

## History (Year 8)

	<b>Initial</b> – a student who is still initial will be able to partially meet some of the following with support:	<b>Emerging</b> – a student whose understanding is still emerging will be able to:	<b>Developing</b> – a student whose understanding is developing will also be able to:	<b>Secure</b> – a student whose understanding is secure will also be able to:	<b>Advanced</b> – a student whose understanding is advanced will be able to do some of the following:	<b>Mastered</b> – a student who has mastered their understanding will be able to do all of the following consistently:
<b>Extended writing and research skills</b>	Write in full sentences and be starting to organise written work into paragraphs. Start to use historical details to explain answers. Use sentence starters and writing frames effectively. Research some information with guidance. Begin to ask questions and contribute to class.	Produce extended writing that shows some organisation into paragraphs. Always write in full sentences including some detailed historical facts. Research some information independently. Ask some questions and contribute to class discussions.	Produce extended writing that is well structured, always using paragraphs, introductions and conclusions effectively. Write detailed answers in their own words, using some independent research. Ask some good questions and contribute to class discussion	Produce extended writing that is very well structured, always using paragraphs, introductions and conclusions effectively. Write detailed answers in their own words using some relevant independent research. Ask excellent questions and make thoughtful contributions to class discussion.		
<b>Knowledge and understanding</b>	Begin to use key terms to do with time. Have some understanding of the key features of the period studied.	Is able to use most of the terms to do with time confidently. Use some more difficult terms when prompted. Show a good understanding of the period studied.	Use historical terms to do with time confidently. Use more difficult historical terms. Show excellent understanding of the key features of the period studied.	Use a wide range of historical terms confidently. Show excellent understanding and detailed knowledge of the key features of the period studied.		

<p><b>Second order concepts: Change and continuity, similarity and difference, cause and consequence, significance.</b></p>	<p>Identify causes or reasons. Begin to use the term significance. Identify changes.</p>	<p>Understand that some reasons or causes are more important than others. Explain changes that occurred over time. Understand that some events are more significant than others.</p>	<p>Include some analytical points in written work and begin to come to conclusions. Explain the links between features of the past. Explain changes and consider extent of change. Identify the most important reasons or causes. Select events that are more significant.</p>	<p>Write essays that are mainly analytical rather than descriptive. Explain the links between features of the past. Explain changes and consider extent of change and what remained the same. Identify the most important reasons or causes. Be able to make a judgement about the significance of events.</p>
<p><b>Analyse, evaluate and use sources to make judgements, in the context of historical events studied.</b></p>	<p>Use a source to find out about the past and describe what a source says. Start to understand the difference between fact and opinion.</p>	<p>Select relevant detail from sources to identify what it can tell us about the past. Begin to explain what a source suggests as well as what it actually says (inference).</p>	<p>Handle sources effectively e.g. by comparing two contrasting sources. Suggest inferences from a source and explain why. Be confident at 'having a go' at difficult sources. Use provenance to give context to sources.</p>	<p>Handle sources effectively, and begin to understand more difficult sources such as propaganda. Confidently explain 'how useful' a source is to a historian. Make confident inferences from sources. Confidently use the provenance of a source to give context.</p>
<p><b>Analyse, evaluate and make judgements about interpretations in the context of historical events studied</b></p>	<p>Describe an interpretation of the past.</p>	<p>Understand that there are different interpretations of the past and begin to understand the reasons why.</p>	<p>Give some reasons for why interpretations of the past differ. Use some contextual knowledge to support 'how convincing'.</p>	<p>Confidently explain why there are different interpretations of the past. Use contextual knowledge to support 'how convincing' an interpretation is.</p>