

Lower School Report 3 HISTORY | Year 8 Summer 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	- Students can use several causes to explain why key developments in queer rights occurred, by categorising, prioritising and linking causes (e.g., activism, legal reform, cultural change). - Students can support reasoning and explanations with detail and evidence about major moments in queer history, including decriminalisation, AIDS activism, and equal marriage. - Students can use the language of change to talk about developments in queer rights and how progress can be measured socially, culturally, and legally. - Students can explain how changes can be interconnected across time periods, such as how early activism shaped later legal reforms. - Students can use nature, origin and purpose as criteria to evaluate reliability, and can also comment on the usefulness of sources relating to queer activism and legal reform. - Students can write a narrative using historical information describing how queer rights developed and how LGBTQ+ communities experienced change over time. - Students can use several causes to explain why major developments in disability rights occurred, linking social attitudes, activism, political pressure, and legal reform. - Students are starting to select historical knowledge about disability history in the UK, including institutionalisation, activism, and the rise of the disability rights movement, to use in extended writing. - Students can support reasoning and explanations with detail and evidence from key events such as the formation of the Disability Rights Movement and the passing of the Disability Discrimination Act (1995). - Students are able to create and compare several criteria for judging significance, for example when assessing the long-term impact of the Disability Discrimination Act or the Equality Act (2010). - Students can make supported inferences about the past using sources such as campaign leaflets, photographs of protests, government debates, and personal testimonies.
	Enquiry questions	How have Queer people fought for their rights in the UK? What has been the experience of people with physical and mental disabilities from the past to the present?
Resources to support your child at home		https://historicengland.org.uk/education/schools-resources/teaching-activities/teaching-lgbtq-at-ks3/ https://www.bbc.co.uk/teach/articles/zgffn9g https://www.history.org.uk/secondary/resource/10852/disability-history-resources?srsId=AfmBOorAlbxaNpXKYFlewI0tnGTODVq11hFh_Th9Cn9F52IYsI4OgSNb https://learning.parliament.uk/en/resources/your-story-our-history-accessibility-legislation/

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Key Skills and Concepts	Cause and Consequence	Change and Continuity	Significance	Using Historical Evidence	Knowledge and Writing
Summer Term	Can support reasoning and explanation with detail and evidence Can construct a causal argument using historical knowledge by categorising, prioritising and linking them	Can explain how changes can be interconnected Can prioritise changes	Is able to create and compare several criteria for judging how significant an event, person or change is and come to an overall conclusion on a specific question	Understands that different sources may lead to different interpretations Can select and describe the key features of different interpretations explain why they were made	Can use a range of historical words and vocabulary in writing
Summer Term	Is starting to recognise that one cause may have multiple/conflicting consequences Is beginning to see how causes and consequences overlap and interact	Can use the language of change confidently and can explain why some changes are significant or seen as significant depending on perspective Can evaluate the extent of change and continuity, showing an understating of how changes can be interconnected and how they can prioritised	Is able to use knowledge and understanding of a historical period or event and come to a conclusion as to the significance of a person, event or change using a range of criteria	Can use nature, origin and purpose to evaluate reliability Can use details from the source and own contextual knowledge to support comments on evidence Can explain how and why someone has formed an interpretation Is beginning to apply knowledge to consider the strength of the interpretations	Uses historical vocabulary confidently throughout their work Is able to apply a wide range of historical words and vocabulary in writing