**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 |
| **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 |
| **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 |
| **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 |
| **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 |