

**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.

Focus	Learning Criteria	Resources to support your child at home
Core Historical Curriculum statements	<ul style="list-style-type: none"> <li>Students can use several causes to explain why something the Black Death and the Industrial Revolution occurred, by categorising, prioritising and linking the causes and connectives</li> <li>Is starting to select historical knowledge about Medieval England, Tang China the Industrial Revolution and the Black Death to use in their explanations and extended writing tasks</li> <li>Students can support reasoning and explanations with detail and evidence about the four key topics</li> <li>Students can use the language of change to talk about developments in Tang China versus Medieval England and how they are measured in different ways</li> <li>Students can explain how changes can be interconnected across time periods and continents</li> <li>Students are able to create and compare several criteria for judging how significant the Black Death is and come to an overall conclusion on a specific question in the assessment tasks</li> <li>Students can make supported inferences about the past by using sources and details contained within the sources used in lessons</li> <li>Students can use nature, origin and purpose as a set criterion to evaluate reliability, but can also comment on usefulness of the evidence/sources used in lessons</li> <li>Students can understand that different sources may lead to different interpretations about historical events studied in term 3</li> <li>Students can write a story, using historical information, about the past which describes what happened in Tang China, Medieval England, the Industrial Revolution and as a consequence of the Black Death</li> </ul>	<p><a href="https://www.bbc.co.uk/teach/class-clips-video/articles/zdcwihv">https://www.bbc.co.uk/teach/class-clips-video/articles/zdcwihv</a></p> <p><a href="https://www.twinkl.co.uk/teaching-wiki/tang-dynasty">https://www.twinkl.co.uk/teaching-wiki/tang-dynasty</a></p> <p><a href="https://www.nationalarchives.gov.uk/education/resources/citizenship/">https://www.nationalarchives.gov.uk/education/resources/citizenship/</a></p> <p><a href="https://www.bbc.co.uk/iplayer/episode/p0bvkh4g/lucy-worsley-investigates-series-1-2-the-black-death">https://www.bbc.co.uk/iplayer/episode/p0bvkh4g/lucy-worsley-investigates-series-1-2-the-black-death</a></p>
Enquiry questions	<ul style="list-style-type: none"> <li>To what extent can Medieval England and Tang China be considered similar?</li> <li>How significant was the Black Death and the Industrial Revolution in creating social change?</li> </ul>	<p><a href="https://www.khanacademy.org/humanities/art-asia/imperial-china/tang-dynasty/a/tang-dynasty-618907-an-introduction">https://www.khanacademy.org/humanities/art-asia/imperial-china/tang-dynasty/a/tang-dynasty-618907-an-introduction</a></p> <p><a href="https://www.bbc.co.uk/bitesize/articles/zdkssk7">https://www.bbc.co.uk/bitesize/articles/zdkssk7</a></p> <p><a href="https://www.youtube.com/watch?v=5hBOgGC1BLw">https://www.youtube.com/watch?v=5hBOgGC1BLw</a></p>