

# FLIGHTPATH

# HISTORY

Year 8		Year 8		Year 8		Year 8		Year 8		Year 8		Year 8			
1		2		3		4		5		6		7		8	
AO1: Significance and Chronology	Says which changes were important.  You can understand the difference the past, present and future.	Says which changes were more important.  You can sequence events e.g. a timeline.  You can divide the past into different periods of time.  You can recognise similarities and differences between periods of time.	Sums up their overall impact on life, beliefs or ideas to say which were most important.  You are gaining confidence using terms and dates.  You can describe features of past societies and periods.	Weighs up their impact on life, beliefs or ideas to judge their overall effect.  You can describe features of past societies and make links between different historical periods from British and international history.	Weighs up their impact on life, beliefs or ideas to say why some changes were more important than others.  You describe different societies and periods from British and other History and make links between features within and across different periods.	Judges what changes had the biggest impact on life, beliefs or ideas.  You have detailed knowledge about periods within British and other History.  You can use this knowledge to analyse relationships between features of a particular society.	Judges the importance of changes by measuring how big an impact they had on different people at different times.  You can use knowledge to analyse the relationships between different features both within and across periods.	Makes an informed judgement of the changes using measures such as impact and effect on different people at different times.  You can use knowledge to analyse the relationships between different features both within and across periods from 1066-present.							
	Describes one or two causes and consequences  Can choose which are most important	Describes a range of causes and consequences in detail  Can begin to describe which are the most important	Describes a range of causes and consequences and begins to show how one cause can lead to another.  Compares which are the most important	Explains causes and consequences and their effects  Compares which are the most important	Explains and groups causes and consequences and their effects in detail.  Can judge which causes and consequences are the most important	Explains and groups causes and consequences in detail.  Explains and supports judgements on why some causes and consequences are more important than others	Explains and groups causes and consequences in detail.  Uses links to prove why some causes and consequences are more important than others.	Explains and groups causes and consequences in very good detail using factors.  Uses links to prove why a range of causes and consequences are more important than others using a range of criteria							
AO2: Cause and Consequences	Says what the sources say or show and gives some description on what it means or suggests.  States the COP of sources.  Uses the information from the sources as basic evidence in a historical enquiry or answer.	Infers what the sources mean or suggest using what they say or show e.g. quotations.  Links some of the information in the sources to some own knowledge.  Describes the COP of sources.  Chooses information from the source that is relevant to the historical enquiry.	Explains inferences from the sources using what they say or show.  Describes accurate or inaccurate information in the sources using their own knowledge.  Says how the COP of the source can make it reliable or limited.  Chooses information from the source that is relevant to the historical enquiry.	Sources are clearly used to support an argument.  Explains inferences from the sources using details from what they say or show.  Checks accurate or inaccurate information in the sources using their own knowledge.  Says how the COP of the source can make it reliable or limited.  Selects effective information from the source that is relevant to the historical enquiry.	Judgements drawn from the sources.  Explains inferences from sources using details from what they say or show and own knowledge.  Weighs up accurate and inaccurate information in the sources using their own knowledge.  Explains how a source's COP can make it reliable and limited.  Selects effective evidence from several sources to weigh up an historical enquiry.	Critical use of sources and own knowledge to reach a decisive conclusion.  Explains inferences from sources using details from what they say or show and detailed own knowledge.  Judges how accurate the content is using detailed own knowledge.  Explains how the source's COP can make it reliable and limited and how this shapes the content.  Selects the most useful evidence from several sources to use to explore historical enquiries.	Critical use of sources and own knowledge to reach a decisive conclusion.  Explains inferences from sources by interpreting what they say or show using detailed own knowledge.  Judges how accurate the content is using detailed own knowledge.  Explains the impact of the source's COP on the accuracy of its content.  Selects the most useful evidence from a wide range of sources, using this to judge historical enquiries.	Critical use of a range of sources and own knowledge to reach a decisive and well-informed conclusion.  Explains inferences from a range of sources by interpreting what they say or show using very detailed own knowledge and use of the historical context.  Detailed explanation of the impact of the sources using content, origin and purpose to analyse the accuracy in detail, of its content.  Critically selects the most useful evidence from a very wide range of sources using this to make supported judgements.							
	Decides if the representation is good or bad and uses their own opinion.  Picks out details/relays what the representation says.	Describes the interpretation by using quotes.  Understands the language of opinion and consequently can decide which source is 'best'.	Describe the representation in more detail.  Uses some knowledge to consider the validity of the representation.  Can start to decide on 'the best' based on their objectiveness and accuracy.	Describe the views of the representations and uses detail.  Weighs up the representations to decide which is best based on the nature of the representation.  Uses knowledge to say how broad, accurate or objective they are.	Describe and compare the views of the representations, how they are coming across and an explanation of why they're different.  Detailed own knowledge to explain how valid the interpretation is.  Judges which representations are better and explains why.	Describes the representations in detail with the purpose of comparing their views.  Uses this to make a comparative judgement, also based on accuracy and objectiveness.	Explains the reasons for the similarities and differences in the views of the representations in light of the provenance of the representation.  Detailed own knowledge to explain how valid the representation is based on accuracy and objectiveness.  Judged which representation was best and used a clear criterion to make this judgement.	Explains in detail the reasons for the similarities and differences in the views of the representations in light of both provenance and the historical context.  Very detailed own knowledge to explain how valid the representation is based on accuracy and objectiveness.  Judged which representation was best and used a clear criterion, such as accuracy and objectiveness to make this judgement.							
AO3: Evidence / use of sources	Uses a small range of Historical key terms  Work has a basic structure, makes understanding unclear  May not use past and present tense correctly  Frequent spelling, punctuation and grammatical errors, legibility issues	Uses Historical key terms  Some points are made in paragraphs, giving answers some structure but this is not continuous throughout, or points are ordered/explained in a confusing way  Uses the past and present tense correctly  Some spelling, punctuation and grammatical errors, but the meaning is clear, writing is in a fluid style	Uses a range of Historical key terms accurately  The answer is organised and written in well-structured paragraphs which relate to the question  A few spelling, punctuation and grammatical errors which do not affect the overall meaning	Uses a range of Historical key terms accurately  The answer is organised and written in well-structured paragraphs which relate to the question  A few spelling, punctuation and grammatical errors which do not affect the overall meaning	Uses a wide range of Historical key terms accurately  Points are made in clear, well-structured paragraphs, which are ordered in a way which helps the argument flow, in a fluent style  Only one or two spelling, punctuation and grammatical errors	Uses a wide range of Historical key terms accurately  Points are made in clear, well-structured paragraphs, which are ordered in a way which helps the argument flow, in a fluent style  Only one or two spelling, punctuation and grammatical errors	The quality of written work is excellent, enhances meaning and uses a clear structure and fluent style. Work has good spelling, punctuation and grammar.	The quality of written work is excellent, enhances meaning and uses a clear structure and fluent style. Work has good spelling, punctuation and grammar.							
	AO4: Interpretation	AO5: Spag and Writing Skills													