**“Working conditions for children in the factories in the early 1830’s were terrible’. How far do you agree with this view? Use your own knowledge and Sources A-M to explain your answer.**

It is important to understand that evidence is essential for historians. However, evidence can vary in its treatment. Sometimes evidence can be very useful but sometimes evidence can be extremely misleading for historians. You need to think about the value of evidence very carefully, rather like a lawyer presenting in a court. **Watch the video “**[**Factory life in Britain in the Industrial Revolution**](https://www.youtube.com/watch?v=7FC1CeAbzsc)**”**

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| Screen Shot 2014-07-01 at 09.38.02.png |



**Getting started with the Mystery! Background contextual information. Explore and investigate this source and reflect on what you can learn about X.**

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| **Source A Picture of a factory, published in a newspaper by a journalist who defended how factories were run.** 10172556_1648253a.jpg |
| Content: The letter tells us..Treatment: The author presents the content as..Knowledge: This view can be both confirmed and challenged..Nature : This is a..Origins: This was produced by....in place..at a time when..Purpose: The purpose of this image was too... |



Background Information

As the Industrial Revolution gathered pace thousands of factories sprang up all over the country. There were no laws relating to the running of factories as there had been no need for them before. As a result, dangerous machinery was used that could, and frequently did, cause serious injuries to workers. To add to these dangers, people were required to work incredibly long hours – often through the night. Perhaps one of the worst features of this new industrial age was the use of child labour. Very young children worked extremely long hours and could be severely punished for any mistakes. Arriving late for work could lead to a large fine and possibly a beating. Dozing at a machine could result in the accidental loss of a limb.

People began to realise how bad these conditions were in many factories and started to campaign for improvements. There was a lot of resistance from factory owners who felt it would slow down the running of their factories and make their products more expensive. Many people also did not like the government interfering in their lives. Some parents, for instance, needed their children to go out to work from a young age, as they needed the money to help feed the family.

Not all factory owners kept their workers in bad conditions however. Robert Owen, who owned a cotton mill in Lanark, Scotland, built the village of New Lanark for his workers. Here they had access to schools, doctors and there was a house for each family who worked in his mills.

By 1833, the Government passed what was to be the first of many acts dealing with working conditions and hours. At first, there was limited power to enforce these acts but as the century progressed the rules were enforced more strictly. Nonetheless, the hours and working conditions were still very tough by today’s standards, and no rules were in place to protect adult male workers.



**Read the sources of evidence carefully taking note of CTK and NOP so that you reflect critically and develop your technique in historical enquiry through exploration and investigation.**

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| **Source B *An Interview with a mill worker, Joseph Haberjam, in 1832.*****“You cannot take food out of a basket or handkerchief because it gets covered in dust. The children are frequently sick because of the dust and dirt they eat with their meal.”** | **Source C *Written by Edward Baines, a factory owner.*****“I think children’s work could not be easier! The children stand up straight, walk about and even have the opportunity to sit down if they want. The tiny fibres of cotton in the air are said, even by medical men, not to be harmful to young persons.”** |
| Content: The letter tells us..Treatment: The author presents the content as..Knowledge: This view can be both confirmed and challenged..Nature : This is a..Origins: This was produced by....in place..at a time when..Purpose: The purpose of this image was too... | Content: The letter tells us..Treatment: The author presents the content as..Knowledge: This view can be both confirmed and challenged..Nature : This is a..Origins: This was produced by....in place..at a time when..Purpose: The purpose of this image was too.... |
| **Source D *From factory owner Robert Owen, describing a factory he visited, 1830.*****“I saw that the children were too small, and their arms and legs were bent. They went to school but could not do their lessons well. Working in the factories for so many hours harmed them.”** | **Source E *From a factory owner to government inspectors, 1831.*****“My workers are kept very busy all day and I pay them for their work. Without the employment I offer they would starve. If they are not disciplined they become lazy. My factory is warm and dry and I allow my workers time off for breakfast and lunch.”** |
| Content: The letter tells us..Treatment: The author presents the content as..Knowledge: This view can be both confirmed and challenged..Nature : This is a..Origins: This was produced by....in place..at a time when..Purpose: The purpose of this image was too.... | Content: The letter tells us..Treatment: The author presents the content as..Knowledge: This view can be both confirmed and challenged..Nature : This is a..Origins: This was produced by....in place..at a time when..Purpose: The purpose of this image was too... |

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| **Source F *An inspectors report.*****Inspector: Have you been beaten?****Child: If we do not work fast enough.****Inspector: Are you allowed to go to the toilet?****Child: Our toilet is a bucket in the corner. The bucket overflows and we have to work in the excrement. I am not usually allowed to leave my machine, so often I have to make water where I stand.** | **Source G *From Andrew Ure, a factory owner*****I have visited many factories and I never saw corporal punishment of a child. The children seemed always to be cheerful and alert. They showed no sign of being exhausted at the end of the day. The apprentices have milk – porridge for breakfast, potatoes and bacon for dinner, and meat on Sundays.** |
| Content: The letter tells us..Treatment: The author presents the content as..Knowledge: This view can be both confirmed and challenged..Nature : This is a..Origins: This was produced by....in place..at a time when..Purpose: The purpose of this image was too... | Content: The letter tells us..Treatment: The author presents the content as..Knowledge: This view can be both confirmed and challenged..Nature : This is a..Origins: This was produced by....in place..at a time when..Purpose: The purpose of this image was too.... |
| **Source H *A description of an accidental death of a young factory girl***She was caught by her apron strings, which wrapped around the machine. She was repeatedly whirled round and round until she was killed. Her right leg, right arm and some of the hair from her head was found some distance from the machine. | **Source I *From an Industrial Historian.*****Few children suffered in the factories. Many were safe and well cared for. Had they not worked, they would have become lazy, uneducated thieves.** |
| Content: The letter tells us..Treatment: The author presents the content as..Knowledge: This view can be both confirmed and challenged..Nature : This is a..Origins: This was produced by....in place..at a time when..Purpose: The purpose of this image was too.... | Content: The letter tells us..Treatment: The author presents the content as..Knowledge: This view can be both confirmed and challenged..Nature : This is a..Origins: This was produced by....in place..at a time when..Purpose: The purpose of this image was too... |

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| **Source J This picture was printed in a book about the cruelties of child labour.** | **Source K *A description about Quarry Bank Mill***At Quarry Bank Mill, in Cheshire, the children are well fed, clothed and educated. The apprentices have milk-porridge for breakfast, potatoes and bacon for dinner and meat on Sundays. If they didn’t have factories, where else would they go? |
| Content: The letter tells us..Treatment: The author presents the content as..Knowledge: This view can be both confirmed and challenged..Nature : This is a..Origins: This was produced by....in place..at a time when..Purpose: The purpose of this image was too... | Content: The letter tells us..Treatment: The author presents the content as..Knowledge: This view can be both confirmed and challenged..Nature : This is a..Origins: This was produced by....in place..at a time when..Purpose: The purpose of this image was too.... |
| **Source L *Written by an orphan who worked in the factories***Once two handles weighing about a pound each were screwed to my ears. Another time about three or four of us were hanged by our hands above the machinery. Overlookers sometimes strapped weights round our necks. Sometimes we had to stand in a skip and were beaten with straps. | **Source M** *From a description of a Scottish Factory owned by Robert Owen, 1831.*“The mills do not employ children under ten. They go to the village school up to the age of ten. They are taught reading, writing and arithmetic. Their parents did not have to pay. There is good quality food in the village shop, sold cheaply. The workers are healthy and work hard.” |
| Content: The letter tells us..Treatment: The author presents the content as..Knowledge: This view can be both confirmed and challenged..Nature : This is a..Origins: This was produced by....in place..at a time when..Purpose: The purpose of this image was too.... | Content: The letter tells us..Treatment: The author presents the content as..Knowledge: This view can be both confirmed and challenged..Nature : This is a..Origins: This was produced by....in place..at a time when..Purpose: The purpose of this image was too... |



**Activity 1. Sources that can be used to support the idea that conditions of work for children in the industrial revolution were terrible? Explore and investigate and develop technique.**

Look at each of the sources that your teacher has given you to analyse and pick five that show conditions of child labour were terrible. Using the criteria make a positive case for each source that it is useful for the historian.

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| **Source** | **This source of evidence supports the view conditions were terrible** |
| B | Content:The letter tells us..Treatment:The author presents the content as..Knowledge:This view can be both confirmed and challenged..Nature :This is a..Origins:This was produced by....in place..at a time when..Purpose:The purpose of this image was too... |
| D | Content:The letter tells us..Treatment:The author presents the content as..Knowledge:This view can be both confirmed and challenged..Nature :This is a..Origins:This was produced by....in place..at a time when..Purpose:The purpose of this image was too... |
| F | Content:The letter tells us..Treatment:The author presents the content as..Knowledge:This view can be both confirmed and challenged..Nature :This is a..Origins:This was produced by....in place..at a time when..Purpose:The purpose of this image was too... |
| H | Content:The letter tells us..Treatment:The author presents the content as..Knowledge:This view can be both confirmed and challenged..Nature :This is a..Origins:This was produced by....in place..at a time when..Purpose:The purpose of this image was too... |
| L | Content:The letter tells us..Treatment:The author presents the content as..Knowledge:This view can be both confirmed and challenged..Nature :This is a..Origins:This was produced by....in place..at a time when..Purpose:The purpose of this image was too... |



**Activity 2. Sources that can be used to support the idea that conditions of work for children in the industrial revolution were acceptable? Explore and investigate and develop technique.** Look at each of the sources that your teacher has given you to analyse and pick five that show conditions of child labour were acceptable. Using the criteria make a positive case for each source that it is useful for the historian.

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| **Source** | **This source of evidence supports the view conditions were acceptable** |
| C | Content:The letter tells us..Treatment:The author presents the content as..Knowledge:This view can be both confirmed and challenged..Nature :This is a..Origins:This was produced by....in place..at a time when..Purpose:The purpose of this image was too... |
| E  | Content:The letter tells us..Treatment:The author presents the content as..Knowledge:This view can be both confirmed and challenged..Nature :This is a..Origins:This was produced by....in place..at a time when..Purpose:The purpose of this image was too... |
| G  | Content:The letter tells us..Treatment:The author presents the content as..Knowledge:This view can be both confirmed and challenged..Nature :This is a..Origins:This was produced by....in place..at a time when..Purpose:The purpose of this image was too... |
| I | Content:The letter tells us..Treatment:The author presents the content as..Knowledge:This view can be both confirmed and challenged..Nature :This is a..Origins:This was produced by....in place..at a time when..Purpose:The purpose of this image was too... |
| M | Content:The letter tells us..Treatment:The author presents the content as..Knowledge:This view can be both confirmed and challenged..Nature :This is a..Origins:This was produced by....in place..at a time when..Purpose:The purpose of this image was too... |

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



**Question Number 1. Explore, investigate and develop technique.**

**What can you learn from Source F about what it was like to work as a child in the early 1830’s? Explain your answer using the sources and your own knowledge.**

**Target Source comprehension: inference (AO3A)**

From Source F I can learn that…because it shows…Furthermore I can infer that…because it shows..

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| **Level** | **Mark** | **Descriptor** |
| 1 Comprehension. | 1 | Answer selects relevant detail(s) from the source. |
| 2 Unsupported inference. | 2–3 | Valid inference(s) are offered, but without support from the source. |
| 3 Supported inference | 4–6 | Valid inference(s) are made and supported from the source.One well-developed point may score a maximum of 5. |



**Question 2. Explore, investigate and develop technique.**

**What was the purpose of this representation? Explain your answer, using Source A and your own knowledge.**

**Target : knowledge recall & selection, key features & characteristics of periods studied, analysis of representations of history (AO1/AO2/AO3).**

There are several ways in which the author/artist Source A creates an impression of X

* Firstly the author/artist mentions /shows X. This creates the impression…...by...
* Secondly, the author uses language/symbols such as Y. This creates the impression…...by..
* Finally, the author uses language/symbols such as Z. This creates the impression…...by..

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| **Level** | **Mark** | **Descriptor** |
| 1 Simple statement about the representation. | 1–2 | EITHER Valid comment is offered about the representation but without support from the source.OR Answer identifies detail(s) or information from the presentation, but relevance to the intended purpose is not identified. |
| 2 Supported statement, comprehending the representation. | 3–5 | Valid comment about the purpose of the representation is offered and linked to details in the content of the source.Award top of level to candidates who identify the purpose of the representation using detail from both content AND own knowledge of the historical context. |
| 3 Explained purpose, analysing the representation. | 6–8 | Analysis of the treatment or selection of the content of the representation is used to explain its purpose. Maximum 6 marks for answers which do not make explicit use of own knowledge of the historical context. |



**Question 3 Explore, investigate and develop technique.**

**Why did factory owners often feel that the working conditions of children were not terrible?**

**Explain your answer, using Source C and your own knowledge.**

**Target: knowledge recall & selection, key features & causation in a historical context, source comprehension (AO1/AO2/AO3).**

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| **Level** | **Mark** | **Descriptor** |
| 1 Simple statements. | 1–3 | EITHER Answer consists of simple statements from the source.OR Answer consists of simple statements based on additional knowledge without reference to the source. |
| 2 Supported statements. | 4–7 | Statements are supported by information from the source and/or additional knowledge. Maximum 5 marks for answers, which do not use both source and additional knowledge. |
| 3 Developed explanation. | 8–10 | Answer uses the source and precise own knowledge. NB: No access to Level 3 for answers that do not include additional knowledge. |



**Question 4 Explore, investigate and develop technique.**

**How reliable are Sources F and G as evidence of children’s working conditions in the factories? Explain your answer, using Source F and G and your own knowledge.**

**Target : knowledge recall and selection, key features and characteristics of period studied, evaluation of sources for reliability (AO1/AO2/AO3).**

Introduction

* To some extent, sources F is reliable both as information and as evidence for an historian studying children’s working conditions in the factories. For example (Use CTK and NOP). However source F as limitations to its reliability as information and as evidence for an historian studying childrens working conditions in the factories. For example (Use CTK and NOP).
* To some extent, sources G is reliable both as information and as evidence for an historian studying children’s working conditions in the factories. For example (Use CTK and NOP). However source G as limitations to its reliability as information and as evidence for an historian studying childrens working conditions in the factories. For example (Use CTK and NOP).

Conclusion. A summary of the extent of reliability of both sources.

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| **Level** | **Mark** | **Descriptor** |
| 1 Judgement based on simple valid criteria. | 1–3 | Comments based on subject/amount of detail, or assumed reliability because of time/nature /origins of the source. Maximum 2 marks for use of one source only |
| 2 Judgement is based on the reliability of sources’ information or an evaluation of the nature or authorship of sources. | 4–7 | EITHER Answer focuses on details which can be corroborated or challenged.OR Answer focuses on how reliable/representative/authoritative the source is.Maximum 5 marks if Level 2 criteria are met for only one source.Maximum 6 marks if answer does not use own knowledge of the context. |
| 3 Judgement combines both elements of Level 2 to assess the reliability of the sources for the specific enquiry | 8–10 | Answer considers the reliability of the information, taking into account an aspect of its nature (ie how reliable/representative/ authoritative/comprehensive it is).Maximum 8 marks if own knowledge of the historical context is not explicitly used, or if Level 3 criteria are met for one source only. |



**Question Number \*5. Explore, investigate and develop technique.**

**Putting the analytical thinking together to reach a conclusion using the sources and your own knowledge.**

**‘Working conditions for children in the factories were terrible in the early 1830’s”. How far do you agree with this interpretation? Explain your answer, using your own knowledge and Sources A-M.**

**Target : knowledge recall and selection, analysis of causation and key features of historical periods, reaching a judgement on representations and interpretations of history (AO1/AO2/AO3).**

**Assessing QWC: For the highest mark in a level all criteria for the level, including those for QWC, must be met.**

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| **Totally agree** with some minor qualifications regarding the XXX. | **Mostly agree** with some major qualifications regarding the XXX. | **Mostly disagree** with some major qualifications regarding XXX. | **Totally disagree** with some minor qualifications regarding XXX. |

Introduction

I totally agree/disagree, mostly agree/disagree with this comment because..

There is evidence to support the view that the working conditions of children in the factories in the 1830’s were terrible. For example..(Use CTK and NOP). Furthermore the evidence that suggests that there working conditions were acceptable is extremely misleading. For example..(Use CTK and NOP).

However there is evidence to support the view that the working conditions of children in the factories in the 1830’s were acceptable. For example..(Use CTK and NOP). Furthermore the evidence that suggests that there working conditions were terrible is extremely misleading. For example..(Use CTK and NOP).

In conclusion I think.....

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| **Level** | **Mark** | **Descriptor** |
| 1 Generalised answer. | 1–4 | EITHER Answer offers valid undeveloped comment to support or counter the interpretation, without direct support from sources or additional knowledge.OR Selects details from the sources which support or counter the interpretation, but without direct linkage to the question. QWC Writing communicates ideas using everyday language and shows 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 Supported answer, linking the interpretation to relevant detail. | 5–8 | Answer offers a judgement which agrees with or counters the interpretation and links to relevant details from sources and/or additional knowledge.QWCWriting 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 Developed evaluation, agreeing or disagreeing with theinterpretation. | 9–12 | Answer reasons from the evidence to consider support and challenge of the claim. At this level the answer will be unbalanced and only points of agreement or disagreement with the interpretation will be convincingly explored.Maximum 10 marks for answers which do not include additional knowledge to support their argument.NB: No access to Level 3 for answers which do not use the sources.QWCWriting communicates ideas using historical terms accurately. Shows some direction and control in the organising of material. The candidate uses some of the rules of grammar appropriately and spells & punctuates with considerable accuracy, although some spelling errors may still be found. |
| 4 Sustained argument and evaluation, reviewingalternative views before giving a balanced judgement onthe interpretation  | 13–16 | Answer considers the evidence which supports the Interpretation and also considers evidence which suggests the other viewpoint. The evaluation of the interpretation is supported by precisely-selected evidence from the sources and additional knowledge.Reserve 15–16 marks for answers which also take into account the strength of the evidence from the provided sources when coming to an overall conclusion.NB: No access to Level 4 for answers which do not include additional knowledge.QWCWriting 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. |

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| **Level** | **Sub Level** | **Level descriptor** |
| **Level 8** | a I am confident atb I am secure inc I am beginning to | They select, organise and deploy relevant information to produce consistently well-structured narratives, descriptions and explanations, making appropriate use of dates and terms. Drawing on their historical knowledge and understanding, they use sources of information critically, carry out historical enquiries, and reach substantiated conclusions independently.  |
| **Level 7** | a I am confident atb I am secure inc I am beginning to | They select, organise and use relevant information to produce well-structured narratives, descriptions and explanations, making appropriate use of dates and terms. Pupils show some independence in following lines of enquiry, using their knowledge and understanding to identify, evaluate and use sources of information critically. They sometimes reach substantiated conclusions independently. |
| **Level 6** | a I am confident atb I am secure inc I am beginning to | They select, organise and deploy relevant information to produce structured work, making appropriate use of dates and terms. Using their knowledge and understanding, they identify and evaluate sources of information, which they use critically to support conclusions  |
| **Level 5** | a I am confident atb I am secure inc I am beginning to | They select and organise information to produce structured work, making appropriate use of terms. Using their knowledge and understanding, pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks.  |
| **Level 4** | a I am confident atb I am secure inc I am beginning to | They are beginning to produce structured work, making appropriate use of dates and terms. They are beginning to select and combine information from different sources. |
| **Level 3** | a I am confident atb I am secure inc I am beginning to | They use sources of information in ways that go beyond simple observations to answer questions. They use sources of information in ways that go beyond simple observations to answer questions about the past. |

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| **KS3/4**  | ProgressChart**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. |