



SVC History Learning Pathway – Year 9



LP	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
8-9	<ul style="list-style-type: none"> Students can use a wide range of specific historical words accurately and with confidence. Students are able to select a wide range of relevant facts and evidence which Students use in different ways to help me prove their point. They understand chronology and can explain how different periods of time are related. 	<ul style="list-style-type: none"> Students can write a well-developed explanation. Where there is more than one answer to a question, Students can successfully explain which is the most important. Students can confidently identify and discuss historical ideas such as cause and effect, significance, links, trends and contrasts. 	<ul style="list-style-type: none"> Students can effectively use a wide range of relevant sources to support their answers. Students can use a sources to work out multiple pieces information about the past. They scrutinise each source to uncover issues surrounding a source’s reliability and context. Students can confidently look at source in different ways that go beyond what the source says. 	<ul style="list-style-type: none"> Students can confidently and accurately, identify and explain why different events are viewed in different ways by different people. Students can confidently compare different views of the past and explain which I think is the most accurate. Students can confidently and accurately uses different views of the past as evidence to support arguments.
6-7	<ul style="list-style-type: none"> Students show their understanding by accurately using a wide range of specific historical words in their work. Students are able to select a range of relevant facts and evidence which Students use in different ways to help me prove their point. They understand chronology and am beginning to see how different periods of time are related. 	<ul style="list-style-type: none"> Students are beginning to write developed explanations. When there is more than one answer Students are starting to provide an explanation of which is more important. Students can, with some confidence, identify and discuss historical ideas such as cause and effect, significance, links, trends and contrasts. 	<ul style="list-style-type: none"> Students can competently use a range of relevant sources to support their answers well. Students can work out a range of accurate information from sources. Students can spot and explain issues that might make a source reliable/unreliable and am beginning to use these in their answers. Students can competently look at source in different ways that go beyond what the source says. 	<ul style="list-style-type: none"> Students can explain why different events are viewed in different ways by different people. Students can compare different views of the past and rank them in importance. Students are beginning to successfully use different views of the past as evidence to support arguments.
4-5	<ul style="list-style-type: none"> Students use a range of historical words accurately to show their understanding of the period studied. Students are able to select relevant facts and evidence which Students use to help me prove their point. Students are beginning to understand chronology and am able to place dates and events in time with fair accuracy. 	<ul style="list-style-type: none"> Students are beginning to be able to explain in their answers, rather than simply describing. When there is more than one answer I write about both and state their strengths and weaknesses. Students are beginning to use good links between different events by comparing them, linking them and spotting trends. 	<ul style="list-style-type: none"> Students can use a range of relevant sources to support their answers. Students can work out a few pieces of information from a source. Students can spot and explain issues that might make a source reliable/unreliable. Students are developing their ability to use a source in different ways that go beyond what the source says. 	<ul style="list-style-type: none"> Students are developing their ability to explain why different events are viewed in different ways by different people. Students are developing their ability to compare different views of the past and rank them in importance. Students are developing their ability to use different views as evidence to support their answers.
2-3	<ul style="list-style-type: none"> Students are beginning to use historical words accurately to show their understanding of the period studied. They choose some relevant & accurate facts and evidence which Students use to help me make their point. Students are beginning to be able to put dates and events in time with reasonable accuracy. 	<ul style="list-style-type: none"> Students are trying to explain their answers rather than describing them. When there is more than one answer, Students are able to decide and describe factors that make one more important than the other. Students are beginning to make good links between different events by comparing them, linking them and spotting trends etc. 	<ul style="list-style-type: none"> Students can select and use sources to give their answer support. Students can work out what a source is telling me. Students can identify where a source has issues that might affect its reliability. Students can spot and point out where sources can be looked at in different ways that go beyond what the source says. 	<ul style="list-style-type: none"> Students are beginning to explain why different events are viewed in different ways by different people. Students are beginning to be able to compare different views of the past and assert their order of importance. Students are beginning to be able to use different views as evidence to support their answers.
0-1	<ul style="list-style-type: none"> Students are beginning to use some historical words to show their understanding of the period studied. Students are able to select a fact or piece of evidence which may help support their answer. Students are able to identify where some dates and events happened before one another. 	<ul style="list-style-type: none"> When answering a question Students can see what the answer is and Students can select a few words to describe it. When there is more than one answer Students can identify the most important and describe it. Students can identify links between different events. 	<ul style="list-style-type: none"> Students are beginning use sources to help me come up with their answer. Students can understand and describe what a source says. Students can see where and when a source comes from and if this affects its reliability. Students are beginning to be aware that sources can be looked at, and used in different ways. 	<ul style="list-style-type: none"> Students can identify where different events might be viewed in different ways by different people and describe those differences. Students are beginning to compare different views of the past. Students are able to use different views to help me come up with an answer.