**“Greenwich Marsh experienced more change than continuity in the period 1750-2000” To what extent do you agree with this view?**

**In this series of activities you will looking at a variety of historical evidence and you will be investigating patterns of change and continuity.**

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**Development Activity 1**

**Study the sources of evidence on the sheet entitled “ Looking at the evidence. Greenwich Marsh in 1750“. Complete the following table below.**

|  |  |
| --- | --- |
| **Characteristics of Greenwich Marsh in 1750** | **What the sources of evidence show.** |
| **The development of Industry** |  |
| **The development of urbanisation**  **(population and housing)** |  |
| **The development of Transport** |  |

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**Development Activity 2**

Study the sources of evidence on the sheet entitled “ Looking at the evidence. Greenwich Marsh in 1900“. Complete the following table below.

|  |  |
| --- | --- |
| Characteristics of Greenwich Marsh  in 1900 | What the sources of evidence show. |
| **The development of Industry** |  |
| **The development of urbanisation**  **(population and housing)** |  |
| **The development of Transport** |  |
| **What things have changed**  **since 1745?** |  |
| **What things have stayed the same**  **since 1745?** |  |

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**Development Activity 3**

Study the sources of evidence on the sheet entitled “ Looking at the evidence. Greenwich Marsh in 2000“. Complete the following table below.

|  |  |
| --- | --- |
| Characteristics of Greenwich Marsh  in 2000 | What the sources of evidence show. |
| **The development of Industry** |  |
| **The development of urbanisation**  **(population and housing)** |  |
| **The development of Transport** |  |
| **What things have changed**  **since 1900?** |  |
| **What things have stayed the same**  **since 1900?** |  |

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**Development Activity 4.**

**Complete the following extended piece of writing using the writing frame below.**

**Through studying a variety of evidence about the development of Greenwich Marsh 1750-1900 I have noticed that there is a pattern of change and continuity with regard to the extent of Industrialisation, urbanisation and transport development.**

**In 1750 Greenwich Marsh had distinct industrial, urban and transport characteristics. For example..**

**In 1900 Greenwich Marsh had distinct industrial, urban and transport characteristics. For example..**

**In 2000 Greenwich Marsh had distinct industrial, urban and transport characteristics. For example..**

**In this 250 year period there are patterns of change. For example..**

**However there are also patterns of continuity..**

**What happened to Greenwich Marsh during this period can be understood in the wider context of what was happening in Britain. For example..**

**In summary I have learnt that..**

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**Development** **Activity 5. Independent Enquiry on the Mystery following collaboration. You are building an explanation of changes and/or continuities. This might involve factors e.g. Industry, Housing and Transport. Four paragraphs.. one and half pages.**

Introduction. A range of factors that interlink and vary in importance

* One change is Point, Evidence, Explanation
* Another change is Point, Evidence, Explanation
* A further change is Point, Evidence, Explanation
* The most significant change is Point, Evidence, Explanation

Conclusion. How the changes interlink and relate in significance

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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. |