



BMAT KS3 Level Descriptors: History

BMAT KS3 Level 1- 8

Level	Level Descriptor
1	<ul style="list-style-type: none">• Students can demonstrate some understanding of the past by using dates and terms and by describing some of the main events and people in a period of time.• Students can recognise some similarities and differences between periods of time and are beginning to suggest causes and consequences of the main event and changes.• Students can identify differences in the way Historians have interpreted an event or person from the past.• Students can use basic sources to answer simple questions about an event, period or person from the past. Students use limited appropriate historical terminology.
2	<ul style="list-style-type: none">• Students can show their knowledge and understanding of local, national and international history by describing some of the main events, people and periods they have studied.• They can describe characteristic features of past societies and periods to identify change and continuity within and across different periods and to identify some causes and consequences of main events and changes.• They can identify and describe different ways in which Historians interpret an event or person from the past.• They can use sources to describe an event, period or person from the past.• Students use some appropriate historical terminology.
3	<ul style="list-style-type: none">• Students can show their knowledge and understanding of local, national and international history by describing events, people and some features of past societies and periods.• They are beginning to recognise and describe the nature and extent of change and continuity. Students are beginning to suggest relationships between causes.• Students can suggest some reasons for different interpretations of the past.• They can begin to evaluate the content and provenance of sources.• They can select and deploy information and make appropriate use of historical terminology to support and structure their work.
4	<ul style="list-style-type: none">• Students show sound knowledge and understanding of local, national and international history.• Students begin to analyse the nature and extent of change and continuity within and across different periods.• Students begin to explain relationships between causes by offering some points of reasoning.• They begin to explain how and why different interpretations of the past have arisen or been constructed. Students can evaluate the content and provenance of sources to establish usefulness and relevance.• They select, organise and deploy relevant information and make appropriate use of historical terminology to produce structured work, with asserted judgements.
5	<ul style="list-style-type: none">• Students show good knowledge and understanding of local, national and international history by analysing historical change, continuity and causation.

	<ul style="list-style-type: none"> • They explain how and why different interpretations of the past have arisen or been constructed. • Students can engage confidently with the content of a source and establish usefulness and relevance by considering critical issues surrounding the origin, nature and purpose of sources. • Students also begin to analyse the usefulness of a source by using historical knowledge to establish its accuracy and completeness. • They select, organise and use relevant information and make appropriate use of historical terminology to produce well-structured work and offer a reasoned judgement. • Students construct a generally consistent line of reasoning.
6	<ul style="list-style-type: none"> • Students show detailed knowledge and understanding of local, national and international history, by constructing substantiated analyses about historical change, continuity and causation. • They can analyse and explain a range of historical interpretations. • Students can evaluate critically using a range of sources and reach substantiated conclusions independently. • Students establish usefulness and relevance by considering the origin, nature and purpose of a source. • They analyse the usefulness of a source by using historical knowledge to establish its accuracy or completeness. • Students can use historical terminology confidently and produce precise and coherent work to reach reasoned judgements with some substantiation. • Students construct a coherent line of reasoning.
7	<ul style="list-style-type: none"> • Students show confident and detailed knowledge and understanding of local, national and international history. • They write about historical change, continuity and causation by constructing well-substantiated, analytic arguments within a wide frame of historical reference. • Students can analyse links between events and developments that took place in different countries and in different periods. When exploring historical interpretations, students construct convincing, substantiated arguments and evaluations based on their understanding of the historical context. • Students can evaluate critically using a wide range of sources and reach substantiated conclusions independently. • Students establish usefulness and relevance by considering the origin, nature and purpose of a source. They analyse the usefulness of a source by using historical knowledge to establish its accuracy and completeness. They use historical terminology confidently, reflectively and critically. • They consistently produce precise and coherent narratives, descriptions and explanations and reach reasoned and substantiated judgements. Students construct a convincing line of reasoning.
8	<ul style="list-style-type: none"> • Students show sophisticated and extensive knowledge and understanding of local, national and international history. • They write about historical change, continuity and causation by constructing complex, well-substantiated, analytic arguments within a wide frame of historical reference. • Students analyse in detail links between events and developments that took place in different countries and in different periods. When exploring historical interpretations

students construct convincing, substantiated arguments and evaluations based on sophisticated understanding of the historical context.

- Students can evaluate critically using a wide range of complex sources and reach substantiated conclusions independently. Students establish a source's relevance by effectively considering its origin, nature and purpose.
- Students can analyse the usefulness of a source by using detailed historical knowledge to establish its accuracy and completeness.
- Students use complex historical terminology confidently, reflectively and critically. They consistently produce precise and coherent narratives, descriptions and explanations and reach reasoned and substantiated judgements.
- Students use a convincing line of reasoning throughout. They produce precise and coherent work.