**To what extent did Britain’s political system change during the period 1750-1928?**

|  |
| --- |
| images.jpg |

|  |
| --- |
| A suffragette poster from 1909. The poster shows a suffragette being forced fed after going on hunger strike in prison. Force feeding was brutal and degrading. It won public sympathy for the suffragettes and their fight to make women equal citizens in the political system. |

Historical Enquiry Depth Studies

1 How can we decide if the troops committed murder at Peterloo in 1819?

2 How can we decide whether Chartism was a violent movement?

3 How do we know whether the suffragettes helped the campaign for the women’s suffrage?

**A List of Key Terms and their meanings in this topic.**

|  |  |
| --- | --- |
| Political system | The way in which governments are chosen within a country. |
| Citizenship | The rights and responsibilities of people in a community. |
| Democracy | A type of political system in which governments are elected. |
| Election | The act of voting for a political party who you would like to form a government. |
| Bribe | When something is offered to influence the way in which people vote. |
| Reform | To change something through law. |
| Revolution | A radical change in the political system brought about through violence. |
| Constituencies | The whole country is divided into different areas each of which elects one Member of Parliament. |
| Charter | A list of demands that insist on certain political rights for citizens. |
| Rotten borough | A constituency that no longer deserves to be represented by a Member of Parliament for various reasons. |
| Secret ballot | When voting is done in secret. |
| House of Lords | A part of parliament where those who have been given the title Lord can discuss and suggest changes to government policies. |
| House of Commons | This is where members of Parliament who have been elected sit and debate government policies. |
| Bill | The name given to a proposal to change the law. |
| Chartists | A movement that sought to increase the political rights of working class people by campaigning for the right to vote. |
| Suffragists | A movement that sought to increase the political rights of women by campaigning for the right to vote through peaceful methods. |
| Suffragettes | A movement that sought to increase the political rights of women by campaigning for the right to vote through violent methods. |
| Peterloo | The name given to an event in 1819 when troops killed 11 people who were campaigning for the right to vote. |
| Government | A government is formed by the political party who win the most votes in an election. Governments are responsible for making law. |
| Demonstration | A meeting of a group of people to campaign for a certain point of view. |
| Reliable | To trust somebody or something. |
| Interpretation | A point of view. |
| Inquest | A investigation into an event to find out what happened. |
| Propaganda | A way of trying to persuade people to support certain viewpoints. |
| Devolved | When certain powers are handed down from central government to regional or local governments to control. |
| Militant | A group who seek to pursue their aims by violence and conflict if necessary. |
| Emancipation | The act of setting people free from something. |
| Postponed | To put off doing something. |
| Centralised | When certain powers are controlled from central government rather than through regional or local governments. |
| Intimidate | To strike fear into somebody by the threat of violence. |

**Who had power in Britain in the period 1750-1830?**

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**Getting started with the Mystery! Background contextual information**

**Think about this image in pairs and share your thoughts with another pair about what it as to say about what type of people had power and influence in Britain in the late 1700’s.**

|  |
| --- |
| Source A William Pitt addressing the House of Commons in 1793  William_Pitt_addressing_the_House_of_Commons_on_the_outbreak_of_war_with_Austria_(by_Karl_Anton_Hickel).jpg |
| Nature : This is a  Origins: This was produced by....in X.  Purpose: The purpose of this image was too...  Content: The image shows  Knowledge: There were a range of views about.. |

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**Development Activity 1. Piece together the background contextual information to the mystery in pairs and check your thinking with another pair. Complete the table showing the main characteristics of Britain’s political system during the period 1750-1830.**

|  |  |
| --- | --- |
| A Voting was not in secret. Voters often have to announce whom they are going to vote for. This enabled politicians who want more votes to target people who they can threat and bribe. | D Parliament consisted of the House of Commons and the House of Lords. Laws had to be passed by both Houses, but the House of Lords was more important. The Prime Minister usually comes from the House of Lords and is asked to form a government by the king. |
| B There has to be a General Election at least every seven years. After the Acts of Union between England, Ireland, Scotland, and Wales in the period 1536-1801, all Irish, Scottish and Welsh MP’s had to sit in the British Parliament based in London. The majority of MP’s in the Parliament were from England. Political power was centralised and not devolved between the countries. | E Elections were held within constituencies and often there was no contest. This was because the local landowner was so influential nobody stood against his candidate. In constituencies were there was a contest between the main political parties, bribery and threats were often used on voters. . Candidates were elected to the House of Commons. |
| C The country is divided into constituencies. These constituencies are divided into counties and boroughs who can elect one or more Members of Parliament. Some constituencies consisted of thousands of people whilst others had only a few. This meant that the system did not represent people fairly. | F The property qualification excludes most men from voting. No women at all are allowed to vote. In effect only large landowners and wealthy businessmen can vote for a Member of Parliament. |

|  |  |
| --- | --- |
| The main characteristics of Britain’s political system 1750-1830. |  |
| 1 Who was allowed to vote? |  |
| 2 Was voting secret? |  |
| 3 How were elections carried out? |  |
| 4 How often were elections and where did they take place? |  |
| 5 How was the country divided  up in terms of representation? |  |
| 6 How was power divided  between the House of Commons  and the House of Lords? |  |

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**Development Activity 2. In pairs read through the following points of view of four different characters, and try to think whether they were happy with the British political system in 1830? Share your thinking with another pair sticking with difficulty and tolerating differences of view.**

|  |
| --- |
| Screen Shot 2014-07-15 at 07.19.22.png |

Screen Shot 2014-06-24 at 08.49.57.pngScreen Shot 2014-06-24 at 08.50.13.png

**Development Activity 3. Independent Enquiry on the Mystery. You are building an analysis and evaluation of a viewpoint or interpretation and should be written in 18 mins. This will involve looking at evidence to support the view and evidence to challenge the view and these may involve factors to be addressed e.g. P, E, S. Two main parts.. one and half pages.**

Answer the following question. You should use the thinking frame and the observations you have made in order to organise your answer.

**“Most people were happy with the British political system in the period 1750-1830”. Do you agree with this viewpoint?**

I agree/partly agree/disagree with this viewpoint.

Some people were happy with the political system in the period 1750-1830. For example..Point, Evidence, Explanation

However other groups felt that the political system needed to change. For example..Point, Evidence, Explanation

In conclusion I think..

**What happened to Britain’s political system 1830-1928 and why did this happen?**

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**Getting started! Think about this image in pairs and share your thoughts with another pair about what it as to reveal about changing power and influence in Britain 1750-1928.**

|  |
| --- |
| Source B  images.jpg |

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**Development Activity 1. In pairs read through the following statements sharing thoughts.**

|  |  |
| --- | --- |
| A The Third Reform Act of 1884 gave even more working class people the vote. The electorate rose to about 5 million, 16.6% of the population. Political Parties and governments increasingly needed to listen to the demands of the citizens in the country because more people could vote | E The 1872 Secret Ballot Act made voting secret! It was now possible for people to vote without worrying about threats from their landowners or employers. |
| B The 1918 Reform Act gave women over the age of 30 the right to vote in General Elections. However women aged between 21 and 30 were still denied the vote even though men of this age had it. | F The Second Reform Act of 1867 increased the electorate to 8.5 % of the adult population. This represented 1 in 3 adult men but no women. The new voters were the better off male workers in the towns. |
| C The First Reform Act of 1832 changed the rules about who could vote and which areas were allowed to have a MP. Now 4.4% of the population could vote (1 in 5 adult men, no women). Most of the voters were middle class people. The Act also took away MP’s from 86 tiny constituencies and gave them to big cities | G The 1928 Reform Act lowered women’s voting age to 21. This was the same age as men. |
| D For years Britain’s governments had been formed by one of the two main political parties. These were the Tories (later Conservatives) and the Whigs (later Liberals). In 1893 the Independent Labour Party was founded (ILP) in order to represent the interests of working class people. | H Before 1830 the political system was dominated by wealthy landowners. It was largely only this class of people that could vote. Also the Members of Parliament were therefore naturally made up of this group so that they could represent their own interests. Only 2.7% of the population could vote. |

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**Development Activity 2.** On your own copy complete the following table. Whilst doing task 2 you should refer back to it by ticking the different characters who gained the right to vote.

|  |
| --- |
| Screen Shot 2014-07-15 at 07.31.01.png |

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**Development Activity 3.** On your own copy of the timeline below, label on two important changes that the various Acts brought about in the nature of Britain’s political institutions.

|  |
| --- |
| Screen Shot 2014-07-15 at 07.31.16.png |

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**Development Activity 4.** From your research during this lesson write a paragraph of writing in pairs to explain what you think happened to Britain’s political institutions during the period 1750-1928. Compare your paragraph with that of another pair. In your group agree on one final paragraph. One member of the group will volunteer to read this out to the rest of the group.

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**Development Activity 5.** Stick the following table into your book. The table shows that there were three main factors which helped to change the political system in Britain 1832-1918. You will use the material in Activity 6 to consider the detailed evidence to support each of the factors.

|  |  |
| --- | --- |
| Factors which helped to change the political system in Britain. | Evidence to support this explanation. |
| Factor 1 The support of Britain’s Political Parties for change.  **Sources** | 1234 |
| Factor 2 The rise of new political protest movements. Sources | 1234 |
| Factor 3 The influence of ideas from abroad.    **Sources** | 1  2  3  4 |

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**Development Activity 6. Thinking through causation and consequence of the political changes. Sort the following text boxes into the three types of factors which led to the changes in the British political system in the period 1750-1918. Summarise the main points in your table. Share your thinking with another pair sticking with difficulty and tolerating differences of view.**

|  |  |
| --- | --- |
| **Source A**. In 1918 the political parties decided to support the idea that women should vote. In part this was due to the way in which women had helped the country during the war. | **Source B**. Spontaneous protests like the one at St Peter’s Fields in Manchester in 1819 had always existed. However it was the National Political Union formed in the early 1830’s that campaigned for the changes brought about in 1832. |
| **Source C**. The Chartist Movement in the 1830’s and 1840’s caused a great deal of panic in government circles. Although government did not give in to their demands, it left them with the knowledge that protest movements could grow. | **Source D**. The American colonists declared war on Britain and won their independence in 1783. The political system they adopted included the words “Every man is born equal”. They believed that all people should have a say in their government. |
| **Source E**. The ideas of Karl Marx who predicted a revolution of the working classes against landowners and factory owners, seemed attractive to some workers. It also struck fear into the ruling classes, and taught they should rule by consent. | **Source F**. In 1884 Prime Minister Gladstone of the Liberal Party introduced the Third Reform Act. He hoped that it would secure more votes for the liberals in Parliamentary elections. |
| **Source G**. There were further revolutions in France in 1830, 1848 and 1871. The revolutions were based on movements for freedom and justice. These revolutions showed that government could be brought down by the people if not represented. | **Source F**. In 1884 Prime Minister Gladstone of the Liberal Party introduced the Third Reform Act. He hoped that it would secure more votes for the liberals in Parliamentary elections. |
| **Source I**. In 1867 Prime Minister Gladstone of the Tory Party introduced the Second Reform Act. He hoped that it would secure more votes for the tories in Parliamentary elections. | **Source J**. In 1832 Prime Minister Grey of the Whigs (old Liberals) introduced the First Reform Act. He hoped it would secure more votes for the Whigs in parliamentary elections. |
| **Source K**. From the 1850’s onwards the demand that women should also be able to vote began to grow. This resulted in the formation of the NUWSS and the WSPU by the early 20th Century, both who sought ways of getting women represented. | **Source L**. The French Revolution of 1789 also showed Kings and their elites that they could be opposed if they did not listen to the demands of their subjects. The people tried to establish a government on the grounds of freedom, equality and brotherhood. |

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**Development Activity 7. Independent Enquiry on the Mystery. You are building an analysis and evaluation of a viewpoint or interpretation and should be written in 18 mins. This will involve looking at evidence to support the view and evidence to challenge the view and these may involve factors to be addressed e.g. Political Parties, Protest, Ideas. Two main parts.. one and half pages.**

**“The changes in the British political system came about mainly because the main political parties sought to gain advantages over their opponents”. Do you agree?**

Introduction. There is evidence to support and challenge this view. It is argued that

· There is evidence to support the view…. Point, Evidence, Explanation

· However there is evidence to challenge the view. Point, Evidence, Explanation

In conclusion whilst there is evidence to both support and challenge the view, the view that is most convincing is X. Point, Evidence, Explanation

**How had Britain changed in who had power by 2000?**

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**Development Activity 1. Piece together the background contextual information to the mystery in pairs and check your thinking with another pair. Complete the table showing the main characteristics of Britain’s political system during the period 1750-1830.**

|  |  |
| --- | --- |
| A Voting is secret. Voters do not have to announce whom they are going to vote for. It is against the law for politicians to use bribery and threats in order to get people to vote for them. | D Parliament consists of the House of Commons and the House of Lords. Laws have to be passed by both Houses, but the House of Commons is more important. The Prime Minister usually comes from the House of Commons. |
| B There has to be a General Election at least every five years. The main Parliament is still in England but Elections are now held in Ireland Scotland and Wales. This enables these countries to discuss and make changes to certain issues that affect them. Thus some aspects of government have been devolved to the different countries within the British Isles. | E Elections are held within constituencies and there is a contest between the main political parties. This means that each voter has to choose one candidate from the political party they support in order to be their MP. The candidate with the most votes becomes the MP, but this does mean he or she has to have the support of the majority of voters within a constituency. |
| C The country is divided into 651 constituencies. These vary in size. For example, the Isle of White has over 100,000 voters, while the Western Isles have less that 25,000 voters. Each constituency sends one MP to Parliament. This meant that the system did not represent people fairly. | F Everyone aged over eighteen or over can vote in an election, except for lunatics, lords and some criminals. There is no longer a property qualification to become an MP and now MP’s earn a salary. |

|  |  |
| --- | --- |
|  | The main characteristics of Britain’s political system by 2000. |
| 1 Who was allowed to vote? |  |
| 2 Is voting secret? |  |
| 3 How were elections carried out? |  |
| 4 How often were elections and where did they take place? |  |
| 5 How was the country divided  up in terms of representation? |  |
| 6 How was power divided  between the House of Commons  and the House of Lords? |  |

**Here’s what the students do for their GCSE Paper for Causation**

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**Question Number 1. Co-operate, share, stick with difficulty and tolerate uncertainty.**

What do Sources A and B show about changes in X? Explain your answer, using Sources A and B and your own knowledge. 8 marks

**Target**: knowledge recall and selection, analysis of change in a historical context, inference from sources (AO1/AO2/AO3).

|  |  |  |
| --- | --- | --- |
| Level | Mark | Descriptor |
| **1** | **1-2** | **Simple statement**  EITHER Candidate offers general comment about changes, without providing support from source(s) or own knowledge of the historical context.  OR Statement(s) which do not address ‘change’ and are based on detail from the individual source or single source with own knowledge.  Award 1 mark for each relevant point made to maximum of 2. |
| **2** | **3-6** | **Developed statement**  Candidate states that change based on an explanation of the situation in each source.  Offers statement(s) based on detail from the source(s) and/or from own knowledge of the historical context.  Maximum 4 marks if answer is based only on sources or own knowledge. |
| **3** | **7-8** | **Analysis.**  Candidate makes an inference about the nature or extent of change based on the explicit use of both sources and supported from own knowledge of the historical context. |

**Q1 You are building an explanation of change over time in 12 mins using two sources and your own knowledge. Three short paragraphs… one page.**

From source A (date) it is suggested that..This is further supported by.. PEEx (Use CTK, NOP)

During the time that separates A and B there were a changes PEEx (Use CTK, NOP)

From source B (date) it is suggested that..This is further supported by PEEx (Use CTK, NOP)

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**Question Number 2. Co-operate, share, stick with difficulty and tolerate uncertainty.**

The boxes below show two different periods/events. Choose **one** and describe the key features of political change during this time. 6 marks

|  |  |
| --- | --- |
| Political change 1750-1867 | Political change 1867-1928 |

**Target**: knowledge recall and selection, key features and characteristics of periods studied (AO1/AO2).

|  |  |  |
| --- | --- | --- |
| Level | Mark | Descriptor |
|  | **0** | No rewardable material |
| **1** | **1-3** | **Generalised answer is offered with little specific detail.**  Candidate offers limited detail |
| **2** | **4-6** | **Relevant details are offered with link to key features** Answer describes the key features and supports points with evidence |

**Q2 You are building an explanation reasons for how or importance, change or causes in 13 mins. This might involve factors e.g. P, E, S. Three paragraphs… one page.**

One reason for how, importance/change/cause is PEEx

A further reason for how, importance/change/cause is PEEx

A final reason for how/ importance/change/cause is PEEx

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**Question Number 4 or 5. Co-operate, share, stick with difficulty and tolerate uncertainty.**

Why did political protest make little practical difference to political change in England in the period 1750-1928?

You may use the following in your answer.

* Political Party support for change
* Influence of new ideas from abroad

You must also include information of your own.

**Target**: knowledge recall and selection, factors relevant to continuity and change in a historical context in a historical context (AO1/AO2).

|  |  |  |
| --- | --- | --- |
| Level | Mark | Descriptor |
| **1** | **1-4** | **Simple or generalised comment is offered, supported by some knowledge.** Candidate offers generalised comment with little supporting detail or offers details about a very limited aspect of the question. |
| **2** | **5-8** | **Statements are developed with support from material which is mostly relevant and accurate.** Candidate may provide details to support several points  Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material. |
| **3** | **9-12** | **The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made.** Candidates provide several relevantpieces of evidence to support a range of points, which show understanding of question coverage.  Maximum 10 marks for answers that do not explore aspects in addition to those prompted by the stimulus material. |

**Q4/5 You are building an explanation in 18 mins. This might involve factors e.g. P, E, S. Three paragraphs… one page.**

* One reason for is PEEx
* A further reason is PEEx
* A final reason for is PEEx

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**Question Number 6 /7. Co-operate, share, stick with difficulty and tolerate uncertainty.**

How important was the support of political parties for bringing about political change in the period 1750-1928?

**Target**: Analysis of significance/ causation/change (AO 1 & 2: 16 marks)

|  |  |  |
| --- | --- | --- |
| Level | Mark | Descriptor |
| **1** | **1-4** | **Simple or generalised comment is offered, supported by some knowledge.** Candidate makes generalised statements or describes one aspect in limited detail.  Writing communicates ideas using everyday language and showing some selection of material but the response lacks clarity and organisation. The candidate spells, punctuates and uses the rules of grammar with limited accuracy |
| **2** | **5-8** | **5–8**  **Statements are developed with support from material which is mostly relevant and accurate.** Candidate states that there was some continuity or change and provides detailed descriptions of aspects of each period.  Maximum 7 marks for answers that do not describe an aspect in addition to those prompted by the stimulus material.  Writing communicates ideas using a limited range of historical terminology and showing some skills of selection and organisation of material, but passages lack clarity and organisation. The candidate spells, punctuates and uses some of the rules of grammar with general accuracy. |
| **3** | **9-12** | **The response shows understanding of the focus of the question and deploys sufficient accurate and relevant material to support the points made.** Candidate provides an analysis of each period and makes comparisons between periods.  Maximum 10 marks for answers that do not explore aspects beyond those prompted by the stimulus material.  Writing communicates ideas using historical terms accurately and showing some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells and punctuates with considerable accuracy, although some spelling errors may still be found. |
| **4** | **13-16** | **A sustained analysis, supported by precisely-selected and accurate material and with sharply focused development of points made. Answer as a whole focuses well on the question.** Candidate recognises the need to compare aspects of progress with areas of stagnation, in order to make a judgement.**NB: No access to Level 4 for answers which do not explore aspects beyond those prompted by the stimulus material,**  Writing communicates ideas effectively, using a range of precisely- selected historical terms and organising information clearly and coherently. The candidate spells, punctuates and uses the rules of grammar with considerable accuracy, although some spelling errors may still be found. |
| **Marks for SPaG** |  |  |
|  | **0** | Errors severely hinder the meaning of the response or candidates do not spell, punctuate or use the rules of grammar within the context of the demands of the question. |
|  | **1** | Candidates spell, punctuate and use the rules of grammar with reasonable accuracy in the context of the demands of the question. Any errors do not hinder meaning in the response. Where required, they use a limited range of specialist terms appropriately. |
|  | **2** | Candidates spell, punctuate and use the rules of grammar with considerable accuracy and general control of meaning in the context of the demands of the question. Where required, they use a good range of specialist terms with facility. |
|  | **3** | Candidates spell, punctuate and use the rules of grammar with consistent accuracy and effective control of meaning in the context of the demands of the question. Where required, they use a wide range of specialist terms adeptly and with precision. |

**Q5b You are building an analysis and evaluation of a viewpoint or interpretation and should be written in 24 mins. This will involve looking at evidence to support the view and evidence to challenge the view and these may involve factors to be addressed e.g. P, E, S. Two main parts.. one and half pages.**

Introduction. There is evidence to support and challenge this view. It is argued that

· There is evidence to support the view. For example PEEx

· However there is evidence to challenge this view and suggest other factors were more significant. For example PEEx

In conclusion whilst there is evidence to both support and challenge the view, the view that is most convincing is X.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **KS3/4** | Progress  Chart  **History** | **AO1 Recall select and communicate Knowledge and understanding of history.** | **AO2 Describe, explain, analyse and evaluate causes, consequences, changes, continuities and their significance.** | **AO3a) Describe, explain, analyse and evaluate**  **a) a range of source material.** | **AO3b) Describe, explain, analyse and evaluate**  **b) how different historical events have been interpreted and represented.** |
|  |  | **Imaginative**  **Using intuition**  **Making connections**  **Playing with possibilities** | **Collaborative**  **Co-operating appropriately**  **Giving and receiving feedback**  **Sharing the product** | **Inquisitive**  **Wondering and questioning**  **Exploring and investigating**  **Challenging assumptions** | **Imaginative**  **Using intuition**  **Making connections**  **Playing with possibilities** |
|  |  | **Disciplined**  **Crafting and improving**  **Reflecting critically**  **Developing techniques** | **Persistent**  **Sticking with difficulty**  **Daring to be different**  **Tolerating uncertainty** | **Disciplined**  **Crafting and improving**  **Reflecting critically**  **Developing techniques** | **Persistent**  **Sticking with difficulty**  **Daring to be different**  **Tolerating uncertainty** |
| **9**  **A\*\***  **Creator** | **a. I am confident**  **b. I am secure in**  **c. I am beginning** | I can go beyond excelling in all of the qualities of this Assessment Objective, which are thoroughly explained in the Grade A descriptor.I craft and refine my work selecting a wide range of sophisticated techniques with skill and flair. I critically reflect on my strengths and weaknesses, taking control of my learning. | I can go beyond excelling in all of the qualities of this Assessment Objective, which are thoroughly explained in the Grade A descriptor.  I collaborate creatively, regularly giving intelligent feedback and making excellent use of advice and guidance.I thrive on challenge and can manage uncertainty in the knowledge that this is essential for my creativity. | I can go beyond excelling in all of the qualities of this Assessment Objective, which are thoroughly explained in the Grade A descriptor.I can creatively explore a range of ideas independently. I ask challenging questions that help me to generate my own investigations informed by detailed and imaginative research and analysis. | I can go beyond excelling in all of the qualities of this Assessment Objective, which are thoroughly explained in the Grade A descriptor.I rely on my instincts to help me play with new ideas and create inventive connections in my learning.I thrive on challenge and can manage uncertainty in the knowledge that this is essential for my creativity. |
| **8**  **A\***  **Creator** | **a. I am confident**  **b. I am secure in**  **c. I am beginning** | I craft and refine my work selecting a wide range of sophisticated techniques with skill and flair. I critically reflect on my strengths and weaknesses, taking control of my learning.I can go beyond excelling in all of the qualities of this Assessment Objective, which are thoroughly explained in the Grade A descriptor. | I collaborate creatively, regularly giving intelligent feedback and making excellent use of advice and guidance.I thrive on challenge and can manage uncertainty in the knowledge that this is essential for my creativity.I can go beyond excelling in all of the qualities of this Assessment Objective, which are thoroughly explained in the Grade A descriptor. | I can creatively explore a range of ideas independently. I ask challenging questions that help me to generate my own investigations informed by detailed and imaginative research and analysis.  I can go beyond excelling in all of the qualities of this Assessment Objective, which are thoroughly explained in the Grade A descriptor. | I rely on my instincts to help me play with new ideas and create inventive connections in my learning.I thrive on challenge and can manage uncertainty in the knowledge that this is essential for my creativity. I can go beyond excelling in all of the qualities of this Assessment Objective, which are thoroughly explained in the Grade A descriptor. |
| **7**  **A**  **Creator** | **a. I am confident**  **b. I am secure in**  **c. I am beginning** | I craft and refine my work selecting a wide range of sophisticated techniques with skill and flair. I critically reflect on my strengths and weaknesses, taking control of my learning.I can recall, select, organise and deploy detailed historical knowledge effectively and with consistency. I show thorough understanding of the historical periods, themes and topics studied. I communicate ideas using historical terms accurately and appropriately. | I collaborate creatively, regularly giving intelligent feedback and making excellent use of advice and guidance.I thrive on challenge and can manage uncertainty in the knowledge that this is essential for my creativity.I can demonstrate understanding of the past through developed, reasoned and well-substantiated explanations. I make perceptive analyses of the key concepts, features and characteristics of the periods studied, and the interrelationships between them. | I can creatively explore a range of ideas independently. I ask challenging questions that help me to generate my own investigations informed by detailed and imaginative research and analysis.I can evaluate and use critically a wide range of sources of information in an historical context to investigate historical questions, problems or issues independently, and reach reasoned and substantiated conclusions. | I rely on my instincts to help me play with new ideas and create inventive connections in my learning.I thrive on challenge and can manage uncertainty in the knowledge that this is essential for my creativity.I can recognise and comment on how and why events, people and issues have been interpreted and represented in a wide range of different ways, and provide a thorough consideration of their value in the historical context. |
| **6**  **B**  **Constructor** | **a. I am confident**  **b. I am secure in**  **c. I am beginning** | I can confidently craft and refine my work. I can skilfully select and use a range of techniques. I am able to reflect on my strengths and weaknesses in detail.I can recall, select, organise and deploy historical knowledge with increasing accuracy and relevance. I show good understanding of the historical periods, themes and topics studied. I communicate ideas using historical terminology confidently. | I collaborate effectively. I enjoy giving thoughtful feedback and I make good use of advice and guidance to improve my work.I can confidently manage to keep going when things are difficult. I understand that not knowing is part of the process of being creative and I enjoy taking risks.I can demonstrate understanding of the past through structured descriptions and explanations of the main concepts, features and characteristics of the periods studied with confidence. My descriptions are accurate and my explanations show good understanding of relevant causes, consequences and changes. | I can confidently explore a range of ideas independently and ask challenging questions based on my careful research. I can carry out skilful analysis.I can confidently evaluate and use critically a range of sources of information in an historical context to investigate historical questions, problems or issues, and reach reasoned conclusions, which are well supported. | I am confident in trusting my instincts. I enjoy playing with ideas and making thoughtful connections in my learning.  I can confidently manage to keep going when things are difficult. I understand that not knowing is part of the process of being creative and I enjoy taking risks.I can confidently recognise and comment on how and why events, people and issues have been interpreted and represented in different ways, and provide reasoned consideration of their value in the historical context. |
| **5**  **C**  **Constructor** | **a. I am confident**  **b. I am secure in**  **c. I am beginning** | I can confidently craft and refine my work. I can skilfully select and use a range of techniques. I am able to reflect on my strengths and weaknesses in detail.I can recall, select, organise and deploy historical knowledge with accuracy and relevance. I show sound understanding of the historical periods, themes and topics studied. I communicate ideas using historical terminology appropriately. | I collaborate effectively. I enjoy giving thoughtful feedback and I make good use of advice and guidance to improve my work.  I can confidently manage to keep going when things are difficult. I understand that not knowing is part of the process of being creative and I enjoy taking risks.I can demonstrate understanding of the past through structured descriptions and explanations of the main concepts, features and characteristics of the periods studied. My descriptions are accurate and my explanations show understanding of relevant causes, consequences and changes. | I can confidently explore a range of ideas independently and ask challenging questions based on my careful research. I can carry out skilful analysis.I can evaluate and use critically a range of sources of information in an historical context to investigate historical questions, problems or issues, and with some limited guidance, to reach reasoned conclusions.  I can confidently explore a range of ideas independently and ask challenging questions based on my careful research. I can carry out skilful analysis. | I am confident in trusting my instincts. I enjoy playing with ideas and making thoughtful connections in my learning.  I can confidently manage to keep going when things are difficult. I understand that not knowing is part of the process of being creative and I enjoy taking risks.I can recognise and comment on how and why events, people and issues have been interpreted and represented in different ways, and provide an appropriate consideration of their value in the historical context. |
| **4**  **D**  **Experimenter** | **a. I am confident**  **b. I am secure in**  **c. I am beginning** | I can craft and refine my work with increasing skill. I can competently use a range of techniques. I can reflect on my strengths and weaknesses with growing confidence.I can nearly always recall, select, organise and deploy historical knowledge with accuracy and relevance. I show mainly sound understanding of the historical periods, themes and topics studied. I communicate ideas using historical terminology appropriately. | I often work well with others. I enjoy giving and receiving feedback which I use to improve my work. I am experimenting with a variety of ways to share my work.I am developing a range of ways to keep going when things are difficult. I am able to cope with not knowing and I try to take risksI can nearly always demonstrate understanding of the past through structured descriptions and explanations of the main concepts, features and characteristics of the periods studied. My descriptions are mainly accurate and my explanations show understanding of relevant causes, consequences and changes. | I am developing the ability to explore a range of ideas independently and ask interesting questions that help me carry out more developed research and analysis.I am developing a range of ways to keep going when things are difficult. I am able to cope with not knowing and I try to take risks. I can nearly always evaluate and use critically a range of sources of information in an historical context to investigate historical questions, problems or issues, and with some limited guidance, to reach reasoned conclusions. | I am able to trust my instincts. I can play with ideas and make some interesting connections in my learning.  I am developing a range of ways to keep going when things are difficult. I am able to cope with not knowing and I try to take risks. I can nearly always recognise and comment on how and why events, people and issues have been interpreted and represented in different ways, and provide an appropriate consideration of their value in the historical context. |
| **3**  **E**  **Experimenter** | **a. I am confident**  **b. I am secure in**  **c. I am beginning** | I can craft and refine my work with increasing skill. I can competently use a range of techniques. I can reflect on my strengths and weaknesses with growing confidence.I can confidently recall, select and organise some relevant historical knowledge to show some basic understanding of historical periods, themes and topics studied. I can confidently communicate ideas using everyday language. | I often work well with others. I enjoy giving and receiving feedback which I use to improve my work. I am experimenting with a variety of ways to share my work.I am developing a range of ways to keep going when things are difficult. I am able to cope with not knowing and I try to take risks.I can confidently demonstrate understanding of the past through description of reasons, results and changes in relation to the events, people and issues studied. I can confidently provide limited descriptions of events, issues or periods, including characteristic ideas, beliefs and attitudes. | I am developing the ability to explore a range of ideas independently and ask interesting questions that help me carry out more developed research and analysis.I can confidently understand sources of information and, taking them at their face value, begin to consider their usefulness for investigating historical issues and draw simple conclusions. | I am able to trust my instincts. I can play with ideas and make some interesting connections in my learning.  I am developing a range of ways to keep going when things are difficult. I am able to cope with not knowing and I try to take risks.I can confidently identify some differences between ways in which events, people or issues have been represented and interpreted, and may identify some of the reasons for these. |
| **2**  **F**  **Apprentice** | **a. I am confident**  **b. I am secure in**  **c. I am beginning** | I am beginning to learn how to craft and refine my work. I am trying to use new techniques and reflect on my strengths and weaknesses.I can recall, select and organise some relevant historical knowledge to show some basic understanding of historical periods, themes and topics studied. I can communicate ideas using everyday language. | I can work well with others. I can give and receive feedback with support which I sometimes use to improve my work. I am beginning to share my work.I am beginning to stick at things when they are difficult and I am getting better at coping with not knowing.I can demonstrate understanding of the past through description of reasons, results and changes in relation to the events, people and issues studied. I can provide limited descriptions of events, issues or periods, including characteristic ideas, beliefs and attitudes. | I am beginning to explore ideas and ask questions. I have attempted some simple research and analysis.I can understand sources of information and, taking them at their face value, begin to consider their usefulness for investigating historical issues and draw simple conclusions. | I am learning how to trust my instincts, I try to make connections in my learning.I am beginning to stick at things when they are difficult and I am getting better at coping with not knowing. I can identify some differences between ways in which events, people or issues have been represented and interpreted, and may identify some of the reasons for these. |
| **1**  **G**  **Apprentice** | **a. I am confident**  **b. I am secure in**  **c. I am beginning** | I am beginning to learn how to craft and refine my work. I am trying to use new techniques and reflect on my strengths and weaknesses.  I can sometimes recall, select and organise some relevant historical knowledge to show some basic understanding of historical periods, themes and topics studied. I can sometimes communicate ideas using everyday language. | I can work well with others. I can give and receive feedback with support which I sometimes use to improve my work. I am beginning to share my work.I am beginning to stick at things when they are difficult and I am getting better at coping with not knowing.I can sometimes demonstrate understanding of the past through description of reasons, results and changes in relation to the events, people and issues studied. I can sometimes provide limited descriptions of events, issues or periods, including characteristic ideas, beliefs and attitudes. | I am beginning to explore ideas and ask questions. I have attempted some simple research and analysis. I can sometimes understand sources of information and, taking them at their face value, begin to consider their usefulness for investigating historical issues and sometimes draw simple conclusions. | I am learning how to trust my instincts, I try to make connections in my learning.I am beginning to stick at things when they are difficult and I am getting better at coping with not knowing**.** I can sometimes identify some differences between ways in which events, people or issues have been represented and interpreted, and may occasionally identify some of the reasons for these. |
| **Working**  **Towards** |  | I have produced very few ideas. I have attempted to some research. | I have occasionally attempted to describe past events and developments. | I have attempted to record very few of my ideas from thinking about sources.. | I am working towards understanding that the past has been represented in different ways. |