

## History Conceptual knowledge, research & note-making Descriptors

Grade	1	2	3	4	5	6	E
Skill	Conceptual knowledge, research and note-making						
<b>Knowledge of historical concepts</b> Knowledge of:	simple abstract concepts concerning time (e.g. <i>chronology, significant, anachronism</i> )	simple concepts concerning causation (e.g. <i>significant, unimportant</i> )	abstract concepts concerning causation (e.g. <i>long, medium, short term</i> )	abstract concepts concerning thematic analysis of past (e.g. <i>society, economy, politics, power</i> )	complex abstract concepts concerning causation (e.g. <i>proximate &amp; ultimate causes</i> )	complex abstract concepts concerning thematic analysis of past (e.g. <i>inflation, constitution, oppression</i> )	a range of abstract concepts showing developed understanding of causation and thematic analysis
<b>Ability to research information</b> Able to:	answer questions based on passage of text	able to undertake key word searches	use of contents and index effectively	identify relevant and irrelevant sections in passages	discern more valuable from less valuable sources of information on the internet	synthesise material from a variety of sources	use academic journals and online portals for research
<b>Ability to make notes</b> Able to:	select and copy correct information from longer passages	put notes into own words	make effective notes, condensing longer passages into note form	make notes by identifying key material in a passage, in relation to task or question	utilise a variety of methods to make notes, based on task and preference	keep a coherent set of organised notes; make notes from oral presentations	understand and use footnoting and citations

## History Source Analysis Descriptors

Grade	1	2	3	4	5	6	E
Skill	Source analysis						
<b>Understand provenance</b> Understand:	that there are a variety of perspectives on the past	the difference between fact and opinion	in simple terms what historical bias is	how the nature, origin and purpose (NOP) of primary source material may affect the information it contains	how NOP may affect primary source material, for a particular line of historical enquiry	how provenance is also determined by the specific historical context	how provenance is determined by the specific historical context in a complex or abstract manner
<b>Ability to put sources in context</b> Able to:	match features of sources to knowledge of historical context	make simple inferences using own knowledge	identify precise ways in which sources relate to their historical context	critically evaluate source material using knowledge of historical context	make comparisons between sources, in relation to source utility based on historical context	able to explain simply why different interpretations have been given at particular times	why historians (and others) have interpreted the past in particular way based on time / context / limitations placed on them

## History Essay Work Descriptors

Grade	1	2	3	4	5	6	E
Skill	Essay work						
<b>Use of evidence</b> Able to:	understand the idea of historical evidence	use simple facts to substantiate a point	identify and use a variety of types of evidence	use detailed and accurate evidence to substantiate points	use more advanced sources of evidence, like statistics	precisely select evidence to use to best substantiate a line of argument	confidently use a wide range of types of evidence appropriate for the line of historical enquiry
<b>Quality of explanation</b> Able to:	use simple explaining terms and phrases to make points	write explanations that are relevant to a topic	able to explain a number of points, related to a single cause or theme	write developed explanations that are focused on a particular question	use explanation to advance ideas about relative importance or impact	explain links between causation or thematic elements of topic	develop a coherent explanation – a line of argument – throughout an essay
<b>Ability to structure long form writing</b> Able to:	write in full grammatical sentences for the length of an essay	structure work logically into separate paragraphs	understand the purpose of, and utilise, introductions and conclusions	writing <i>within</i> paragraphs is organised logically (topic sentences)	independently decide on paragraph structure for a given question	independently structure work in order to demonstrate links between factors or themes	address discriminating terms in questions and consider nuance of question, or challenge premise