

# DHSG Lower Years Assessment Framework

## History



**LOWER YEARS (Years 7 to 8)**

**MIDDLE YEARS (Years 9 to 11)**

	<b>Developing (D)</b>	<b>Secure (S)</b>	<b>Mastering (M)</b>
<b>Know- ledge</b>	Often able to accurately describe major significant historic events including naming relevant individuals, dates, and places	Mostly able to describe a range of major significant historic events in some detail including naming relevant individuals, dates, and places	Consistently able to describe a wide variety of significant historic events in great detail including naming relevant individuals, dates, and places
<b>Under- standing</b>	Often able to sort elements of historic events into factors including social/financial/religious/military/political categories with some recognition of overlapping factors. A basic understanding of chronology, causation and consequence, evidenced in an asserted judgement	Mostly able to categorise and make some connections between historic events relating to social/financial/political/religious/military factors, demonstrating some understanding of factors impacting on change and continuity including causation, significance and consequence evidenced in a partially supported judgement	Consistently able to categorise and make complex connections between historic events relating to social/financial/political/religious/military factors demonstrating a secure understanding of factors impacting on change and continuity including causation, significance and consequence, evidenced in a fully supported judgement
<b>Skills</b>	Often able to apply knowledge to corroborate or contradict elements of the content of primary sources and interpretations. Written answers are focused at the question but mainly descriptive and/or lacking detail.	Mostly able to recognise some merits of the content and provenance of most primary sources and interpretations and form mainly valid inferences. Written answers are mainly well structured with good knowledge and some basic explanation focused at the question	Consistently able to analyse and evaluate the content and provenance of a range of primary sources and interpretations to form valid inferences and assessments of utility. Writing substantial answers to enquiry questions with a sustained line of argument and knowledge

