

Lower School Report 2 HISTORY | Year 8 Spring Term

Attainment Descriptors

| Developing | Improving | Meeting | Exceeding |
|---|--|---|--|
| Students rarely demonstrate they have met any of the criteria | Students occasionally demonstrate that they meet some of the criteria. | Students demonstrate that they regularly meet most of the criteria. | Students almost always demonstrate that they meet all the criteria. Often, they will take advantage of the opportunities to broaden their understanding of the topics studied. |

| Department | Focus | Learning Criteria |
|---|---------------------------------------|---|
| History | Core Historical Curriculum statements | <ul style="list-style-type: none"> Students can use evidence from events such as the Boston Tea Party or Lexington and Concord to support statements evaluating the leadership of figures like George Washington. Students can explain the nature of the sources we use to study the American Revolution, including political pamphlets, letters, and government documents. Students can explain the different interpretations of the causes and significance of the American Revolution. Students will be able to explain the changes that independence brought to American political structures and citizenship. Students can start to make judgements about the relative significance of the Revolution's outcomes, considering factors such as liberty, inequality, and long-term political influence. Students can place this new period within their own chronological understanding and make links between the Revolution and earlier or later struggles for rights studied previously. Students can explain what makes an effective campaigner for political rights in the early 20th century. Students can explain the nature of the sources used to study the Suffragettes, including newspapers, government reports, posters, and personal testimonies. Students will be able to assess the reliability of these sources, considering media bias and political agendas of the time. Students can explain the different interpretations of the Suffragettes' methods and their impact on the campaign for votes for women. Students will have a basic understanding of the social, political, and industrial changes of the late 19th and early 20th centuries and can suggest the impact these had on the women's movement. Students can start to make judgements about the relative significance of different suffrage organisations (e.g., Suffragists vs. Suffragettes), considering factors such as strategy, public support, and context. |
| | Enquiry question | <ul style="list-style-type: none"> Why did the American states declare independence? Did the Suffragettes get women the vote? |
| Resources to support your child at home | | https://schoolhistory.co.uk/industrial/american-revolution/ https://www.nationalarchives.gov.uk/education/resources/american-revolution-early-conflicts/ https://www.bbc.co.uk/bitesize/guides/zyh9ycw/revision/3 https://www.suffrageresources.org.uk/ https://learning.parliament.uk/en/resources/votes-for-women-video-and-resources/ https://www.nationalarchives.gov.uk/education/resources/suffragettes-on-file/ |

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| Key Skills and Concepts | Cause and Consequence | Change and Continuity | Significance | Using Historical Evidence | Knowledge and Writing |
|-------------------------|--|---|---|---|--|
| Spring Term | Can categorise and prioritise different causes Uses evidence from events to support statements | Can link changes together Can prioritise changes | Can explain why an event/person or changes are significant | Can use nature, origin and purpose to evaluate reliability Can select and describe the key features of different interpretations and explain why they were made | Shows an appreciation of the different scales of time and how they fit together Can use a range of historical words and vocabulary in writing |
| Spring Term | Can use several causes to explain why something in history has happened, by categorising, prioritising and linking them Is starting to select historical knowledge to use in their explanations | Can use the language of change to talk about developments and how they are measured in different ways | Uses criteria to assess how significant an event, person or change is | Can make supported inferences about the past by using sources and details contained within the source Can use nature, origin and purpose to evaluate reliability, but can also comment on usefulness of the evidence | Is confident when approaching new historical periods or contexts and has a simple chronological picture to place new knowledge into Can make assumptions about periods using own knowledge Can write a story, using historical information, about the past which describes what happened |