and demonstrate a wide range of writing techniques</p> <p>You use the rules of SPAG with high levels of accuracy</p> <p>You consistently use a wide range of subject-specific vocabulary to add depth and</p>	<p>You consistently write in an engaging and articulate manner. Complex writing techniques are used. E.g footnoting.</p> <p>You use a wide range of sophisticated language and apply the rules of SPAG with precision.</p> <p>You can demonstrate</p>

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		corrected.	writing clear and coherent	precision to my answers	exceptional use of subject-specific vocabulary.
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Geography - Year 9

Focus	Beginning (B)	Working Towards (WT)	Expected Standard (ES)	Working Above Standards (WA)	Well Above/ Outstanding (O)
Knowledge	<ul style="list-style-type: none"> Brief, simple descriptions of places and features. Little content. For example, they will be able to name up to 3 continents and locate a limited amount of countries on a world map Simple observations of patterns and processes. They will know what climate change is but will be unsure of how it occurs. There will be limited understanding of reasons why populations change but will not be able to tell you where in the world growth will be and why. Some use of basic 	<ul style="list-style-type: none"> Beginning to describe places, features and processes but not in detail. Perhaps one, simple, explanation given, such as Global warming is a bad thing as it could affect animals and where they live. Population is getting higher in some countries because more babies are being born. The student is beginning to use appropriate geographical vocabulary. Demonstrates an adequate factual knowledge. Climate change can be natural and 	<ul style="list-style-type: none"> Descriptions of features, places and processes are fairly detailed and are beginning to offer more reasoned explanations, for example, Global warming can affect the world. Sea levels will rise and this could flood places, which is not good, as it will affect people and animals. Population grows in countries where birth rates increase. People will also live longer. Both will change the population in a country. Satisfactory understanding but misinterpretations are common. 	<ul style="list-style-type: none"> Descriptions of features, places and processes are very detailed and more specific and increasingly detailed and explanations are offered. Conclusions are substantiated. Processes will be linked together well and accurately. An example could be; human activities are responsible for climate change. We burn fossil fuels, for example, in the cars we drive, which add to the greenhouse gases (such as Co2) in the atmosphere. These trap heat and create a range of negative impacts, such as.... Responses show a 	<ul style="list-style-type: none"> Written descriptions are very thorough and explanations show a great depth of detail and analysis. Conclusions are substantiated. There is strong use of analysis and evaluation throughout. Exemplification is detailed and use specific case study depth rather than just examples. An example would include: In 1979 China introduced the one child policy. This was an anti-natal policy that aimed to reduce births in China to aid economic progress. It was largely seen as

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	<ul style="list-style-type: none"> geographical vocabulary linked to the topics – birth, death, weather, hot, people, world etc will be used, but simply. Demonstrates a superficial factual knowledge. There will be no accurate examples used with no specific points raised. Very generalised. 	<p>man-made, birth rates can make a population bigger, like in developing countries. They are factually accurate but not developed.</p>	<ul style="list-style-type: none"> A range of appropriate geographical vocabulary is used. A sound factual knowledge is demonstrated. Place names and a number of processes (such as reasons for climate change and factors that change birth or death rates) will be used, but with limited explanation. 	<p>very good understanding; misinterpretations are less common. Initiative is shown in researching work.</p> <ul style="list-style-type: none"> A wide range of geographical vocabulary is used. A broad factual knowledge is demonstrated, such as a range of accurate greenhouse gases. Specific facts linked to population growth or reduction will be evident, such as % changes in populations or specific policies and years when they were implemented (China's one child policy) Key words will be used throughout 	<p>successful as it led to an estimated fall of 400 million births.</p> <ul style="list-style-type: none"> A great deal of initiative is shown in researching work, often drawing on resources that would be accessed at a later key stage. These will be referenced and used accurately. Responses show a deeper understanding; very few, if any, misinterpretations. Extensive use of geographical vocabulary. An extensive factual knowledge is demonstrated which uses key terms, specific facts, dates and data. Generally, as a comparative measure, the work will read as a grade 7+ GCSE response.
Skills	<ul style="list-style-type: none"> Use of simple skills – students can use a basic 	<ul style="list-style-type: none"> Use of a range of simple skills. Single numerical 	<ul style="list-style-type: none"> Satisfactory use of a range of skills – students can plot a 	<ul style="list-style-type: none"> Accurate use of a wide range of skills – graphs are well 	<ul style="list-style-type: none"> Very accurate use of a wide range of skills. Numeracy

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	<p>chart/graph and plot some points, but they may not be accurately plotted or on the correct axis. Numbering on the axis and/or the scale may not be accurate.</p> <ul style="list-style-type: none"> • Presentation needs to be improved and time taken to present the work correctly. • There is simple use of numbers e.g. there are 3 volcanoes in the picture, but no use of numeracy skills such as mean (working out the average) • Ordnance Survey maps will be used to recognise areas on the map using 4 figure references and some use of the key to recognise features. 	<p>skills may be present when using data, for example, the average/mean will be attempted, but may not always be correct.</p> <ul style="list-style-type: none"> • Graphs used correctly will be simple bar graphs and axis will be numbered and labelled correctly. There will be an attempt to plot line graphs, but scale of the numbering and position will show some errors. • 4 figure references will be used with accuracy on Ordnance Survey maps but 6 figure references will not be accurate. Scale and contour lines may be mentioned but will be simple and inaccurate. • Presentation will be hand drawn with some accuracy but 	<p>bar graph accurately and correctly with all labels and axis correct. Line graphs will be plotted with some accuracy, although there will be some mistakes, such as plotted at the wrong point.</p> <ul style="list-style-type: none"> • Ordnance Survey maps will be used with developing accuracy. 4 figure references will be accurate and 6 figure references will be used to accurately locate larger features, but maybe not from their central point. Scale and contour lines will be used and referred to throughout, but with some errors. • Satisfactory presentation – work will be completed using mainly hand drawn or simpler 	<p>presented, with axis and all labels all present in the right place and used correctly. There is more accurate use of advanced mathematical skills and methods to present data, such as a choropleth map and advanced climate graphs showing both precipitation and temperature, all plotted correctly.</p> <ul style="list-style-type: none"> • Ordnance survey work will use 6 figure references throughout and will use the scale correctly. Distance can be calculated accurately and contour lines used to recognize • Accurate presentation with a range of methods used to enhance the work, both hand drawn and using relevant 	<p>skills will be used throughout, for example, mode, mean and median and other mathematical terms used correctly and appropriately. A wide range of maps and graphs can be created and used effectively, such as choropleth maps and cross sections. These can be created from Ordnance Survey maps with little explanation required.</p> <ul style="list-style-type: none"> • Ordnance survey maps are used appropriately with 6 figure references, use of scale to measure distance and plan routes, use of the key to identify landmarks and land use and use of contour lines to describe the
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		computer/tech methods will not be used/present.	computer presentation methods.	technology.	<p>landscape and explain WHY this is the case (evaluation)</p> <ul style="list-style-type: none"> • Evaluative comments/limitations of skills are often offered as well as suggested improvements that could be made to the work following reflection or feedback. • Very accurate presentation neat and precise, using a range of methods from hand drawn to computer generated.
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