

Year 8 Ways of Doing- History

Knowledge

Understanding

Skills

Exceeding

Students can show a wide and in-depth level of knowledge of early modern and 19th century history, demonstrating a secure chronological and thematic understanding of the topics.

Students can support their views and lines of argument with detailed and accurate points of information, showing a secure understanding of more complex key ideas relevant to the topics of enquiry.

Students show frequent evidence of independent research and wider reading.

Students can analyse and evaluate causes and consequences, categorising, prioritising and finding links between them.

Students can assess the significance of key individuals and events (using valid criteria), analysing the nature and extent of continuity and change.

Students can identify the messages and main points of varying interpretations, explaining how they are particular perspectives and constructions of the past.

Students show assess the utility of sources of evidence by assessing their value and limitations.

Students evaluate evidence with an awareness that a source will reflect the views of its author rather than the 'truth'.

Students interpret historical evidence in context by referring to the period in which it originated.

Expected

Students can show a good level of knowledge of early modern and 19th century history, demonstrating a secure chronological and thematic understanding of the topics.

Students can support their views and lines of argument with relevant and accurate points of information, showing an understanding of the key ideas relevant to the topics of enquiry e.g. Catholicism, empire, industrialisation.

Students show some evidence of independent research and further reading.

Students can explain a range of causes and consequences of key events in history, categorising and prioritising them.

Students can identify and explain aspects of continuity and change between periods of history. They can explain why some key individuals and events in history are considered more important than others.

Students can explain why different interpretations of the same events in history have been constructed and how these reflect the context in which they were created.

Students can effectively use sources to develop and support their own ideas.

Students analyse and cross-reference sources to determine their accuracy and can evaluate how useful sources are in answering a given historical question.

Students can evaluate sources to determine their reliability by considering their provenance e.g. nature, origin and purpose.

Developing

Students can show a developing level of knowledge of early modern and 19th century history, demonstrating some chronological and thematic understanding of the topics.

Students can support their views and lines of argument with basic but accurate points of information, showing an understanding of some of the less complex key ideas relevant to the topics of enquiry.

Students show very little evidence of independent research.

Students can explain causes and consequences of key events in history, and prioritise them.

Students can identify aspects of continuity and change between periods of history. They can give reasons why key individuals and events in history have been deemed 'important'.

Students can describe different interpretations of the same events in history and give some reasons why different people have alternative views.

Students can extract information and draw supported inferences from sources.

Students cross-reference sources to identify inaccuracies.

Students can assess and comment on how reliable a source of evidence in light of its origin e.g. author.

Supported

Students can demonstrate basic knowledge of early modern and 19th century history by deploying factual information, which is mostly relevant.

Students demonstrate a weak grasp of the chronology and themes but can show some understanding of the less complex ideas relevant to the topics of enquiry.

Students show little to no evidence of independent research.

Students can describe causes and consequences of key events in history and group them into simple categories.

Students can identify some aspects of continuity and change between periods of history but cannot explain why certain key individuals and events are considered more important than others are.

Students can describe different interpretations of the same events in history but are not yet able to fully explain why alternative views come about.

Students can describe source content and extract basic information from by copying or paraphrasing directly.

Students can identify similarities and differences between sources.

Students can identify and explain reasons why sources of evidence might be unreliable/biased according to their origin.