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