

# HISTORY COMPOSITE RUBRIC

Justifies evaluation <a href="#">Activity</a>																
Evaluate facts <a href="#">Activity</a>	Predicts the correct meaning of unknown subject specific words or ideas						evaluates evidence <a href="#">Activity</a>									Criticises a historical perspective
Analyse facts	critiques the use of subject specific words and ideas in a source						Analyses evidence	develops research program with many nested questions	critiques differences between two different timelines					Explains cause and effect <a href="#">Y9 Activity</a>	Applies a given historical perspective to a new situation	
Elaborate on ideas in detail <a href="#">Y9 Activity</a>	Explains historical ideas <a href="#">Activity</a>						applies evidence in new situation <a href="#">Activity</a>	asks specific open-ended questions	links events and developments					identifies cause and effect from an unknown situation	Applies a given historical perspective to a known situation	
Produce historical narrative from facts <a href="#">Y9 Activity</a>	explains subject-specific words						applies evidence to known situation <a href="#">Activity using visual sources (Y8)</a> <a href="#">Activity using written evidence (Y7)</a>	asks open-ended questions	places developments on a timeline correctly		judges / evaluates the purpose of a source	Uses outside knowledge to help understand source <a href="#">Art activity</a>		identifies cause and effect from an already known situation	Compares two historical perspectives	
Describe / explain facts <a href="#">Describing activity</a>	organises subject specific words or ideas into conceptual categories						Discusses how evidence could be used for some purpose <a href="#">Activity</a>	asks subject-specific questions	places events on a timeline correctly		analyses the purpose of a source <a href="#">Activity</a>	describes artistic style of a source <a href="#">Art activity</a>		chooses correct cause from list of alternatives	Explains what a historical perspective means	
List facts	uses history ideas <a href="#">Activity</a>	Finds authoritative source <a href="#">Activity</a>	compares the quality of multiple sources <a href="#">Activity</a>	uses multiple types of sources <a href="#">Activity</a>			explains evidence <a href="#">Activity</a>	asks specific questions	places events or developments on a timeline	Includes the most important ideas <a href="#">Activity</a>	describes the purpose of a source <a href="#">Activity</a>	Identifies patterns or themes in the source	Writes descriptive or creative sentences <a href="#">Descriptive activity</a>	Uses Harvard-style bibliography <a href="#">Activity</a>	chooses correct effect from list of alternatives	Summarises a historical perspective
Recognises information	uses subject specific words <a href="#">Activity</a>	Finds reliable source <a href="#">Activity</a>	Discusses the quality of a source <a href="#">Activity</a>	uses multiple sources	classifies sources as primary or secondary <a href="#">Video</a> <a href="#">Text</a> <a href="#">Activity</a>	Describes how something might feel to a person in history <a href="#">Activity</a>	lists evidence	asks questions	Knows that later dates are shown later on a timeline	Lists correct information	recognises the purpose of a source <a href="#">Activity</a>	Lists detailed features of source <a href="#">Activity</a>	Follows conventions of good writing <a href="#">Editing activity</a> <a href="#">Long sentences activity</a> <a href="#">Confusion of common words activity</a> <a href="#">Writing formally activity</a>	Includes author, date and title for sources	recognises a cause	Lists a historical perspective
Sorts things into information and non-information	recognises subjects specific ideas	finds sources	Finds source	uses sources	recognises primary and secondary sources	Lists facts	recognises evidence	recognises questions	Knows what a timeline is	Lists information	identifies a source	Lists general features of source	Writes sentences	Lists sources	recognises an effect	Recognises a perspective
<b>USES CONTENT KNOWLEDGE</b>	<b>USES HISTORY TERMS AND CONCEPTS</b>	<b>FINDS SOURCES</b>	<b>DISCUSSES THE QUALITY OF SOURCE</b>	<b>USES A RANGE OF SOURCES</b>	<b>DISTINGUISHES PRIMARY AND SECONDARY SOURCES</b>	<b>SHOWS EMPATHY</b>	<b>USES EVIDENCE</b>	<b>ASKS QUESTIONS</b>	<b>SEQUENCES EVENTS</b>	<b>EXTRACTS INFORMATION FROM A SOURCE</b>	<b>FINDS PURPOSE OF SOURCE</b>	<b>ANALYSES VISUAL SOURCE</b>	<b>USES WRITTEN COMMUNICATION</b>	<b>CREATES BIBLIOGRAPHY</b>	<b>IDENTIFY CAUSE AND EFFECT</b>	<b>UNDERSTANDS HISTORICAL PERSPECTIVES</b>