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| Unit / topic | Working towards the skills and knowledge needed | Acquiring the skills and knowledge needed | On track with the skills and knowledge needed | Advancing the skills and knowledge needed | Extending the skills and knowledge needed |
| 1. Intro to History | *Assessment: Tollund Man*  Gives a brief opinion on who started who/what killed the Tollund Man.  Has identified some of the causes of The Fight.  The work lacks structure  Does not address the reliability of the sources | *Assessment: Tollund Man*  Reaches a conclusion about who/what killed the Tollund Man.  Has described the evidence but does not link explicitly to the conclusion.  The work is structured in places but may lack some focus on the question.  There may be a comment on why one source may be better than another | *Assessment: Tollund Man*  Reaches a conclusion about who/what killed the Tollund Man.  Has begun to explain the evidence to support the conclusion  The work is well structured but there may be some inaccuracies or mistakes.  There may be a comment on the reliability of more than one of the sources | *Assessment: Tollund Man*  Reaches a conclusion about who/what killed the Tollund Man which is supported.  Has used a range of evidence to support the conclusion.  The work is well structured.  There is an understanding of similarities and differences between the witness statements and the answer questions the reliability of a number sources. | *Assessment: Tollund Man*  Reaches a conclusion about who/what killed the Tollund Man and is fully supported.  Has used a range of evidence to support the conclusion and this is completed in detail.  The work is well structured.  There is an understanding of similarities and differences between the witness statements and the answer analyses the reliability of all of the sources. |
| 2. Intro to Geog | *Assessment: Geographical Skills*  They recognise that the flood may have impacts on their environment e.g. “will cause damage”  Makes simple comparisons  Simple bar chart, labels and title missing | *Assessment: Geographical Skills*  They show some understanding of how the flood may damage the environment or affect people e.g. “people’s homes may be damaged, people are finding it difficult to travel”  Explain differences  Bar chart or other appropriate graph, with title & labels | *Assessment: Geographical Skills*  They can describe how the flood may change places and show some understanding of needing to manage their environment  Offers reasons for differences  Graph, labels, title and suitable sentences interpreting graph. | *Assessment: Geographical Skills*  They describe how the flood affect the environment and how change can be sustainable  Offers reasons for differences and similarities (compare and contrast)  Graph, labels, title and suitable sentences interpreting graph in detail | *Assessment: Geographical Skills*  They describe how the flood have different impacts on the environments. They recognise environmental issues and understand how change can be managed sustainably  Explains a range of human and physical  Graph, labels, title and suitable sentences interpreting graph in detail linking to a range of human and physical factors |
| 1. Rights and Responsibilities | *Community Assessment*  Includes a couple of rules for the community  Discusses a couple of punishments for breaking the rules  Some parts of the presentation are clear | *Community Assessment*  Includes a few rules for the community  Discusses a couple of punishments for breaking the rules  Confident presentation | *Community Assessment*  Includes a list of rules for the community  Explains what happens if the rules are broken  Confident and clear presentation  Discusses the problems they may face enforcing the rules  Briefly mentions some religious rules | *Community Assessment*  Includes an extensive list of rules for the community  Explains what happens if the rules are broken and if this could cause any potential problems  Excellent, clear, confident presentation  Gives examples from world religions of major rules | *Community Assessment*  Includes an extensive list of rules for the community with an excellent justification for including these rules  Explains what happened if the rules are broken and if this could cause any potential problems  Excellent, clear, confident presentation  Gives examples from several major world religions of major rules |

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| 1. Plate Tectonics | *Plate Tectonics Assessment*  They have described the events that took place.  They have recognised how the lives of the people affected are going to change as a result of the events.  They have stated how people and charities have responded. | *Plate Tectonics Assessment*  They have explained the events that took place and how they happened.  They have started to consider how the situation is made worse by the combination of events.  They have explained the different ways in which people and charities have responded. | *Plate Tectonics Assessment*  They have analysed the impacts of the events and recognised the severity of the impacts on both the physical and human environment.    They have considered how the situation is made worse by the combination of events and the long and short term effects.  They have explained the different ways in which people and charities have responded and which They think are the most effective. | *Plate Tectonics Assessment*  They have made links between the physical and human environment, and the hazard and the wider world.  They have analysed how the long and short term effects and stated to consider how the country will recover from the hazard.  They have explained the different ways in which people and charities have responded and which They think are the most effective.  They have also suggested ways in which foreign governments can help. | *Plate Tectonics Assessment*  They have analysed how a wide range of locations were affected by the tsunami.  They have evaluated where they have collected their information from.  They have explained how the decisions made by people had an impact on |
| 5. Medieval Minds | *Assessment: Changing Britain*  Is able to know when one settling group arrived in Britain  Is able to identify a key word or phrase to describe Roman Public health  Is able to identify a candidate that should be king of England in 1066  Can demonstrate knowledge of one feature of the feudal system triangle  Is able to describe a belief held about the Black Death | *Assessment: Changing Britain*  Is able to know when two settled groups arrived in Britain  Is able to identify some key words or phrases to describe Roman Public health  Is able to provide at least two reasons for a candidate to become king of England in 1066  Can demonstrate knowledge of a few features of the feudal system triangle  Is able to describe a couple of beliefs held about the Black Death | *Assessment: Changing Britain*  Is able to know when a few settled groups arrived in Britain  Is able to explain three ways in which the Romans improved Public health  Is able to provide at least three reasons for a candidate to become king of England in 1066  Can demonstrate knowledge of most features of the feudal system triangle  Is able to describe several beliefs held about the Black Death | *Assessment: Changing Britain*  Is able to know when several group arrived in Britain  Is able to explain several ways in which the Romans improved Public health  Is able to weigh up the strong arguments for a candidate against the weaker of the other candidates  Can demonstrate knowledge of all features of the feudal system triangle  Is able to describe a several beliefs held about the Black Death as well as the real causes | *Assessment: Changing Britain*  Is able to explain when all the settled groups arrived in Britain  Is able to explain several ways in which the Romans improved Public health and make links  Provides a strong conclusion that clearly demonstrates why a candidate is better than the other two in 1066  Can demonstrate knowledge of all features of the feudal system triangle  Is able to describe a several beliefs held about the Black Death as well as the real causes |
| 1. Buddhism | *Buddhist Beliefs Assessment*  Students use a limited vocabulary to describe Buddhist beliefs  Students identify some questions to ask on identify, meaning and value  Students briefly describe some of their views | *Buddhist Beliefs Assessment*  Students use a developing religious vocabulary to describe and show understanding of Buddhist beliefs and ideas.  Students raise and suggest answers to questions of identity, meaning and values.  Students describe their views and what inspires and influences them. | *Buddhist Beliefs Assessment*  Uses an increasingly wide religious vocabulary to explain Buddhist beliefs.  Explains how religious sources are used to provide answers to ultimate questions.  Student explains what inspires and influences them.  Student express their own and other’s views. | *Buddhist Beliefs Assessment*  Uses religious and philosophical vocabulary to give an informed account of Buddhist beliefs.  Interprets sources and arguments and explains how they are used in different ways by different traditions to provide answers to ultimate questions and ethical issues.  Uses reasoning and examples to express insights into their own and other’s views. | *Buddhist Beliefs Assessment*  Uses a wide religious and philosophical vocabulary to show a coherent understanding of Buddhist beliefs.  Uses a variety of sources and evidence and interprets them accordingly.  Articulates a personal and critical response to questions of meaning, purpose and truth.  Evaluates the significance of Buddhist and other views. |

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| 1. Coasts | *Coasts Assessment*  States where they are and some of the features of the location.  Little explanation regarding the importance of coastal protection from their character perspective.  Suggestion of coastal defence type, unjustified or with little understanding. | *Coasts Assessment*  A basic description of features some consideration for human and physical.  Simple undeveloped statements about the importance of coastal protection from their character perspective.  Suggestion of coastal defence type with some limited reasoning. | *Coasts Assessment*  Clear letter structure.  Fairly detailed knowledge of location and features both human and physical.  Well explained  Suggestion of coastal defence type and consideration of methods advantages. Beginning to counter argue disadvantages. | *Coasts Assessment*  Well-structured letter. With good use of persuasive language.  Detailed knowledge of location including human and physical features. Use of key words.  Well explained paragraph on the importance of coastal defences including general advantages.  Suggestion of at least one appropriate coastal defence to use including advantages and dispelling perceived disadvantages. | *Coasts Assessment*  Well-structured letter. With effective use of persuasive language.  Detailed knowledge of location including human and physical features. Accurate use of key words.  Well explained paragraph on the importance of coastal defences including general advantages.  Suggestion of at least one appropriate coastal defence to use including advantages and dispelling perceived disadvantages.  Consideration of the negatives of other potential methods. |
| 1. .Local History | *Tower of London Assessment*  A brief outline of some of the functions of the Tower of London  Little evidence of context  Little understanding of the reasons for change over time | *Tower of London Assessment*  A basic factual description of what the tower has been used for or descriptions of what happened during the three periods of time studied.  They may state that because of the problems the tower was used as a Castle/prison/attraction but does not explain why | *Tower of London Assessment*  This will be generally more detailed with more facts about both the period and the changes made to the castle.  Discussion will be mostly made up of descriptions and little explanations of how the events effected the use of the tower.  This is still very general and not a great amount of explanation as to why there were changes | *Tower of London Assessment*  This should be a detailed description of what was happening at the time and clear links made between these events and specific changes made to the tower.  They must use evidence to support these changes | *Tower of London Assessment*  Very similar to previous level, but more than one explanation given.  Clear links must be given and clear evidence given to support the changes. |
| 1. Animal Rights | *Hunting Debate Assessment*  Provides one or two arguments to either agree or disagree with hunting - only one supported answer | *Hunting Debate Assessment*  Provides at least three different arguments to either agree or disagree with hunting – two supported answers | *Hunting Debate Assessment*  Provides a strong argument with at least three points that are supported | *Hunting Debate Assessment*  Provides a strong argument with points that are supported and challenges the points made by the counter argument | *Hunting Debate Assessment*  Provides a strong argument with points that are supported and challenges the points made by the counter argument and recognises some of the issues faced by lawmakers when deciding whether to ban or legalise hunting |
| 1. 10. End of year assessment | *End of Year Assessment*  Describes a reason to support one candidates claim to the throne  Makes a simple statement about content or provenance of a source  One sentence on how William controlled England  A brief sentence on Buddha’s life  A couple of sentences  Brief outline of the middle way  Describes one aspect of the structure of the earth  Basic idea of plate movement  Describes one effect of volcanoes | *End of Year Assessment*  Describes at least two reasons to support one candidates claim to the throne  Makes a simple statement about content and provenance of a source  A couple of sentences on how William controlled England  A couple of sentences explaining Buddha’s life  Identified reasons to support answer on the four noble truths  Identifies aspects of the Noble Eightfold Path  Describes two aspects of the structure of the earth  Basic idea of plate movement with improving structured sentences  Describes two effects of volcanoes | *End of Year Assessment*  Explains several reasons to support one candidates claim to the throne  Explains why the source may be useful or not useful based on either content or provenance of source  A couple of sentences on how William controlled England supported  A paragraph explaining the story of Buddha’s life  Developed answer on the four noble truths  Explains aspects of the Noble Eightfold Path  Ability to describe the structure of the earth  Clear indication of process, with linking statements  Explains several effects of volcanoes | *End of Year Assessment*  Explains several reasons to support one candidates claim to the throne and balances with the reasons why one candidate may be unsuitable  Explains why the source may be useful or not useful based on both the content and provenance of source  A paragraph on how William controlled England supported  A paragraph explaining the story of Buddha’s life including the impact this had  Developed answer on the four noble truths well explained  Explains a range of aspects of the Noble Eightfold Path  Detailed explanation and correct sequence of process. | *End of Year Assessment*  Explains several reasons to support one candidates claim to the throne and balances with the reasons why two candidate may be unsuitable  Explains why the source may be useful or not useful based on both the content and provenance of source and a well evaluated judgement  A couple of sentences on how William controlled England well supported  Well explained story of Buddha’s life  Explains a range of aspects of the Noble Eightfold Path and gives a supported opinion  Detailed explanation and correct sequence of process. Detailed understanding supported by relevant examples |