

The North Gosforth Academy (History) Learning Journey Year 9

Knowledge and Application

Content

| | Knowledge and Description of Historical Events | Explanation using contextual knowledge | Extended answers | Sources: Content | Argument and justification of answer |
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| Emerging | Able to provide a <u>very brief description</u> of key historical events, with <u>very limited knowledge</u> (dates, numbers, name etc.) shown in answers | Able to use limited knowledge in answers with little explanation of what this means for an event | Able to answer questions posed but <u>does not do so using PEEL structures and full sentences</u> | Able to <u>read historical sources</u> and <u>briefly describe</u> what the source tells us about an event | Able to <u>write about an event</u> and <u>begin to answer</u> the question posed |
| Developing | Able to provide <u>description</u> of key historical events with <u>demonstration of some knowledge</u> (dates, numbers, names etc.) | Able to apply limited knowledge to answers to begin explaining an event in relation to a question | Able to answer questions posed using <u>full sentences, some key words and knowledge</u> , beginning to use <u>PEEL structure</u> | Able to <u>read historical sources</u> and <u>describe</u> what the source tells us about an event | Able to write about an event and <u>follow an argument</u> through the <u>majority</u> of their work |
| Achieving | Able to provide a <u>description</u> of key historical events and <u>use knowledge</u> (dates, numbers, names etc.) to <u>briefly explain</u> the events | Able to apply knowledge to answers, demonstrating some understanding of an event and its place in history Use this to explain an event and detail | Able to answer questions posed using <u>full sentences, using PEEL structure, paragraphs, key words and knowledge</u> . Able to begin using <u>introductions and conclusions</u> in answers | Able to <u>read historical sources</u> and <u>describe, using some knowledge</u> of the events, what the source tells us about an event | Able to <u>write longer pieces</u> of writing and <u>follow an argument</u> through <u>all</u> their work, supporting it with <u>knowledge</u> |
| Exceeding | Able to provide a <u>more detailed description</u> of key historical events and use this knowledge (dates, numbers, names etc.) to <u>explain why they happened/what the consequences were</u> | Able to apply knowledge to answers effectively, allowing an understanding of an event and its place in history | Able to <u>write extended pieces</u> of writing using <u>full sentences, PEEL structure, paragraphs, key words and knowledge</u> . Able to use <u>introductions and conclusions</u> to support answer | Able to <u>use historical sources</u> to <u>describe and explain historical events</u> , supported by <u>detailed knowledge</u> of the event | Able to <u>write longer pieces</u> of writing and <u>follow an argument</u> through <u>all</u> their work, supporting this with <u>knowledge and justifying their opinion</u> |
| Excelling | Able to provide a <u>very detailed description</u> of key historical events and use this knowledge (dates, numbers, names etc.) to <u>explain why they happened/what the consequences were</u> , and begin to think about the <u>significance of the events</u> | Able to <u>apply knowledge to answers effectively</u> , looking at <u>key concepts</u> like causes, events, consequences and significance | Able to <u>write extended pieces</u> of writing using <u>full sentences, PEEL structure, paragraphs, key words and knowledge</u> . Able to <u>link introduction, conclusion and body</u> of the writing together. | Able to <u>use historical sources</u> to <u>describe and explain historical events</u> and beginning to use the <u>provenance</u> of sources (who created it, when it was created etc) to think about how <u>useful the source is to historians</u> | Able to <u>write longer pieces</u> of writing and <u>follow an argument</u> through their work, supporting this with <u>knowledge and justifying their opinion</u> , whilst considering <u>counter-opinions</u> |

In Year 9, the students' knowledge journey is based in the 20th Century. Students study a comparative History curriculum that investigates the main events of 4 countries during the 1920's and 1930's; Britain, the USA, Russia and Germany. This will enable them to understand the situation in these 4 countries in between World War I and World War II. This knowledge will allow them to compare the different countries politically, militarily and socially; allowing understanding of how each of these countries became involved in World War II. They will then study the key turning points of WW2, seeing how each country was affected. A study of the Holocaust is included in this section.

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| In Year 8, students' knowledge journey... | | | | Assessment 1: Britain and the USA in the 1920's | Assessment 2: Russia and Germany in the 1920's plus the key turning points of World War II. |
| In Year 7, students' knowledge journey includes... | | Assessment 1: | Assessment 2: | | |
| Assessment 1: | Assessment 2: | | | | |