



History Year 8

Criteria	Emerging	Developing	Secure	Exceeding
Knowledge application	<p>Write in full sentences and be starting to organise written work into paragraphs.</p> <p>Start to use historical details in their answers.</p> <p>Begin to use key terms to do with time and chronology. Have some understanding of the key features of the period studied.</p>	<p>Produce extended writing that shows some organisation into paragraphs.</p> <p>Always write in full sentences including some detailed historical facts and attempt with using research to develop their answers evident.</p> <p>Is able to use most of the terms to do with chronology confidently. Use some more difficult key terms when prompted. Show a good understanding of the period studied.</p>	<p>Produce extended writing that is well structured, always using paragraphs, introductions and conclusions effectively.</p> <p>Some research is applied in answers.</p> <p>Uses historical terms confidently and effectively and can deploy more difficult historical terms. Show excellent understanding of the key features of the period studied.</p>	<p>Produce extended writing that is very well structured, always using paragraphs, introductions and conclusions effectively.</p> <p>Research is evident in work and successfully deployed.</p> <p>Use a wide range of historical terms confidently. Show excellent understanding and detailed knowledge of the key features of the period studied.</p>
Analysis	<p>Can describe arguments/reasons/causes in</p>	<p>Can describe arguments/reasons/causes in</p>	<p>Include some analytical points in written work and begin to come to conclusions. Explain the links between features of</p>	<p>Write essays that are mainly analytical rather than descriptive. Explain the links between features of the past.</p>

	supporting detail.	<p>supporting detail.</p> <p>Understand that some reasons or causes are more important than others.</p> <p>Understand that some events are more significant than others.</p>	the past. Identify the most important reasons or causes. Select events that are more significant.	Identify the most important reasons or causes. Be able to make a judgement about the significance of events.
Evidential thinking	<p>Use a source to find out about the past and describe what a source says. Start to understand the difference between fact and opinion.</p> <p>Describe an interpretation of the past.</p>	<p>Select relevant detail from sources and summarise what a source suggests as well as what it actually says/shows. Evidence of some contextual knowledge applied.</p> <p>Some simple analysis of provenance evident.</p> <p>Understand that there are different interpretations of the past and begin to understand the reasons why.</p>	<p>Handle sources effectively and can summarise what the source says/shows with also identifying strong inferences.</p> <p>Relevant detailed contextual knowledge applied to the sources but not explained.</p> <p>Developed analysis of provenance and begins to assess purpose.</p> <p>Give some reasons for why interpretations of the past differ.</p>	<p>Handle sources effectively, and begin to understand more difficult sources such as bias. Can select inferences from sources and deploy relevant contextual knowledge to support the source.</p> <p>Developed analysis of provenance and begins to assess purpose and consider the utility of the source.</p> <p>Confidently explain why there are different interpretations of the past.</p>

