**“The suffragettes did little to help the votes for women campaign”. 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 “**[**Votes for Women**](https://www.youtube.com/watch?v=ZNeg2cfUHRw&index=16&list=PLvsS9mRi0sXZx4M4Ysdxr-THM8APIMsMy)**” .**

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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 the.**

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| --- |
| **Source A.** A Suffragette poster from 1909, showing what happened to them when they were force-fed in prison when hunger striking. It shocked the public and won them sympathy.  images.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... |

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**Historical background information**

In 1800 most women had little power. When they got married, all their money and possessions belonged to their husband. Women were not allowed to be doctors or to go to university. They could not vote, and if a woman got divorced, she could not see her children. By the later nineteenth century educational and career opportunities were improving for women. However, their political rights were still extremely limited. They still could not vote in Parliamentary elections. This meant that the laws that everybody lived by were made by MPs chosen by men.

The campaign for women’s suffrage grew. In 1897 the National Union of Women’s Suffrage Societies (Suffragists) was founded. They used peaceful methods, such as posters, petitions and meetings. The more militant Women’s Social and Political Union (Suffragettes) was founded in 1903. They believed more extreme methods were needed to get the vote. They became increasingly violent, using arson, bombing and hunger-strike. In World War One (1914-1918) women took over many of the jobs left by men who had joined up to fight and helped Britain to win the war. Women were given the vote in 1918.

Some evidence suggests that the extreme campaigning of the Suffragettes led to women being given the vote. Other evidence suggests this scared supporters off and that the peaceful campaigning of the Suffragists and women’s contribution to the War led to women being given the vote.

When looking at votes for women, a key question is, how do we know whether the Suffragettes helped the campaign for the women’s suffrage? 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. These factors will also affect how reliable a source is. Using the background Historical information, produce a timeline of changes for women. Use a whole page of your book.

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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.**

|  |  |
| --- | --- |
| **Source B** Adapted from a report by E.S.Montegue, Minister of Munitions, in 1916:  Women of every station…have proved themselves able to undertake work that before the War was regarded as solely for men… Where is the man who would deny to women the civil (political) rights she has earned by all her hard work? | **Source C** A poster produced by the Anti-Suffrage Society  Wanti2.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... | 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** Adapted from a book by Sylvia Pankhurst (one of the Suffragette leaders) in 1931:  In 1918 people remembered the militancy. They were certain that it would return if women did not get the vote. This was a much stronger factor, than the war, in convincing reluctant people who still wanted to postponed giving women the vote. | **Source E** A comment by Lloyd George in 1913:  Haven’t the suffragettes the sense to see that the very worst kind of campaigning for the vote is to try to intimidate or blackmail a man into giving them what he would otherwise gladly give? |
| 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 articles in the Times Newspaper,  5 June 1913:  The King’s horse was brought to the ground by a woman who rushed from the crowd, apparently with the object of seizing the reins…The woman received serious injuries.  9 June 1913:  Miss Emily Wilding Davison, the Suffragette who interfered with the King’s horse during the Derby, died in Hospital at Epsom at 4.50 yesterday afternoon…..At the WSPU meeting Mrs Mansel said; “ Miss Davison, who was born in Blackheath, went out with the express purpose of stopping the King’s horse…an act which could not be kept out of the papers.” | **Source G** From an article when Mrs Fawcett, founder and leader of the NUWSS (Suffragists) died. From the Guardian newspaper, 6 Aug 1929:  There were three stages in the emancipation of women:  The first was the long campaign of propaganda and organisation at the centre of which…..stood Millicent Fawcett.  The second was the campaign of the militants [Suffragettes].  The Third was the War.  Had there been no militancy and no war, the emancipation would have come, although more slowly. But without the faithful preparation of the ground over many years, neither militancy nor the War could have gained women the vote. |
| 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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**Activity 1..So, how can the sources be used to show that the suffragettes helped the campaign for votes for women? 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 X.

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

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**Development Activity 2...but how can the sources be used to show the suffragettes did harm to the campaign votes for women? 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 the suffragettes did not help the campaign.

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

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**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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**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 B about the contribution of the suffragettes to the votes for women campaign? 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..

|  |  |  |
| --- | --- | --- |
| **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 A as a representation of the force feeding of suffragettes? 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 the force feeding of suffragettes.

* 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

|  |  |  |
| --- | --- | --- |
| **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 was the Millicent Fawcett source G keen to undermine the contribution of the suffragettes to the votes for women campaign?** **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).**

|  |  |  |
| --- | --- | --- |
| **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 D and G as evidence of the contribution of the suffragettes to the votes for women campaign? Explain your answer, using Sources D 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 D is reliable both as information and as evidence for an historian studying the contribution of the suffragettes. For example (Use CTK and NOP). However source D as limitations to its reliability as information and as evidence for an historian studying the contribution of the suffragettes. For example (Use CTK and NOP).
* To some extent, sources G is reliable both as information and as evidence for an historian studying the contribution of the suffragettes. For example (Use CTK and NOP). However source G as limitations to its reliability as information and as evidence for an historian studying the contribution of the suffragettes. 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.**

**‘The suffragettes did little to help the votes for women campaign’ 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.**

|  |  |  |  |
| --- | --- | --- | --- |
| **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 suffragettes did little to help the votes for women campaign. For example..(Use CTK and NOP). Furthermore the evidence that suggests that the suffragettes were helpful o the campaign is extremely misleading. For example..(Use CTK and NOP).

However there is evidence to support the view that the suffragettes did much to help the campaign for votes for women. For example..(Use CTK and NOP). Furthermore the evidence that suggests that the suffragettes contribution was limited 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.  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. |

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