



Academic Achievement: Rating Descriptors

Subject: History

Year: 8

In general, based on progress shown so far, we expect that **by the end of this academic year** your child will....

1 Above the expected standard	<p>...have excellent knowledge and deep understanding of events in the 17th, 18th and 19th centuries, including the causes and consequences of Stuart, English Civil War, Slavery, Industrial Revolution and Crime and Punishment.</p> <p>They will be acutely aware of how this compares to their own life and how these events are relevant to the modern world.</p> <p>Evidence of their outstanding knowledge and extensive independent study is reflected in their written work and their keen interest in the subject.</p> <p>There will be regular use of sophisticated historical vocabulary.</p>	<p>...confidently use a range of skills to successfully analyse sources, including the ability to:</p> <ul style="list-style-type: none"> ● begin to explain the difference between two historical perspectives. ● explore the content and provenance to support utility judgements. ● make relevant and accurate inferences. <p>...plan, organise and construct a historical essay, including:</p> <ul style="list-style-type: none"> ● Reaching a judgement with a sustained line of argument throughout that is fully directed towards the conceptual focus of the question. ● Writing fluently and independently, whilst using subject specific vocabulary. ● A clear understanding of the wider chronology of the time period.
2 Meeting the expected standard	<p>...have good knowledge and clear understanding of events in the 17th, 18th and 19th centuries, including the causes and consequences of Stuart, English Civil War, Slavery, Industrial Revolution and Crime and Punishment.</p> <p>They will use historical vocabulary within extended pieces of writing and be competent using new terms to support writing about the past.</p> <p>They link numerous concepts, ideas and knowledge to present a coherent answer/argument.</p>	<p>...competently use a range of skills to analyse sources, including the ability to:</p> <ul style="list-style-type: none"> ● describe the difference between two historical perspectives. ● Explore some aspects of the content and provenance to support utility judgements. ● make relevant inferences. <p>...plan, organise and construct a historical essay, including:</p> <ul style="list-style-type: none"> ● Reaching a judgement with a generally sustained line of argument throughout. ● Writing clearly and independently, whilst using subject specific vocabulary. ● A good understanding of the wider chronology of the time period.
3 Working towards the expected standard	<p>...have some knowledge and an understanding of events in the 17th, 18th and 19th centuries, including the causes and consequences of Stuart, English Civil War, Slavery, Industrial Revolution and Crime and Punishment.</p> <p>They will use historical vocabulary within essay-based pieces of writing and sometimes use new terms to support writing about the past.</p> <p>They will understand key concepts, ideas and knowledge, and may begin to form some links between them. Some structure is apparent; however, the argument is not fully sustained.</p>	<p>...use some skills to study sources, including the ability to:</p> <ul style="list-style-type: none"> ● recognise the difference between two historical perspectives. ● Begin to explore some aspects of the content or provenance. ● make simple inferences. <p>...plan, organise and construct some aspects of a historical essay, including:</p> <ul style="list-style-type: none"> ● Reaching a judgement with some comprehension throughout. ● Writing with some coherence and sometimes using subject specific vocabulary accurately. ● Some understanding of the wider chronology of the time period and attempting to incorporate this into a piece of writing.
4 Below the expected standard	<p>...have limited knowledge and rudimentary understanding of events in the 17th, 18th and 19th centuries, including the causes and consequences of Stuart, English Civil War, Slavery, Industrial Revolution and Crime and Punishment.</p> <p>They will occasionally use historical vocabulary within answers and sometimes use key terms to support writing about the past.</p> <p>They will have limited understanding of key concepts, ideas and knowledge. Answers lack structure and coherence.</p>	<p>Students can use some skills to understand sources, including the ability to:</p> <ul style="list-style-type: none"> ● Recognise whether a source is primary or secondary. ● Describe the content of the source. <p>Students can begin to produce a piece of historical writing, including:</p> <ul style="list-style-type: none"> ● Expressing their own opinion. ● Writing that is often incoherent, and with limited subject specific terminology which is sometimes used incorrectly. ● Limited understanding of the wider chronology of the time period and some attempt to incorporate this into a piece of writing.