

St Bede's Catholic Voluntary Academy
KS3 Age Related Expectations

Department: Humanities (History)

Expectations summary

	Working Towards	Working At	Working Beyond
Year 7	• I can recall facts to describe an historical event with some accuracy. • I can give brief ideas on the reliability of source material when studying historical events.	• I can recall facts to accurately describe historical events in the correct chronological order. • I can include simple ideas about why events happened and why people are important. • I can infer the meaning of historical sources and understand how bias may affect source reliability.	• I can describe historical events in detail using historical facts and correct historical vocabulary. • I can explain the importance of historical events and include explained reasons why past events occurred. • I can infer the meanings of historical sources and explain how the provenance of a source can affect reliability.
Year 8	• I can recall facts to accurately describe historical events in the correct chronological order. • I can include simple ideas about why events happened and why people are important. • I can infer the meaning of historical sources and understand how bias may affect source reliability.	• I can describe historical events in detail using historical facts and correct historical vocabulary. • I can explain the importance of historical events and include explained reasons why past events occurred. • I can infer the meanings of historical sources and explain how the provenance of a source can affect reliability.	• I can use a range of historical terminology and key words accurately. • I can explain the significance of an event and evaluate the main causes and consequences of an historical event. • I can begin to explain why historical opinions change over time and am able to evaluate the provenance of a source to consider its historical usefulness.
Year 9	• I can describe historical events in using historical facts and correct historical vocabulary. • I can briefly explain the importance of historical events and include explained reasons why past events occurred. • I can infer the meanings of historical sources	• I can use a range of historical terminology and key words accurately. • I can explain the significance of an event and evaluate the main causes and consequences of an historical event. • I can begin to explain why historical opinions change over time and am able to evaluate the provenance of a source to consider its historical usefulness.	• I correctly use historical terminology to explain the significance of an event and evaluate the main causes. • I can explain the long and short-term consequences of different historical issues whilst considering how and why historians have conflicting opinions of events. • I can evaluate the provenance of a source to consider its historical usefulness.



YEAR 7	Working Towards	Working At	Working Beyond
Skills	- Describe past events simply with limited detail or chronology. - Use basic historical vocabulary. - Select information from sources but no explanation of its usefulness or reliability. - Written work is brief and descriptive	- Order key events correctly and shows a sense of historical time. - Explain causes, consequences, and significance of events with some detail. - Use correct historical vocabulary (e.g., conquest, revolt, monarchy, feudalism). - Use sources to gather information and can explain their usefulness.	- Demonstrate strong chronological understanding and links events across periods. - Provide detailed, well-evidenced explanations of causes, consequences, change and continuity. - Use a range of historical vocabulary confidently and accurately. - Explain sources, considering reliability, purpose, and context.
Knowledge	- Recall basic facts about topics but knowledge is limited. - Brief understanding of why the Romans, Normans, and Tudors were significant. - Know some castle features but no explanation of their purpose.	- Know key facts, events, people, and developments from each topic: Romans: empire, invasion, legacy, Boudicca. Normans: 1066, Hastings, feudal system, Norman rule. Castles: motte and bailey → stone keep → concentric developments. Tudors: Henry VIII, religious changes, Elizabeth I. - Demonstrate secure recall and uses examples to support explanations. - Understand how each period contributed to wider British history.	- Show detailed and accurate knowledge, including specific examples and precise facts. - Explain the significance of events and individuals in depth (e.g., William's control methods; Tudor religious reforms). - Understand links between periods (e.g., Norman control → castle development).
Interpretations	- Recognise that interpretations differ but no explanation of why. - Accept sources at face value. - Descriptions of interpretations are simple and lack reference to evidence.	- Can explain why interpretations differ (e.g., different viewpoints, purposes, or evidence). - Understand that historians make choices about what to emphasise.	- Consider interpretations confidently, explaining how and why they differ using specific evidence. - Explain interpretations by considering reliability, context, and historian perspectives.



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		• Use evidence to support comments about interpretations (e.g., why some view the Normans as harsh rulers).	• Can compare interpretations thoughtfully (e.g., contrasting views of Tudor monarchs or the Roman impact on Britain).
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Year 8	Working Towards	Working At	Working Beyond
Skills	• Describe events with limited detail. • Can identify causes, consequences, or significance with simple statements. • Chronology is limited. • Use some historical vocabulary but often inaccurately. • Use sources for information only; rarely comments on reliability or usefulness. • Written work is mainly descriptive, with little explanation.	• Explain causes, consequences and significance using relevant examples. • Demonstrate secure chronology across Year 8 topics (Stuarts → Empire/Slave Trade → Civil Rights → Titanic → Suffrage → WW1). • Use correct historical vocabulary (e.g., absolutism, empire, abolition, segregation, suffrage, nationalism). • Use sources to gain information and draw supported conclusions about usefulness or reliability. • Produce well-structured writing with explanations supported by evidence.	• Explain and prioritise causes, consequences and significance with depth. • Make clear historical connections across periods (e.g., links between slavery and later civil rights struggles; how suffrage movements were shaped by earlier social reforms). • Use a wide range of historical vocabulary precisely and confidently. • Consider a source's purpose, reliability, audience, and context. • Develop reasoned arguments with well-chosen evidence.
Knowledge	• Recall basic facts but knowledge is incomplete or lacking detail. • Limited information on key events, people, or timelines (e.g., civil rights or causes of WW1). • Understand the slave trade and suffrage movements in very simple terms. • Case study knowledge (Titanic, WW1 trenches, Stuart monarchy) is generalised.	• Know key facts, events, and developments from each topic: • Stuarts: Civil War, Charles I, Cromwell, Restoration. • Slave Trade: triangular trade, Middle Passage, abolition. • Civil Rights: segregation, Martin Luther King, key protests and legislation. • Titanic: causes of sinking, class differences, consequences for safety. • Suffrage: key individuals (Pankhurst), suffragists vs suffragettes, impact of WW1. • World War I: long- and short-term causes, trench warfare, major battles. • Demonstrate accurate recall and can use examples to support explanations.	• Show precise, detailed knowledge, including specific examples, statistics, and key figures. • Understand deeper contexts (e.g., economic motives behind empire and slavery, global impact of WW1). • Link knowledge across periods (e.g., how abolition connected to later civil rights struggles; how women's suffrage was influenced by wartime roles). • Demonstrate broader contextual understanding of the different topics



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		• Understand how these topics shaped wider British and global history.	
Interpretations	• Recognise that interpretations differ but little explanations to identify this. • Accept sources at face value; little awareness of bias or purpose. • Comment on interpretations are descriptive rather than analytical.	• Explain why interpretations differ (e.g., different purposes, audiences, or evidence). • Understand how perspectives shape interpretations (e.g., abolitionist vs pro-slavery views; interpretations of Titanic class differences). • Use evidence to support comments on reliability or viewpoint. • Can compare simple interpretations of events (e.g., causes of WW1).	• Analyse interpretations in depth, considering context, purpose, audience, and evidence. • Explain the strengths and limitations of different interpretations (e.g., contrasting depictions of MLK vs Malcolm X; heroic vs critical views of suffragettes). • Explore how interpretations have changed over time (e.g., evolving views of the British Empire or the Titanic disaster). • Demonstrate emerging historical judgement through well-supported evaluation.



Year 9	Working Towards	Working At	Working Beyond
Skills	• Give simple descriptions of events with limited explanation. • Limited understanding to identify causes, consequences or significance with accuracy. • Chronology is insecure (e.g., mixing up WW2 events or phases of the Holocaust). • Use some key terms but often incorrectly. • Can extract information from sources but little comment on reliability, purpose or usefulness. • Written work is brief and mainly descriptive.	• Explain causes and consequences of major events with relevant supporting evidence. • Demonstrates secure chronology of key WW2 events and stages of the Holocaust. • Use correct historical vocabulary confidently (e.g., appeasement, invasion, antisemitism, persecution, genocide). • Use a range of sources to form supported judgements about usefulness and reliability. • Produce well-structured explanations and can begin to form balanced arguments.	• Analyse and prioritises causes, consequences and significance with depth and insight. • Demonstrate strong chronological understanding and links across events and themes (e.g., the rise of Nazism → persecution → genocide). • Use a wide range of historical terminology precisely and confidently. • Critically evaluates sources, considering reliability, bias, purpose, context and historical perspective. • Produce analytical, well-reasoned arguments supported by precise historical evidence.
Knowledge	• Recall some key facts in all topics covered. • Show limited understanding of the causes of WW2. • Understand the Holocaust only at a surface level (e.g., "many Jews were killed"). • Case study knowledge is minimal or generalised.	• Know key events of WW2: • Causes (Treaty of Versailles, Hitler's aims, failure of appeasement) • Major turning points (Battle of Britain, Pearl Harbor, D-Day, Stalingrad) • Roles of key nations and leaders • Understands the Holocaust as a process that developed over time: • Rise of antisemitism • Kristallnacht • Ghettos	• Demonstrate detailed, precise knowledge across both topics, including specific dates, places, examples and statistics. • Understand complex historical contexts (e.g., international responses to the Holocaust). • Can explain regional variations in Holocaust experiences (e.g., Poland, France, Germany). • Connect multiple themes such as racism, dictatorship, propaganda, resistance, collaboration and liberation.



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		• Final Solution • Can recall accurate facts, examples and individuals (e.g., Hitler, Goebbels, Himmler, Jewish resistance figures). • Understand the impact of WW2 and the Holocaust on people, nations and the wider world.	• Show wider contextual knowledge (e.g., links to post-war trials, formation of the UN, human rights debates).
Interpretations	• Recognise that different interpretations exist but cannot explain why. • Often accepts sources at face value, with little awareness of bias, propaganda or perspective. • Brief explanation as to how or why historians disagree about events.	• Explain why interpretations differ (e.g., different evidence, perspectives, aims). • Understand how propaganda shaped interpretations of WW2 events (e.g., Nazi propaganda, wartime British films). • Can comment on the reliability of evidence relating to the Holocaust and wartime events. • Use evidence to support comments about differing viewpoints.	• Analyse interpretations in depth, considering context, audience, purpose and the nature of evidence. • Evaluate different historical interpretations thoughtfully (e.g., debates about appeasement, the causes of the Holocaust, military decision-making). • Understand how memory, testimony, and film/documentary shape modern interpretations. • Demonstrate emerging historical judgement, forming well-supported evaluations of interpretations.

