



# KS3 ASSESSMENT

History

BRAMHALL HIGH SCHOOL

	<b>Acquiring</b>	<b>Developing</b>	<b>Secure</b>	<b>Mastered</b>
	Is beginning to acquire the necessary knowledge for the topic(s)	Is developing the knowledge necessary to understand the topic	Understands the topic and is able to make links using the knowledge	Fully understands the topic and is able to confidently link knowledge.
<b>Term 1a</b> What is History?  Iron Age Local History Study: The Lindow Man	Able to demonstrate a <b>reasonable knowledge</b> of the what is history, including <b>some points</b> of historical terminology including chronology, measurements of time and anachronisms. - these are <b>basic in their overall understanding</b> of what is history.	Able to demonstrate a <b>developing knowledge</b> of the what is history, including <b>some points</b> of historical terminology including chronology, measurements of time and anachronisms - these are <b>beginning to develop their overall understanding</b> of what is history.	Able to demonstrate a <b>secure knowledge</b> of historical terminology including chronology, measurements of time and anachronisms. You are able to apply a range of <b>specific knowledge with increasing accuracy and relevance</b> to explanations of what is history that demonstrate a <b>good understanding</b> of the topic.	Able to master an <b>excellent knowledge</b> of historical terminology including chronology, measurements of time and anachronisms. You are able to apply a <b>wide range of specific knowledge with accuracy and relevance</b> to explanations of what is history that demonstrate a <b>full understanding</b> of the topic.
<b>Term 1b</b> The Norman Conquest	Able to demonstrate a <b>reasonable knowledge</b> of the Norman Conquest including the death of Edward the Confessor and claimants to the throne, Battle of Hastings and how William controlled England. - these are <b>basic in their overall understanding</b> of the Norman Conquest.	Able to demonstrate a <b>developing knowledge</b> of Norman Conquest including the death of Edward the Confessor and claimants to the throne, Battle of Hastings and how William controlled England - these are <b>beginning to develop their overall understanding</b> of the Norman Conquest.	Able to demonstrate a <b>secure knowledge</b> of the Norman Conquest including the death of Edward the Confessor and claimants to the throne, Battle of Hastings and how William controlled England.	Able to master an <b>excellent knowledge</b> of the Norman Conquest including the death of Edward the Confessor and claimants to the throne, Battle of Hastings and how William controlled England.

			You are able to apply a range of <b>specific knowledge with increasing accuracy and relevance</b> to explanations of the Norman Conquest that demonstrate a <b>good understanding</b> of the topic.	You are able to apply a <b>wide range of specific knowledge with accuracy and relevance</b> to explanations of the Norman Conquest that demonstrate a <b>full understanding</b> of the topic.
<b>Term 2a</b> Medieval Life and the Black Death	Able to demonstrate a <b>reasonable knowledge</b> of Medieval Life, including some points about town life, religion, the rich and poor and the Black Death - these are <b>basic in their overall understanding</b> of Medieval Life.	Able to demonstrate a <b>developing knowledge</b> of Medieval Life including religion, the rich and poor and the Black Death - these are <b>beginning to develop their overall understanding</b> of Medieval Life.	Able to demonstrate a <b>secure knowledge</b> of Medieval Life including religion, the rich and poor and the Black Death. You are able to apply a range of <b>specific knowledge with increasing accuracy and relevance</b> to explanations of Medieval Life that demonstrate a <b>good understanding</b> of the topic.	Able to master an <b>excellent knowledge</b> of Medieval Life including religion, the rich and poor and the Black Death. You are able to apply a <b>wide range of specific knowledge with accuracy and relevance</b> to explanations of Medieval Life that demonstrate a <b>full understanding</b> of the topic.

<p><b>Term 2b</b> The Tudors - The English Reformation and Counter-Reformation</p>	<p>Able to demonstrate a <b>reasonable knowledge</b> of the Tudor monarchs, including some points about King Henry VII succession, Henry VIII, the Reformation and Mary I's Counter-Reformation - these are <b>basic in their overall understanding</b> of religious change.</p>	<p>Able to demonstrate a <b>developing knowledge</b> of the Tudor monarchs, including some points about King Henry VII succession, Henry VIII, the Reformation and Mary I's Counter-Reformation - these are <b>beginning to develop their overall understanding</b> of religious change.</p>	<p>Able to demonstrate a <b>secure knowledge</b> of the Tudor monarchs, including most points about King Henry VII succession, Henry VIII, the Reformation and Mary I's Counter-Reformation. You are able to apply a range of <b>specific knowledge with increasing accuracy and relevance</b> to explanations of religious change that demonstrate a <b>good understanding</b> of the topic.</p>	<p>Able to master an <b>excellent knowledge</b> of the Tudor monarchs, including points about King Henry VII succession, Henry VIII, the Reformation and Mary I's Counter-Reformation. You are able to apply a <b>wide range of specific knowledge with accuracy and relevance</b> to explanations of religious change that demonstrate a <b>full understanding</b> of the topic.</p>
<p><b>Term 3a</b> The Elizabethan religious settlement and conflict with Catholics</p>	<p>Able to demonstrate a <b>reasonable knowledge</b> of Elizabethan England including the Religious Settlement, marriage, the cult of Elizabeth and the Spanish Armada - these are <b>basic in their overall understanding</b> of Elizabethan England.</p>	<p>Able to demonstrate a <b>developing knowledge</b> of Elizabethan England including the Religious Settlement, marriage, the cult of Elizabeth and the Spanish Armada - these are <b>beginning to develop their overall understanding</b> of Elizabethan England.</p>	<p>Able to demonstrate a <b>secure knowledge</b> of Elizabethan England including the Religious Settlement, marriage, the cult of Elizabeth and the Spanish Armada. You are able to apply a range of <b>specific knowledge with increasing accuracy and relevance</b> to explanations of Elizabethan England that demonstrate a <b>good understanding</b> of the topic.</p>	<p>Able to master an <b>excellent knowledge</b> of Elizabethan England including the Royal Court, the Religious Settlement, Northern Rebellion and the Spanish Armada. You are able to apply a <b>wide range of specific knowledge with accuracy and relevance</b> to explanations of Elizabethan England that demonstrate a <b>full understanding</b> of the topic.</p>

<p><b>Term 3b</b> The Stuarts and the English Civil War</p>	<p>Able to demonstrate a <b>reasonable knowledge</b> of the English Civil War, including some points about the reign of the Stuarts, causes of the war, the Battles of Marston Moor, Edgehill and Naseby, Oliver Cromwell and implementing Puritanism - these are <b>basic in their overall understanding</b> of the English Civil War.</p>	<p>Able to demonstrate a <b>developing knowledge</b> of English Civil War, including some points about the causes of the war, the Battles of Marston Moor, Edgehill and Naseby, Oliver Cromwell and Implementing Puritanism - these are <b>beginning to develop their overall understanding</b> of the English Civil War.</p>	<p>Able to demonstrate a <b>secure knowledge</b> of the English Civil War, including points about the causes of the war, the Battles of Marston Moor, Edgehill and Naseby, Oliver Cromwell and Implementing Puritanism. You are able to apply a range of <b>specific knowledge with increasing accuracy and relevance</b> to explanations of the English Civil War that demonstrate a <b>good understanding</b> of the topic.</p>	<p>Able to master an <b>excellent knowledge</b> of the English Civil War, including all points about the causes of the war, the Battles of Marston Moor, Edgehill and Naseby, Oliver Cromwell and Implementing Puritanism. You are able to apply a <b>wide range of specific knowledge with accuracy and relevance</b> to explanations of the English Civil War that demonstrate a <b>full understanding</b> of the topic.</p>
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	<b>Acquiring</b>	<b>Developing</b>	<b>Secure</b>	<b>Mastered</b>
	Is beginning to acquire the necessary knowledge for the topic(s)	Is developing the knowledge necessary to understand the topic	Understands the topic and is able to make links using the knowledge	Fully understands the topic and is able to confidently link knowledge.
<b>Term 1a</b> African-American Slavery	Able to demonstrate a <b>reasonable knowledge</b> of African-American slavery that includes a <b>number of points</b> on the slave triangle, the middle passage, slave auctions and living on a plantation - these are <b>beginning to develop their overall understanding</b> of slavery.	Able to demonstrate a <b>developing knowledge</b> of African-American slavery that includes a <b>number of points</b> on the slave triangle, the middle passage, slave auctions and living on a plantation - these are <b>developing their overall understanding</b> of the slavery by making some links between the topics.	Able to demonstrate a <b>secure knowledge</b> of African-American slavery that includes <b>most points</b> on the slave triangle, the middle passage, slave auctions and living on a plantation. You are able to <b>apply and make links between a good range of topics with accurate and relevant explanations</b> of slavery that demonstrate a <b>secure understanding</b> .	Able to master an <b>excellent knowledge</b> of African-American slavery that includes <b>all points</b> on the slave triangle, the middle passage, slave auctions and living on a plantation. You are able to <b>make strong links between topics</b> that demonstrate a <b>full understanding</b> of slavery. You are also <b>beginning to apply independently researched</b> knowledge to add further depth to your understanding.

<p><b>Term 1b</b> African-American experience - from slavery to freedom</p>	<p>Able to demonstrate a <b>reasonable knowledge</b> of the African-American experience that includes a <b>number of points</b> on the Abolition of slavery, Emancipation, the KKK and Civil Rights Movement - these are <b>beginning to develop their overall understanding</b> of the African-American experience.</p>	<p>Able to demonstrate a <b>developing knowledge</b> of the African-American experience that includes a <b>number of points</b> on the Abolition of slavery, Emancipation, the KKK and Civil Rights Movement - these are <b>developing their overall understanding</b> of the slavery by making some links between the topics.</p>	<p>Able to demonstrate a <b>secure knowledge</b> of the African-American experience that includes a <b>most points</b> on the Abolition of slavery, Emancipation, the KKK and Civil Rights Movement. You are able to <b>apply and make links between a good range of topics with accurate and relevant explanations</b> of the African-American experience that demonstrate a <b>secure understanding</b>.</p>	<p>Able to master an <b>excellent knowledge</b> of the African-American experience that includes <b>all points</b> on the Abolition of slavery, Emancipation, the KKK and Civil Rights Movement. You are able to <b>make strong links between topics</b> that demonstrate a <b>full understanding</b> of African-American experience. You are also <b>beginning to apply independently researched knowledge</b> to add further depth to your understanding.</p>
<p><b>Term 2a</b> The Industrial Revolution</p>	<p>Able to demonstrate a <b>reasonable knowledge</b> of the Industrial Revolution that includes a <b>number of points</b> on the origins of the Revolution, the role of Richard Arkwright, the Factory system and transport - these are <b>beginning to develop their overall understanding</b> of Industrial Revolutions.</p>	<p>Able to demonstrate a <b>developing knowledge</b> the Industrial Revolution that includes a <b>number of points</b> on the origins of the Revolution, the role of Richard Arkwright, the Factory system and transport - these are <b>developing their overall understanding</b> of the Industrial Revolution by making some links between the topics.</p>	<p>Able to demonstrate a <b>secure knowledge</b> of the Industrial Revolution that includes <b>most points</b> on the origins of the Revolution, the role of Richard Arkwright, the Factory system and transport.</p>	<p>Able to master an <b>excellent knowledge</b> of the Industrial Revolution that includes <b>all points</b> on the origins of the Revolution, the role of Richard Arkwright, the Factory system and transport. You are able to <b>make strong links between topics</b> that demonstrate a <b>full understanding</b> of the Industrial Revolution.</p>

			You are able to <b>apply and make links between a good range of topics with accurate and relevant explanations</b> of the Industrial Revolution that demonstrate a <b>secure understanding</b> .	You are also <b>beginning to apply independently researched</b> knowledge to add further depth to your understanding.
<b>Term 2b</b> The impact of the Industrial Revolution on the British people	Able to demonstrate a <b>reasonable knowledge</b> of the impact of the Industrial Revolution that includes <b>a number</b> of points on working and living conditions, cholera and the emergence of Stockport and Manchester - these are <b>beginning to develop their overall understanding</b> of impact of the Industrial Revolution.	Able to demonstrate <b>a developing knowledge</b> of the impact of the Industrial Revolution that includes <b>a number</b> of points on working and living conditions, cholera and the emergence of Stockport and Manchester - these are <b>developing their overall understanding</b> of the impact of the Industrial Revolution by making some links between the topics.	Able to demonstrate a <b>secure knowledge</b> of the impact of the Industrial Revolution that includes <b>most points</b> on working and living conditions, cholera and the emergence of Stockport and Manchester. You are able to <b>apply and make links between a good range of topics with accurate and relevant explanations</b> of the impact of the Industrial Revolution that demonstrate a <b>secure understanding</b> .	Able to master an <b>excellent knowledge</b> of the impact of the Industrial Revolution that includes <b>all points</b> on working and living conditions, cholera and the emergence of Stockport and Manchester. You are able to <b>make strong links between topics</b> that demonstrate a <b>full understanding</b> of the impact of the Industrial Revolution. You are also <b>beginning to apply independently researched</b> knowledge to add further depth to your understanding.



<p><b>Term 3a</b> Crime and Punishment in nineteenth century Britain</p>	<p>Able to demonstrate a <b>reasonable knowledge</b> of Crime and Punishment that includes a <b>number of points</b> on prison ships, transportation and Elizabeth Fry and prison reform - these are <b>beginning to develop their overall understanding</b> of Crime and Punishment.</p>	<p>Able to demonstrate a <b>developing knowledge</b> of Crime and Punishment that includes a <b>number of points</b> on prison ships, transportation and Elizabeth Fry and prison reform - these are <b>developing their overall understanding</b> of the Crime and Punishment by making some links between the topics.</p>	<p>Able to demonstrate a <b>secure knowledge</b> of Crime and Punishment that includes <b>most points</b> on prison ships, transportation and prison reform. You are able to <b>apply and make links between a good range of topics with accurate and relevant explanations</b> of Crime and Punishment that demonstrate a <b>secure understanding</b>.</p>	<p>Able to master an <b>excellent knowledge</b> of the British Empire that includes <b>all points</b> on the purpose of empire, who benefitted from the empire and depth studies of India and Australia. You are able to <b>make strong links between topics</b> that demonstrate a <b>full understanding</b> of the British Empire. You are also <b>beginning to apply independently researched</b> knowledge to add further depth to your understanding.</p>
<p>Term 3b Crime and Punishment in nineteenth century Britain - Case Study - Jack the Ripper</p>	<p>Able to demonstrate a <b>reasonable knowledge</b> of Crime and Punishment that includes a <b>number of points</b> on Jack the Ripper - these are <b>beginning to develop their overall understanding</b> of Crime and Punishment.</p>	<p>Able to demonstrate a <b>developing knowledge</b> of Crime and Punishment that includes a <b>number of points</b> on Jack the Ripper - these are <b>developing their overall understanding</b> of the Crime and Punishment by making some links between the topics.</p>	<p>Able to demonstrate a <b>secure knowledge</b> of Crime and Punishment that includes <b>most points</b> on Jack the Ripper. You are able to <b>apply and make links between a good range of topics with accurate and relevant explanations</b> of Crime and Punishment that demonstrate a <b>secure understanding</b>.</p>	<p>Able to master an <b>excellent knowledge</b> of Crime and Punishment that includes a <b>all points</b> on prison ships, transportation, Jack the Ripper and Elizabeth Fry and prison reform. You are able to <b>make strong links between topics</b> that demonstrate a <b>full understanding</b> of Crime and Punishment.</p>

	<b>Acquiring</b>	<b>Developing</b>	<b>Secure</b>	<b>Mastered</b>
	Is beginning to acquire the necessary knowledge for the topic(s)	Is developing the knowledge necessary to understand the topic	Understands the topic and is able to make links using the knowledge	Fully understands the topic and is able to confidently link knowledge.
<b>Term 1a</b> People and Protest in Britain during the nineteenth century	Able to demonstrate a <b>good knowledge</b> of nineteenth century democracy including <b>points</b> on the problems with democracy in 1800 and how the Peterloo Massacre, 1832 Great Reform Act and Chartist Movement affected the way Britain was governed - there is <b>still a need for developing an overall understanding</b> of the progress of democracy over the century.	Able to demonstrate <b>developed knowledge</b> of nineteenth century democracy including <b>points</b> on the problems with democracy in 1800 and how the Peterloo Massacre, 1832 Great Reform Act and Chartist Movement affected the way Britain was governed. Able to <b>apply a range of key evidence</b> with a <b>greater degree of accurate and relevant knowledge</b> to explanations of the democracy that demonstrate a <b>developing understanding</b> .	Able to demonstrate a <b>secure knowledge</b> of nineteenth century democracy including <b>many points</b> on the problems with democracy in 1800 and how the Peterloo Massacre, 1832 Great Reform Act and Chartist Movement affected the way Britain was governed. You are able to <b>make links between topics that demonstrate a strong understanding</b> of democracy. Also <b>beginning to apply independently researched knowledge</b> to add further depth to understanding.	Able to demonstrate an <b>outstanding knowledge</b> of nineteenth century democracy including <b>all points</b> on the problems with democracy in 1800 and how the Peterloo Massacre, 1832 Great Reform Act and Chartist Movement affected the way Britain was governed. You are <b>able to link and prioritise between topics and demonstrate a full understanding</b> of the way Britain was governed. Also, able to <b>regularly apply independently researched knowledge</b> to add depth to your understanding.

<p><b>Term 1b</b> People and Protest in Britain during the twentieth century</p>	<p>Able to demonstrate a <b>good knowledge</b> of twentieth century democracy including <b>points</b> on the problem's women faced in 1900, the Suffragist and Suffragette movements, the impact of the First World War and how universal suffrage affected the way Britain was governed - there is <b>still a need for developing an overall understanding</b> of the progress of democracy over the century.</p>	<p>Able to demonstrate <b>developed knowledge</b> of twentieth century democracy including <b>points</b> on the problem's women faced in 1900, the Suffragist and Suffragette movements, the impact of the First World War and how universal suffrage affected the way Britain was governed. Able to <b>apply a range of key evidence</b> with a <b>greater degree of accurate and relevant knowledge</b> to explanations of democracy that demonstrate a <b>developing understanding</b>.</p>	<p>Able to demonstrate a <b>secure knowledge</b> of twentieth century democracy including <b>many points</b> on the problem's women faced in 1900, the Suffragist and Suffragette movements, the impact of the First World War and how universal suffrage affected the way Britain was governed. You are able to <b>make links between topics that demonstrate a strong understanding</b> of democracy. Also <b>beginning to apply independently researched knowledge</b> to add further depth to understanding.</p>	<p>Able to demonstrate an <b>outstanding knowledge</b> of twentieth century democracy including <b>all points</b> on the problem's women faced in 1900, the Suffragist and Suffragette movements, the impact of the First World War and how universal suffrage affected the way Britain was governed. You are <b>able to link and prioritise between topics and demonstrate a full understanding</b> of the way Britain was governed. Also, able to <b>regularly apply independently researched knowledge</b> to add depth to your understanding.</p>
<p><b>Term 2a</b> The British Empire</p>	<p>Able to demonstrate a <b>reasonable knowledge</b> of the British Empire that includes a <b>number of points</b> on the purpose of empire, who benefitted from the empire and depth studies of India and Australia - these are <b>beginning to develop their</b></p>	<p>Able to demonstrate a <b>developing knowledge</b> of the British Empire that includes a <b>number of points</b> on the purpose of empire, who benefitted from the empire and depth studies of India and Australia - these are <b>developing their overall</b></p>	<p>Able to demonstrate a <b>secure knowledge</b> of the British Empire that includes <b>most points</b> on the purpose of empire, who benefitted from the empire and depth studies of India and Australia. You are able to <b>apply and</b></p>	<p>Able to master an <b>excellent knowledge</b> of the British Empire that includes <b>all points</b> on the purpose of empire, who benefitted from the empire and depth studies of India and Australia. You are able to <b>make strong links between topics</b> that</p>

	<b>overall understanding</b> of the British Empire.	<b>understanding</b> of the British Empire by making some links between the topics.	<b>make links between a good range of topics with accurate and relevant explanations</b> of the British Empire that demonstrate a <b>secure understanding</b> .	demonstrate a <b>full understanding</b> of the British Empire. You are also <b>beginning to apply independently researched</b> knowledge to add further depth to your understanding.
<b>Term 2b</b> The First World War	Able to demonstrate a <b>good knowledge</b> of the First World War including <b>points</b> on the recruitment of soldiers, conscientious objectors, trench conditions and the Battle of Somme - there is <b>still a need for developing an overall understanding</b> of the First World War.	Able to demonstrate <b>developed knowledge</b> of the First World War including <b>points</b> on the recruitment of soldiers, conscientious objectors, trench conditions and the Battle of Somme. Able to <b>apply a range of key evidence</b> with a <b>greater degree of accurate and relevant knowledge</b> to explanations of the First World War that demonstrate a <b>developing understanding</b> .	Able to demonstrate a <b>secure knowledge</b> of the First World War including <b>many points</b> on the recruitment of soldiers, conscientious objectors, trench conditions and the Battle of Somme. You are able to <b>make links between topics that demonstrate a strong understanding</b> of the First World War. Also <b>beginning to apply independently researched knowledge</b> to add further depth to understanding.	Able to demonstrate an <b>outstanding knowledge</b> of the First World War including <b>all points</b> on the recruitment of soldiers, conscientious objectors, trench conditions and the Battle of Somme. You are <b>able to link and prioritise between topics and demonstrate a full understanding</b> of the First World War. Also, able to <b>regularly apply independently researched knowledge</b> to add depth to your understanding.

<p><b>Term 3a</b> The Second World War</p>	<p>Able to demonstrate a <b>good knowledge</b> of the Second World War including <b>points</b> Blitzkrieg, the Evacuation of Dunkirk, the Blitz, Pearl Harbour and the Atomic bomb - there is <b>still a need for developing an overall understanding</b> of the Second World War.</p>	<p>Able to demonstrate <b>developed knowledge</b> of the Second World War including <b>points</b> Blitzkrieg, the Evacuation of Dunkirk, the Blitz, Pearl Harbour and the Atomic bomb. Able to <b>apply a range of key evidence</b> with a <b>greater degree of accurate and relevant knowledge</b> to explanations of the Second World War that demonstrate a <b>developing understanding</b>.</p>	<p>Able to demonstrate a <b>secure knowledge</b> of the Second World War including <b>most points</b> Blitzkrieg, the Evacuation of Dunkirk, the Blitz, Pearl Harbour and the Atomic bomb. You are able to <b>make links between topics that demonstrate a strong understanding</b> of Second World War. Also <b>beginning to apply independently researched knowledge</b> to add further depth to understanding.</p>	<p>Able to demonstrate an <b>outstanding knowledge</b> of the Second World War including <b>all points</b> Blitzkrieg, the Evacuation of Dunkirk, the Blitz, Pearl Harbour and the Atomic bomb. You are <b>able to link and prioritise between topics and demonstrate a full understanding</b> of the Second World War. Also, able to <b>regularly apply independently researched knowledge</b> to add depth to your understanding.</p>
<p><b>Term 3b</b> The Holocaust</p>	<p>Able to demonstrate a <b>good knowledge</b> of the Holocaust including <b>points</b> on Anti-Semitic persecution before the war, Ghettoisation, the Einsatzgruppen and the Final Solution- there is <b>still a need for developing an overall understanding</b> of the Holocaust.</p>	<p>Able to demonstrate <b>developed knowledge</b> of the Holocaust including <b>points</b> on Anti-Semitic persecution before the war, Ghettoisation, the Einsatzgruppen and the Final Solution. Able to <b>apply a range of key evidence</b> with a <b>greater degree of accurate and relevant knowledge</b> to explanations of the Holocaust that</p>	<p>Able to demonstrate a <b>secure knowledge</b> of the Holocaust including <b>most points</b> on Anti-Semitic persecution before the war, Ghettoisation, the Einsatzgruppen and the Final Solution. You are able to <b>make links between topics that demonstrate a strong understanding</b> of Holocaust. Also <b>beginning to apply independently researched knowledge</b> to</p>	<p>Able to demonstrate an <b>outstanding knowledge</b> of the Holocaust including <b>all points</b> on Anti-Semitic persecution before the war, Ghettoisation, the Einsatzgruppen and the Final Solution. You are <b>able to link and prioritise between topics and demonstrate a full understanding</b> of the Holocaust. Also, able to <b>regularly apply independently researched</b></p>

		demonstrate a <b>developing understanding</b> .	add further depth to understanding.	<b>knowledge</b> to add depth to your understanding.
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