**‘Oral testimony only gives a partial and individual insight into life as a concentration camp inmate’. How far do you agree with this view?**

**Use your own knowledge and the sources 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 “**[**Next generation of Holocaust survivors**](https://www.youtube.com/watch?v=Tgn1XuxeyCk)**” .**

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

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| **Source A Oral evidence from Rose Groves, concentration camp survivor.**  I closed my eyes, and I made a vow, that whatever they’re going to do to me I want to survive, I don’t want.. I’ll never let these people kill me, because I couldn’t.. . Why, why why why, why are they doing this? And so many of us. I mean there were a thousand people to one block, and there were thirty blocks in that enclosure. Now, two months have passed, and the same routine every day, and then I was standing with my sister and other friends at the wire fence, when all of a sudden we recognised a boy from our town on the other side. And I said, ‘Hello Miki; Mild, what’s happening? What’s going to happen to us?’ He said, ‘Just don’t scream, don’t cry, and stand straight like a pole. They have gassed our parents in the crematorium.’ I said, What s a crematorium?’ And he told me that we have no more, our parents have been killed. |
| 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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**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 Trudi Levi, concentration camp survivor**  There were about 15,000 women, stripped naked, and we stood there from early in the morning, shivering, because it was terribly terribly cold in the morning, and then it got terribly hot, and staying there, and we were there for I think fourteen hours. They said there was going to be a medical examination. And eventually Hoess, the Commandant came, and Mengele came, and some others, and we had to pass in front of them, and they looked into our throat and into the palm of our hand, and for that we had to stand there naked for fourteen hours. And they separated us, and anybody who fainted was carried away and was never seen again. | **Source C Edith Birkin, concentration camp survivor**  Of course we soon realised that there was this big chimney, you know, out of which came a lot of smoke, and the sky was red, the sky was red all the time. And you know, when we asked what it is they told us, and we couldn’t believe it. Well the Germans didn’t tell us, but other prisoners told us you know. ‘Whats this, what’s this smoke, what’s this fire, you know, why is the sky so red?’ What is this all about, you know, we couldn’t understand. But then we were told, very soon we were told you know, and we saw these transports of people coming; they came past us because there was this Lagerstrasse, you know, this road that was going to the gas chambers, from the train, and they came past. All these transports came past us, you know, thousands and thousands of people. And they never appeared again, they just disappeared into this building, you know. |
| 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 D Morris Frenkel, concentration camp survivor**  The people put the slice of bread, like myself, underneath the pillow until the morning. You could hear during the night shouting. ‘You stole my bread. You stole my quota. Somebody stole each other’s slice of bread. So the law, unofficial law was, he had to be killed, by strangling. Who done it, either the people themselves, or if there was a nice man, a kapo, which he was a Jew, or sympathetic, he done it, strangled him, and put him down in the wash-room, the toilets, and that’s how the... Every morning when we came down to have a wash you could see somebody is laying there from different places. Because, if you took somebody’s slice of bread away, you took his . . . they considered he took most of your life away.. The Germans didn’t know. | 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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**Development Activity 1..So, oral evidence can be useful? Explore and investigate and develop technique.** Look at each of the four pieces of oral evidence that your teacher has given you to analyse. Using the criteria make a positive case for each source that it is useful for the historian who wishes to find out about the Holocaust by completing the table below.

|  |  |
| --- | --- |
| **Source** | **This source of evidence is useful to the historian because..** |
| A | 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.. |
| 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.. |
| 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.. |
| 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.. |
| E General point. | Oral testimony offers a unique personal insight into the Holocaust.  It represents the thoughts, feeling, attitudes and values of the men, women and children who actually experienced it. |

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**Development Activity 2...but oral evidence can be misleading too! Challenge assumptions and reflect critically.**

Look at each of the four pieces of oral testimony again. This time you need to be more critical of the evidence. Using the criteria make a negative case for each source and that the historian ought to be cautious before accepting the evidence it gives us about the Holocaust.

|  |  |
| --- | --- |
| **Source** | **The historian should be cautious before accepting the evidence because..** |
| A | 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.. |
| 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.. |
| 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.. |
| 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.. |
| 5 General point. | Oral testimonies can be extremely misleading. They represent the thoughts and feelings of only one person and this can be particularly unreliable. Furthermore oral testimonies are often given many years after, and a persons reflections and memories of the event may not be how they felt and thought at the time. |

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

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

**What can you learn from Source A about what it was like to live in the concentration camps? Explain your answer using the sources and your own knowledge.**

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

From Source A 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. |

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

**What was the purpose of source C as a representation? Explain your answer, using Source …. 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 B 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..

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

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

**Why did the Nazis give the camp inmates some food rations?**

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

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

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

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

**How reliable are Sources A and source D as evidence of what it was like to be an inmate of a concentration camp? Explain your answer, using Sources… and…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 A is reliable both as information and as evidence for an historian studying events in the camps. For example (Use CTK and NOP). However source A as limitations to its reliability as information and as evidence for an historian studying events inside the camps. For example (Use CTK and NOP).
* To some extent, sources D is reliable both as information and as evidence for an historian studying events inside the camps. For example (Use CTK and NOP). However source D as limitations to its reliability as information and as evidence for an historian studying events inside the camps. For example (Use CTK and NOP).

A summary of the extent of reliability of both sources.

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

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

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

**‘Oral testimony only gives a partial and individual insight into life as a concentration camp inmate’ How far do you agree with this interpretation? Explain your answer, using your own knowledge and the sources.**

**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.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Totally agree** with some minor qualifications regarding the utility of oral testimony. | **Mostly agree** with some major qualifications regarding the utility of oral testimony. | **Mostly disagree** with some major qualifications regarding the utility of oral testimony. | **Totally disagree** with some minor qualifications regarding the utility of oral testimony. |

Introduction

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

· Oral testimony can be extremely useful to historians who wish to find out about life inside the camps. For example..**.**(Use CTK and NOP)

· However the historian should be cautious before totally accepting what these oral testimonies offer as evidence because they could be extremely misleading. For example..(Use CTK and NOP)

In conclusion

I think....

|  |  |  |
| --- | --- | --- |
| **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.  QWC  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 Developed evaluation, agreeing or disagreeing with the  interpretation. | 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.  QWC  Writing 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, reviewing  alternative views before giving a balanced judgement on  the 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.  QWC  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. |

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| **Level** | **Sub Level** | **Level descriptor** |
| **Level 8** | a I am confident at  b I am secure in  c 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 at  b I am secure in  c 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 at  b I am secure in  c 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 at  b I am secure in  c 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 at  b I am secure in  c 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 at  b I am secure in  c 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** | 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. |