

Focus area	<i>Emerging</i> – a student who has emerging skills in the Y8 History curriculum will be able to:	<i>Developing</i> – a student who has developing skills in the Y8 History curriculum will be able to:	<i>Secure</i> – a student who has secure skills in the Y8 History curriculum will be able to:	<i>Mastered</i> – a student who has mastered the skills in the Y8 History curriculum will be able to:
Extended writing and research skills	Write in full sentences and be starting to organise written work into paragraphs. Start to use historical details to explain answers. Use sentence starters and writing frames effectively. Research some information with guidance. Begin to ask questions and contribute to class discussions	Produce extended writing that shows some organisation into paragraphs. Write in full sentences including some detailed historical facts. Research some information independently. Ask some questions and contribute to class discussions.	Produce extended writing that is very well structured, always using paragraphs, introductions and conclusions effectively. Write detailed answers in their own words using some relevant independent research. Ask excellent questions and make thoughtful contributions to class discussion	Produce essays that are very well structured and fluently written with a clear PEA structure. Demonstrate evidence of independent research which will be fully integrated into the answer. Contribute to class discussions showing links between topics and own knowledge. Ask good questions.
Knowledge and understanding	Begin to use key terms to do with time and the time periods researched. Have some understanding of the key features of the period studied.	Use most of the terms to do with time confidently. Use some more difficult terms when prompted. Show good understanding of the period studied.	Use a wide range of historical terms confidently. Show excellent understanding and detailed knowledge of the key features of the period studied.	Use key terms very confidently including difficult terms such as communism, fascism etc. Show excellent understanding and very detailed knowledge of the key features of the period studied.
Analysis	Identify causes or reasons. Begin to use the term significance.	Understand that some reasons or causes are more important than others. Begin to explain the links between features of the	Write essays with a PEA paragraph structure that are mainly analytical rather than descriptive. Explain the links between features of the	Write analytical essays with a clear PEA paragraph structure. Show an ability to understand both sides of the argument. Be able to make a

		past. Understand that some events are more significant than others.	past. Identify the most important reasons or causes. Be able to make a judgement about the significance of events.	clear judgement supported by evidence. Make a confident judgement about the significance of events.
Sources	Use a source to find out about the past and describe what a source says. Start to understand the difference between fact and opinion. Start to use the CNOP paragraph structure.	Select relevant detail from sources and start to identify similarities and differences. Say what a source suggests as well as what it actually says. Start to use the CNOP paragraph structure.	Handle sources effectively and begin to understand more difficult sources such as propaganda. Make inferences from sources. Confidently use CNOP paragraph structure.	Make inferences from difficult sources such as cartoons or propaganda. Confident and sophisticated use of CNOP paragraph structure.
Interpretations	Describe an interpretation of the past.	Understand that there are different interpretations of the past and begin to understand the reasons why.	Confidently explain why there are different interpretations of the past.	Understand a range of reasons why interpretations of the past differ and understand the way in which history is constructed.

Notes: CNOP (Content, Nature, Origin, Purpose) are used to analyse the provenance of the source, students are assessed on these skills at GCSE.

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Extended writing and research skills	Write in full sentences and be starting to organise written work into PEA paragraphs. Start to use historical details to explain answers. Use sentence starters and writing frames effectively. Research some information with guidance. Begin to ask questions and contribute to class discussions	Produce extended writing that shows some organisation into PEA paragraphs. Write in full sentences including some detailed historical facts. Research some information independently. Ask some questions and contribute to class discussions.	Produce extended writing that is very well structured, always using PEA paragraphs, introductions and conclusions effectively. Write detailed answers in their own words using some relevant independent research. Ask excellent questions and make thoughtful contributions to class discussion.	Produce essays that are very well structured and fluently written using PEA structure. Demonstrate evidence of independent research which will be fully integrated into the answer. Contribute to class discussions showing links between topics and own knowledge. Ask good questions.
Knowledge and understanding	Begin to use key terms to do with time. Have some understanding of the key features of the period studied.	Use most of the terms to do with time confidently. Use some more difficult terms when prompted. Show good understanding of the period studied.	Use a wide range of historical terms confidently. Show excellent understanding and detailed knowledge of the key features of the period studied.	Use key terms very confidently including difficult terms such as communism, fascism etc. Show excellent understanding and very detailed knowledge of the key features of the period studied.
Analysis	Identify causes or reasons. Begin to use the term significance.	Understand that some reasons or causes are more important than others. Begin to explain the links between features of the	Write essays that are mainly analytical rather than descriptive. Explain the links between features of the past. Identify the most	Write analytical essays. Show an ability to understand both sides of the argument. Be able to make a clear judgement supported

		past. Understand that some events are more significant than others.	important reasons or causes. Be able to make a judgement about the significance of events.	by evidence. Make a confident judgement about the significance of events.
Sources	Use a source to find out about the past and describe what a source says. Start to understand the difference between fact and opinion. Start to use the CNOP paragraph structure.	Select relevant detail from sources and start to identify similarities and differences. Say what a source suggests as well as what it actually says. Use CNOP.	Handle sources effectively and begin to understand more difficult sources such as propaganda. Make inferences from sources. Confidently use CNOP.	Make inferences from difficult sources such as cartoons or propaganda. Confident and sophisticated use of CNOP.
Interpretations	Describe an interpretation of the past.	Understand that there are different interpretations of the past and begin to understand the reasons why.	Confidently explain why there are different interpretations of the past.	Understand a range of reasons why interpretations of the past differ and understand the way in which history is constructed.