**“Chartism was a violent protest movement”. How far do you agree with this view? Use your own knowledge and the sources you find helpful 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 “**[**The Chartists**](https://www.youtube.com/watch?v=mWucd5tXlqY&index=14&list=PLvsS9mRi0sXZx4M4Ysdxr-THM8APIMsMy)**” .**

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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 the.**

|  |
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| **Source A** A poster advertising a Chartist demonstration at Kennington Common London 1848images.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... |



**Historical background information**

 Many working people had hoped that the Reform Act of 1832 would give them the vote. They believed that the only way their lives could get better was if they could elect a Government of their choice. The Reform Act changes the electoral system. However, the percentage of the population who could vote only rose from 2.7 per cent to 4.4 percent. One of the groups of protestors to emerge were the Chartists.

They gained their name because, in 1836, they drew up a charter. A Charter is a list of demands.

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| **The Six Points of the People’s Charter** 1 A vote for all males over 21.2 A secret Ballot.3 No property Qualifications for MPs – you could be rich or poor.4 Pay for MPs5 Constituencies with equal numbers of voters6 Annual Parliaments. |

 There was lots of support for Chartism during the early 1840’s because of the Poor Law Amendment Act (1834). This said that all unemployed people had to go into the workhouse, where families were split up and made to work very had. Many workers were desperate, because unemployment was rising.

The aims of Chartism were very clear, as were the motives of many of its supporters. However, it was less clear which methods would be most effective to achieve these aims.

So how can we decide whether Chartism was a violent movement? Sources of evidence suggest different answers to this question. This will often depend on what the source is, who the author was, why it was produced, whom it was produced for, when and where it was produced



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

|  |  |
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| **Source B** A contemporary mural for a local newspaper of events at Newport. A Chartist leader was held prisoner. When they marched to town to demand his release, troops were waiting for them in the West Gate Hotel. Twenty Chartists were killed.images-1.jpg | **Source C** From a popular Chartist song. Author unknown.In tyrant’s blood baptise your sonsAnd every villain slaughter.By pike and sword your freedom to gainOr make bloody… old England’s plain. |
| 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** By Chartist Leader William Lovett:Muskets are not what is wanted, but education and schooling of the working people. Before an educated people a government must bow**.** | **Source E** George Julian Harney, a London Chartist speaking in 1838:I have given you to understand that the men of the North are armed. I invite you to follow their example…Believe me, there is no argument like the sword – and the musket is unanswerable. |
| 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** From the Diary of Lady Palmerston. She was from the upper classes and her husband was an important MP, the Foreign Secretary in the Government.It was thought that the people from Kennington Common were going to force their way into the Houses of Parliament and there were frightful reports of these men being armed with guns and pikes and pistols and daggers and knives. But when the Chartists saw their own numbers were so very short of what they expected, and no sympathy from the middle classes…they gave up hopes of revolution.  | **Source G** From Cooke Taylor’s book. *Tour of Lancashire.* He visited in 1842 where lots of Handloom weavers were losing their jobs to new machines.Groups of idlers stood in the street, their faces haggard with famine, and their eyes rolling with a fierce and uneasy expression. I found them all Chartists but with a difference: these handloom weavers linked to their Chartism a hatred of machinery, which was far from being shared by the factory workers. The latter disapproved of anything like the use of physical force, while the former strenuously urged an appeal to arms. I heard some openly call for the burning down of mills.’ |
| 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..So, how can the sources be used to show that Chartism was not a violent movement? Explore and investigate and develop technique.**

Look at each of the sources that your teacher has given you to analyse. Using the criteria make a positive case for each source that they can show that Chartism a not a violent movement.

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



**Development Activity 2...but how can the sources be used to show that Chartism was a violent movement? Challenge assumptions and reflect critically.**

Look at each of the sources again. This time you need to be more critical of the evidence. Using the criteria make a case for each source and that Chartism was a violent movement.

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| --- | --- |
| **Source** | **The historian should be cautious before accepting the evidence because..** |
| 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.... |



**Development Activity 2 In pairs study the sources your teacher has given you again. Use them to complete your own copy of the table below. Share and compare with another pair.**

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| Screen Shot 2014-07-16 at 06.48.12.png |

**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 B about what it was like to be involved in a Chartist demonstartion? Explain your answer using the source and your own knowledge.**

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

From Source B 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 source A as a representation of Chartist demonstrations? 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 A creates an impression of Chartist demonstrations.

* Firstly the author/artist mentions /shows X. This creates the impression…...by...This is supported by
* Secondly, the author uses language/symbols such as Y. This creates the impression…...by..This is supported by
* Finally, the author uses language/symbols such as Z. This creates the impression…...by.. This is supported 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 was Cooke Taylor source G keen to represent the Chartists as capable of great violence?** **Explain your answer, using Source G 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 events at Chartists demonstrations? Explain your answer, using Sources 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 events at Chartist demonstrations. For example (Use CTK and NOP). However source F as limitations to its reliability as information and as evidence for an historian studying events at Chartist demonstrations. For example (Use CTK and NOP).
* To some extent, sources G is reliable both as information and as evidence for an historian studying events at Chartist demonstrations. For example (Use CTK and NOP). However source G as limitations to its reliability as information and as evidence for an historian studying events at Chartist demonstrations. For example (Use CTK and NOP).

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.**

**‘Chartism was a violent protest movement’ How far do you agree with this interpretation? Explain your answer, using your own knowledge and any sources you find helpful.**

**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 Chartism was a violent protest movement. For example..(Use CTK and NOP). Furthermore the evidence that suggests that Chartism was a peaceful movement is extremely misleading. For example..(Use CTK and NOP).

However there is evidence to support the view that Chartism was a peaceful protest movement. For example..(Use CTK and NOP). Furthermore the evidence that suggests that Chartism was a violent movement 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. |