

History Year 8



EMERGING – The student is beginning to learn/understand subject content/skills
DEVELOPING – The student is showing an increased understanding/skills level in the subject
SECURE – The student has achieved a sound understanding and competence in the subject
MASTERED – The student shows evidence of a deeper understanding/higher skill level in the subject and can make connections between different areas within the subject.

	Emerging – a student whose understanding of the Y8 History skills is still emerging will be able to:	Developing – a student who is developing their Y8 History skills will be able to:	Secure – a student who is secure in the skills in the Y8 History curriculum will be able to:	Mastered – a student who has mastered the skills in the Y8 History curriculum will be able to:
Extended writing	Write in full sentences and be starting to organise written work into paragraphs. Start to use historical details to explain answers.	Produce extended writing that shows some organisation into paragraphs. Always write in full sentences including detailed and relevant historical facts.	Produce extended writing that is well structured and consistently uses paragraphs, introductions and conclusions effectively. They support their answers with detailed and specific facts.	Produce extended writing that is very well structured, always using paragraphs, introductions and conclusions effectively. Supports their points with detailed, accurate and relevant own knowledge and can link their paragraphs back to the question.
Knowledge and understanding	Begin to use key terms to do with time. Have some understanding of the key features of the time period studied. Begin to ask questions	Is able to use most of the key terms to do with time confidently. Shows clear understanding of the time period studied. Ask some questions and	Can use historical key terms to do with time confidently. Shows excellent understanding of the time period studied. Ask	Use a wide range of historical key terms confidently. Show excellent understanding and detailed knowledge of

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	and contribute to class discussion.	contribute to class discussion.	some good questions and contribute to class discussion.	the time period studied. Ask excellent questions and make thoughtful contributions to class discussion.
Analysis	Is able to identify causes or reasons for change. Will begin to use the term 'significance.'	Understand that some reasons or causes are more important than others. Begins to explain the links between features of the past. Understand that some events are more significant than others.	Explain the links between features of the past. Confidently identify the most important reasons or causes. Select events that are more significant.	Explains the links between features of the past. Identify the most important reasons or causes. Be able to make a judgement about the significance of events.
Sources	Will be able to use a source to find out about the past and describe what a source shows or says. Will start to understand the difference between a fact and an opinion. Will start to identify who made the source and why.	Select relevant detail from sources and start to identify similarities and differences. Can confidently infer from a source as well as identify its provenance and assess its accuracy.	Handle sources confidently by comparing two contrasting sources. Increasingly more confident with difficult sources. Can use accuracy and balance to analyse a source.	Handle sources effectively, and begin to understand more difficult sources such as propaganda. Make inferences from sources. Can confidently analyse the accuracy and balance of a source.
Interpretations	Can understand that historians have different interpretations and describe an interpretation of the past.	Understand that there are different interpretations of the past and begin to understand why they differ.	Understand a historian's view and give reasons for why interpretations of the past differ.	Confidently explain why there are different interpretation of the past.