



# Christ's College Guildford



## SUBJECT: History Year 9 Pathways

Year 9	2-3 Pathway	4-6 Pathway	7-9 Pathway
<b>Greater Depth (GDS)</b>	<p>Can explain the reasons for different changes/continuities across a period, beginning to evaluate the extent of change in a period.</p> <p>Explains in detail, two or more reasons for an event happening and/or consequences of an event.</p> <p>Clearly understands the links between events and the consequences.</p> <p>Understanding of the concept of bias as well as other problems with sources.</p>	<p>Can support answers with specific examples and have enhanced classroom learning by including own research.</p> <p>Explains a range of reasons for an event happening/ consequences of an event and come to a conclusion about which is the most important, explaining their opinion.</p> <p>Confident with using criteria to assess how significant an event, person or change was.</p> <p>Sources are interpreted and analysed in a complex and critical manner using precise information from the source.</p> <p>Explanation of why a person/event has been interpreted in a specific way and can look at different interpretations in order.</p>	<p>Able to analyse in depth people or events they have studied in the past using a wide range of specialist vocabulary, dates and specific information with precision.</p> <p>Uses understanding of change and continuity to assess the importance of a turning-point in a period and are also able to assess the extent of progress.</p> <p>Confidently highlights and analyses the links between different causes or consequences.</p> <p>Can compare criteria for judging how significant an event, person or change was to come to an overall conclusion.</p> <p>Intelligent and supported inferences are made from sources.</p> <p>Comparisons are made of different interpretations and analysis of effectiveness draws upon historical knowledge.</p>
<b>Expected Standard (EXS)</b>	<p>Key words are used regularly and accurately and include specific dates and names to support descriptions.</p> <p>Historical information is developed and balanced.</p> <p>Conclusions are beginning to be more analytical and are almost a judgement.</p> <p>Can describe changes and continuities across a period</p>	<p>Can explain the reasons for different changes/continuities across a period, beginning to evaluate the extent of change in a period.</p> <p>Explains in detail, two or more reasons for an event happening and/or consequences of an event.</p> <p>Clearly understands the links between events and the consequences.</p> <p>Understanding of the concept of bias as well</p>	<p>They support their answers with specific examples and have enhanced their classroom learning by including their own research.</p> <p>Explains a range of reasons for an event happening/ consequences of an event and come to a conclusion about which is the most important, explaining their opinion.</p> <p>Confident with using criteria to assess how significant an event, person or change was.</p> <p>Sources are interpreted and analysed in a</p>



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		as other problems with sources.	complex and critical manner using precise information from the source. Explanation of why a person/event has been interpreted in a specific way and can look at different interpretations in order.
<b>Working Towards (WTS)</b>	<p>Can explain people or events they have studied in the past with greater detail.</p> <p>Can describe people or events they have studied in the past in more detail.</p> <p>Can explain the reasons for different changes/continuities across a period.</p> <p>Can look at different ways an event can be interpreted and can begin to explain why this might be</p>	<p>Keywords are used regularly and accurately and include specific dates and names to support descriptions.</p> <p>Historical information is developed and balanced.</p> <p>Conclusions are beginning to be more analytical and are almost a judgement.</p> <p>Can describe changes and continuities across a period</p>	<p>Can explain the reasons for different changes/continuities across a period , beginning to evaluate the extent of change in a period.</p> <p>Explains in detail, two or more reasons for an event happening and/or consequences of an event.</p> <p>Clearly understands the links between events and the consequences.</p> <p>Understanding of the concept of bias as well as other problems with sources.</p>