

KS3 History: Key Skills & Concepts	Emerging	Developing	Securing	Mastering
<p>Cause and consequence Historians need to be able to explain and analyse the causes and consequences of events.</p>	<p>You can describe historical events. You make accurate statements but you need to prove your point by using facts.</p>	<p>You can describe different causes and consequences of events. You need to give more examples and make sure your descriptions include more facts or details.</p>	<p>You can identify and briefly explain the different types of causes and consequences of events. Be sure to always include facts/examples and make full and clear explanations.</p>	<p>You can explain a range of different causes and consequences. You always include some detailed facts and write in clear PEA paragraphs. You may even be making judgements about the most important causes</p>
<p>Change and continuity Historians can explain and analyse change and continuity over time.</p>	<p>You can describe what has changed between two different periods of time. You make accurate statements but do not prove your point with examples/facts.</p>	<p>You can describe change between two periods or over time by using some accurate facts/examples. You need to make sure your descriptions include more facts or details.</p>	<p>You can explain why some things changed or stayed the same over time, often using examples to prove your point. You are starting to consider reasons why change did or did not happen</p>	<p>You can make clear and accurate explanations of change and continuity. You always use detailed examples and write clear PEA paragraphs. You may even be making judgements about the most significant changes.</p>
<p>Significance Historians can make judgements about the relative importance of events and individuals</p>	<p>You can list some important people, events, and developments. You make accurate statements but need to make sure to include them with examples.</p>	<p>You can describe the importance of people and their actions, and events. You need to make more use of examples. You need to try and use the 4 'R's to explain the reason for significance</p>	<p>You can explain how / why people and their actions, events, and developments are significant often using the 4 'R's. You need to include more detail in your examples and always write in PEA paragraphs.</p>	<p>You can make clear and accurate explanations of events, individuals, or developments. You always use the 4 'R's to help explain significance and you may even be evaluating the relative significance of events or people</p>
<p>Using Sources Historians use evidence to support their views and analyse sources for usefulness and reliability</p>	<p>You can use sources to find information about the past. You are able to summarise or quote from the source but you need to learn to use inference.</p>	<p>You can use evidence to make basic suggestions ('inferences') about the past. You select quotations from the text to support your ideas. You need to describe the N-O-P of sources</p>	<p>You are able to make valid inferences from sources and can use N-O-P to make judgements about usefulness. You always include quotations / extracts. You need to begin to consider the A-C-O of sources and their effect on usefulness.</p>	<p>You can analyse sources using elements of the N-O-P-A-C-O to judge usefulness. You always include quotations / extracts and make accurate inferences. You are able to explain how and why sources are useful in answering enquiry questions</p>
<p>Interpretations Historians understand that there are different interpretations of the past and explain why people have different views.</p>	<p>You can find what other people have said about the past. You are able to outline the meaning of a source or select quotations. You need to begin to make inferences.</p>	<p>You can describe the opinion of an author or historian based on reading source material. You select quotations from the text to support your ideas. You need to think about explaining why interpretations often disagree.</p>	<p>You can explain the differences in opinion between two different interpretations. You include quotations / extracts and make accurate inferences. You make some limited use of the N-O-P.</p>	<p>You can explain the interpretation based on reading source material and considering the N-O-P. You include quotations / extracts and make accurate inferences. You may also be explaining the context.</p>

KS3 Geography: Key Skills & Concepts	Emerging	Developing	Securing	Mastering
<p>Map skills A geographer can use a range of different maps to explain and analyse different patterns of human and physical features.</p>	<p>You name the lines of longitude and latitude on a world map and can describe what they show. You can find the 4 figure grid reference on an OS map. You can identify spot land use symbols on OS map. You need to work on 6 figure grid references.</p>	<p>You can complete 4 & 6 figure grid references. You can describe some land use symbols on an OS map such as a church. You can describe relief on a map and know how it is represented. You can read the longitude and latitude on a world map. You need to try and explain the patterns of symbols on an OS map.</p>	<p>You can use maps to complete most skills on OS maps and world maps correctly. You can describe and explain land use patterns and lines of longitude and latitudes. You have a good knowledge of the symbols on OS maps. You could start to interpret distribution of features on a map in relation to the relief of the land.</p>	<p>You can describe and explain the patterns of where things are on a map. You can explain the longitude and latitude of an area, and can interpret 4 & 6 figure grid references on OS maps. You understand and can practice relief of land on OS maps. You can identify land use on an OS maps and evaluate reasons for this, such as the relief of the land. You can read and interpret symbols on OS maps.</p>
<p>Locational knowledge Geographers are aware of areas of geographical location and can link this to development and map skills.</p>	<p>You can name the 7 continents and 5 oceans on a world map. You can list some countries in each continent.</p>	<p>You can describe the distribution of the continents and can identify some countries within continents. You have some understanding of the importance of location for a country.</p>	<p>You can describe the locations of the oceans, continents and many countries. You can link location, and physical features of a country to its level of development, such as linking landlocked countries to poverty.</p>	<p>You can evaluate the importance of location for an area in terms of the area's development, both economically and socially. You understand the links between location and climate, which impacts development of a country.</p>
<p>Using/interpreting data Geographers can use a range of data (graphs, photographs, models) to explain and draw conclusions.</p>	<p>You can look at photographs/pictures and label features (human and physical), such as a physical river and a human city.</p>	<p>You can describe patterns on a graph/map/pictures to describe some geographical theories., such as the Burgess Model. You have some graph interpretation skills and can identify some patterns of data, such as measuring development over time.</p>	<p>You can describe and explain geographical data, and come to some conclusions about the information. You are able to compare different pieces of data to draw conclusions. You can use evidence from data in your answers.</p>	<p>You can explain, evaluate and compare different sets of data. You are able to draw detailed conclusions from data and predict more information.</p>
<p>Significance Geographers can judge significance of events based on social, economic and environmental categories.</p>	<p>You can sort information into social, economic and environmental. You can make a simple judgement about how significant different factors are.</p>	<p>You can effectively categorize information into social economic and environmental, and describe reasons for significance of each impact.</p>	<p>You can explain the different categories of social, economic and environmental, and can thoroughly explain the significance of each in a given geographical situation.</p>	<p>You can evaluate the relative significance of social, economic and environmental situations for a given Geographical phenomenon, e.g. climate change. You understand how each category links with each other and you can interpret data accordingly.</p>
<p>Maths skills Geographers can use a range of maths skills, such as graphs, averages and statistics.</p>	<p>You can label different types of graphs, and can work out the mean of a set of simple data.</p>	<p>You can describe reasons for using different types of graphs, and you can describe patterns shown on graphs. You can work out the mean, median and mode of different sets of data to draw simple conclusions.</p>	<p>You can describe graph patterns thoroughly, and explain reasons behind the trends on graphs. You can use the information from graphs to draw links between data and geographical information.</p>	<p>You can describe, explain and evaluate graphs in thorough detail, and you can draw conclusions from data. You can create links between different graphs and Geographic theory. You can complete all statistical skills and draw conclusions from this.</p>
<p>Causes and consequences Geographers can identify and evaluation causes and consequences of a range of geographical events, such as earthquakes.</p>	<p>You can list causes and consequences of some Geographical events. You need to work on describing the factors in more detail.</p>	<p>You can describe different causes and consequences of Geographical events. You need to include more facts and detail to your answers to start to evaluate the causes and consequences.</p>	<p>You can describe and explain a range of causes and consequences of geographical events. You always include clear examples and make full ad clear explanations. You start to make judgements and draw conclusions.</p>	<p>You can explain and evaluate a range of causes and consequences in thorough detail with judgement throughout. You always include clear examples at different scales with detailed explanations and draw clear, evidence-based conclusions.</p>