

Year 8		Curriculum Checkpoints: What do students know and what can they do?			
	History	Establishing	Securing	Flourishing	Excelling
Knowledge of the Past	Historians need to have knowledge of the time periods they are studying.	<b>Describe</b> some of the key features and characteristics of a time period.	Have a <b>sound understanding</b> of the key features and characteristics of a time period.	Show a <b>good understanding</b> of the key features and characteristics of a time period.	Show an <b>excellent understanding</b> of the key features and characteristics of a time period.
How Historians work	<b>Cause and Consequence</b> Historians need to be able to explain and analyse the causes and consequences of events.	Recognise that an event has at least one cause and/or consequence. Identify <b>multiple</b> relevant causes and/or consequence of an event.	Recognise that an event has at least one cause and/or consequence. Identify multiple relevant causes and/or consequence of an event. <b>Describe how a cause and/or consequence is relevant to an event.</b>	Recognise that an event has at least one cause and/or consequence. Identify multiple relevant causes and/or consequence of an event. <b>Explain how a cause and/or consequence is explicitly connected to an event.</b>	Recognise that an event has at least one cause and/or consequence. Identify multiple relevant causes and/or consequence of an event. Explain how a cause and/or consequence is explicitly connected to an event. <b>Begin to establish a hierarchy of importance for causes and/or consequences.</b>
	<b>Similarity and Difference</b> Historians can recognise how different groups of people had similar/different experiences of the same period or event.	Recognise that an event can <b>differing/similar effects on different</b> groups of people.	Recognise that an event can differing/similar effects on different groups of people. <b>Identify reasons behind these differences.</b>	Recognise that an event can differing/similar effects on different groups of people. <b>Identify and provide a basic explanation of the reasons behind these differences.</b>	Recognise that an event can differing/similar effects on different groups of people. <b>Identify and provide a developed explanation of the reasons behind these differences.</b>
	<b>Change and Continuity</b> Historians can explain and analyse change and continuity over time.	Identify examples of change and continuity when studying a time period and can support this with factual detail. <b>Identify potential reasons for this change and continuity.</b>	Identify examples of change and continuity when studying a time period and can support this with factual detail. <b>Explain a reason why the change/continuity has taken place.</b>	Explain how examples show change and continuity when studying a time period and can support this with specific factual detail. Explain why change or continuity has taken place. <b>Make a simple judgement about the most significant reason for change/continuity.</b>	Explain how examples show change and continuity when studying a time period and can support this with specific factual detail. Explain why change or continuity has taken place. <b>Explain a judgement on the most significant reason for change/continuity.</b>
	<b>Significance</b> Historians can make judgements about the relative importance of events and individuals	Describe important people, events and developments from the periods studied. Make accurate statements about why they were important, with supporting evidence.	Describe important people, events and developments from the periods studied. Make accurate statements about why they were important, with supporting evidence. <b>Explain their significance within the given time period/area.</b>	Accurately describe important people, events and developments from the periods studied. Make accurate statements about why they were important, with supporting evidence. Explain their significance <b>in different time periods/areas.</b>	Accurately describe important people, events and developments from the periods studied. Make accurate statements about why they were important, with supporting evidence. <b>Explain their significance and how that significance may change over time.</b>
	<b>Using sources</b> Historians use evidence to support their views and analyse sources for usefulness and reliability	<b>Make valid inferences</b> from sources and <b>always include quotations to support their valid inference.</b>	Make valid inferences from sources and always include quotations to support their valid inference. <b>Begin to use sources to support an enquiry question.</b>	Make valid inferences from sources and always include quotations to support their valid inference. <b>Use sources to support an enquiry question and describe how the provenance of a source may have affected the content of the source.</b>	Make valid inferences from sources and always include quotations to support their valid inference. Use sources to support an enquiry question and <b>explain how the provenance of a source may have affected the content of the source.</b>
	<b>Interpretations</b> Historians understand that there are different interpretations of the past and explain why people have different views.	Find out what other people have said about the past. Outline the meaning of an extract and select relevant quotations. <b>Make inferences from interpretations.</b>	Find out what other people have said about the past. Outline the meaning of an extract and select relevant quotations. Make inferences from interpretations <b>and compare how they are different.</b>	Find out what other people have said about the past. Outline the meaning of an extract and select relevant quotations. Make inferences from interpretations and compare how they are different. <b>Identify features of the provenance which influence the opinion.</b>	Find out what other people have said about the past. Outline the meaning of an extract and select relevant quotations. Make inferences from interpretations and compare how they are different. <b>Explain features of the provenance which influence the opinion.</b>