|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Yr 8**  | **AO1** Key features of different times | **AO2** Using historical concepts  | **AO3** Investigating sources | **AO4** Historical interpretations |
| **Excelling** | * Can confidently define key features to analyse characteristics of period, with detailed examples.
* Selects, organises and uses a wide range of accurate knowledge effectively in order to support their analyses and arguments.
* Thinks beyond the period studied, using own knowledge.
* Confidently uses historical key words to support analysis.
* Detailed understanding of chronology.
 | * Has a confident understanding of historical concepts (e.g. analysis of interrelationship of causes /consequences; uses clear criteria to assess the extent of change or continuity/ similarity or difference).
* Produces a clearly structured response with well-organised paragraphs.
* Sustains an argument and reaches a substantiated conclusion.
 | * Can make clear inferences from a source, supported with well-selected evidence. Refers to the overall impression.
* Analyses strengths and limitations of a source to evaluate its utility, considering content and provenance (nature, origin or purpose).
* Uses own knowledge to evaluate a source.
* Reaches a substantiated conclusion when evaluating evidence.
* Confidently asks questions of sources and justifies their choice of details & sources for further investigation.
 | * Analyses the view given by an interpretation by examining its content and style. Confidently compares different interpretations.
* Explains why an interpretation gives a certain view considering: nature, origin and purpose. Can explain why two views differ.
* Evaluates interpretations analysing content and own knowledge. Reaches a substantiated conclusion.
 |
| **Securing** | * Can define key features to analyse characteristics of a period, with detailed examples.
* Can select, organise and use a range of accurate knowledge effectively in order to support their explanation and arguments.
* May think beyond the period, using own knowledge.
* Uses relevant historical key words.
* Confident understanding of chronology.
 | * Has a clear understanding of historical concepts (e.g. explains links between causes/consequences; uses criteria to assess the extent of change or continuity/ similarity or difference).
* Produces well-structured writing with organised paragraphs.
* Makes an argument with a justified conclusion.
 | * Can make inferences from a source and supports these with relevant evidence. May try to explain the overall impression given by a source.
* Analyses strengths and limitations of a source to assess its utility, considering content and some background (nature, origin or purpose).
* Some own knowledge to evaluate a source.
* Reaches a conclusion when evaluating sources.
* Asks questions of sources and identifies details and sources for further investigation.
 | * Explains views given by interpretations by considering its content and style. Can compare different interpretations.
* Explains why an interpretation gives a certain view considering two of: nature, origin or purpose. Can explain why two views differ.
* Evaluates interpretations considering content and own knowledge. Reaches a clear judgement.
 |
| **Developing** | * Can explain the characteristics of a time period with some examples and may mention some key features.
* Can select and use accurate knowledge to support their arguments.
* Uses some historical key words.
* Has a good understanding of chronology.
 | * Has some understanding of historical concepts (e.g. explains a range of causes/consequences; uses some criteria to describe change and continuity/ similarity and difference).
* Writes with a structure and with some organisation of paragraphs.
* Can reach a clear conclusion.
 | * Can make an inference from a source and tries to give evidence of this.
* Identifies strengths and/or limitations of a source to assess its utility, considering content and/or nature/origin/purpose.
* May use own knowledge to evaluate sources.
* Reaches a conclusion when evaluating sources.
* May ask question(s) of a source and can choose a bit of a source and a different source to further investigate.
 | * Describes view given by an interpretation using details from the interpretation. Understands that there are different interpretations.
* Gives reasons why an interpretation gives a certain view, thinking about Who When What Why. May suggest people give different views.
* Reaches a judgement.
 |
| **Emerging** | * Can describe a time period by giving some facts or examples.
* Can use some accurate knowledge to try to write an explanation.
* Uses some historical key words.
* Has some understanding of chronology.
 | * Has basic understanding of historical concepts (e.g. describes some causes/consequences; changes/continuities, similarities/differences).
* Some organisation of writing into paragraphs.
* May reach a conclusion.
 | * Can make either an inference without evidence from the source, or describes the source without inferring.
* Describes some strengths and/or limitations of a source.
* May reach a conclusion about a source.
* Can name different source types and may spot something a source doesn’t tell them.
 | * Describes the view given by an interpretation May spot some difference(s) between two interpretations.
* May try to give a reason why a person gave the view they did. May suggest why two views are different.
* May reach a judgement.
 |