**Exemplar History Flight path**

* This KS3 ‘flight path’ allows students to develop the skills in KS3 that will be needed for GCSE and A Level
* These skills can be developed through any body of knowledge
* The highest level encourages students to develop abstract extended thinking skills and connect historical contexts

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|  | **Apply knowledge** | **Explain understanding** | **Analyse** | **Evaluate** |
| **Connecting** | * Backs up point with detailed, precise and accurate evidence
* Links the description to other historical contexts
 | Explains several specific reasons/ examples in detail showing deep understanding of the connections and links beyond the historical context | Critically analyses information making connections and links beyond the historical context | * Critically evaluates beyond the historical context
* Supports a sustained and well-focused argument to reach a substantiated and convincing judgement
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| **Extending** | * Backs up point with detailed, precise and accurate evidence
* Puts specific description into historical context
 | Explains several specific reasons/ examples in detail showing deep understanding of the connections and links within the historical context | Critically analyses information making connections and links within the historical context | * Critically evaluates within historical context
* Supports a well-focused argument to reach a balanced judgement
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| **Establishing** | * Backs up point with detailed and accurate evidence
* Starts to put specific description into historical context
 | * Explains several specific reasons/ examples in detail showing deep understanding
* Starts to put explanation into historical context
 | * Analyses information
* Starts to put analysis into historical context
 | * Starts to put evaluation into historical context
* Supports an argument to explain specific reasons for judgement
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| **Developing** | * Backs up point with appropriate evidence
* Gives a specific description
 | Explains several specific reasons/ examples more generally showing surface understanding | Starts to analyse  | * Starts to evaluate
* Starts to explain specific reasons for judgement
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| **Base line** | * Makes general but valid points
* Gives a general but valid description
 | General explanation showing surface understanding | General but valid assertions | * General but valid assertions
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