

This term in SUBJECT we will be learning about

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
KNOWLEDGE	<p>Relevant and comprehensive of knowledge of</p> <p>Ideas about the cause of disease and illness.. Approaches to prevention and Treatment. Care in the community and hospitals.</p> <p>Case studies: Dealing with the Black Death, the Plague and the significance of John Snow.</p>	<p>Relevant and broad knowledge of:</p> <p>Ideas about the cause of: disease and illness.. Approaches to prevention and Treatment. Care in the community and hospitals.</p> <p>Case studies: Dealing with the Black Death, the Plague and the significance of John Snow.</p>	<p>Demonstrate mostly accurate and appropriate historical knowledge of:</p> <p>Ideas about the cause of disease and illness.. Approaches to prevention and Treatment. Care in the community and hospitals .</p> <p>Case studies Dealing with the Black Death, the Plague and the significance of John Snow.</p>	<p>General knowledge of:</p> <p>Ideas about the cause of disease and illness.. Approaches to prevention and Treatment. Care in the community and hospitals.</p> <p>Case studies: Dealing with the Black Death, the Plague and the significance of John Snow.</p>
SKILLS & APPLICATION	<p>A01 Knowledge Can link wide-ranging, relevant knowledge to an understanding of key features and characteristics of societies. Can select relevant specific knowledge to support arguments.</p> <p>A02 – Explanation Can construct a convincing line of reasoning in relation to relevant second order concepts- Causation, similarity and difference and significance. Can construct a line of reasoning which is logically structured. Can produce an analytical explanation. Can reach reasoned and for a 9 is reaching substantiated judgements.</p>	<p>A01 Knowledge Can demonstrates a good understanding of key features and characteristics of the topics in the questions Can select relevant specific knowledge to support arguments.</p> <p>A02 – Explanation Can construct a coherent line of reasoning which is appropriate to second order concepts in the question. Can construct a coherent line of reasoning which is mainly focused on the question. Can construct an explanation which which is mostly organised. Can reach reasoned judgements.</p>	<p>A01 Knowledge Can demonstrate mostly accurate and appropriate historical knowledge., There will be some understanding of key features and characteristics of societies.</p> <p>A02 – Explanation . Can focus on explaining the second order concepts in the question. Can focus on explaining causation. valid factors are identified. Can recognise that there are two sides to an argument. Can offer a judgement.</p>	<p>A01 Knowledge Can demonstrate general historical knowledge. Can identify key features and characteristics of societies.</p> <p>A02 – Explanation Can identify a similarity or difference or can identify a reason. Can give some explanation which is focused on the question. Can offer a judgement.</p>

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	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
KNOWLEDGE	<p>Relevant and comprehensive of knowledge of:</p> <p>Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88.</p> <p>Key topic 3: Elizabethan society in the Age of Exploration, 1558–88</p> <p>Key topic 1: The Weimar Republic 1918–29</p> <p>Key topic 2: Hitler's rise to power, 1919–33</p> <p>Key topic 3: Nazi control and dictatorship, 1933–39</p>	<p>Relevant and broad knowledge of:</p> <p>Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88.</p> <p>Key topic 3: Elizabethan society in the Age of Exploration, 1558–88</p> <p>Key topic 1: The Weimar Republic 1918–29</p> <p>Key topic 2: Hitler's rise to power, 1919–33</p> <p>Key topic 3: Nazi control and dictatorship, 1933–39</p>	<p>Demonstrate mostly accurate knowledge of:</p> <p>Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88.</p> <p>Key topic 3: Elizabethan society in the Age of Exploration, 1558–88</p> <p>Key topic 1: The Weimar Republic 1918–29</p> <p>Key topic 2: Hitler's rise to power, 1919–33</p> <p>Key topic 3: Nazi control and dictatorship, 1933–39</p>	<p>General knowledge of:</p> <p>Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88.</p> <p>Key topic 3: Elizabethan society in the Age of Exploration, 1558–88</p> <p>Key topic 1: The Weimar Republic 1918–29</p> <p>Key topic 2: Hitler's rise to power, 1919–33</p> <p>Key topic 3: Nazi control and dictatorship, 1933–39</p>
SKILLS & APPLICATION	<p>A01 Knowledge Can link wide-ranging, relevant knowledge to an understanding of key features and characteristics of societies and select specific knowledge to support arguments.</p> <p>A02 – Explanation Can construct a convincing line of reasoning in relation to relevant second order concepts- Causation, similarity and difference and significance. Can construct a line of reasoning which is logically structured. Can produce an analytical explanation. Can reach reasoned and for a 9 is reaching substantiated judgements.</p> <p>A03- Use of Primary Sources Can use the analysis of two sources to reach a judgement on usefulness. Can show how aspects of the provenance affect the usefulness of the source and use own knowledge to support evaluation.</p> <p>A04: Interpretations Can analyse and evaluate the view put forward and can use knowledge of the period to determine accuracy. Can cross reference or use both interpretations to reach a substantiated judgement. Can identify the difference between two interpretation and explain why.</p>	<p>A01 Knowledge Can demonstrates a good understanding of key features and characteristics of the topics in the questions and select relevant knowledge. Can select relevant specific knowledge</p> <p>A02 – Explanation Can construct a coherent line of reasoning which is appropriate to second order concepts in the question. Can construct a coherent line of reasoning which is mainly focused on the question. Can construct an explanation which which is mostly organised. Can reach reasoned judgements.</p> <p>A03- Use of Primary Sources Can use the analysis of two sources to reach a judgement on usefulness. Can show how aspects of the provenance affect the usefulness of the source and use own knowledge to support evaluation.</p> <p>A04 Interpretations Can analyse and evaluate historical interpretations and identify views. Can reach reasoned judgements with some substantiation, Can give some explanation what they differ on and why interpretations may differ:</p>	<p>A01 Knowledge Can demonstrate mostly accurate and appropriate historical knowledge., There will be some understanding of key features and characteristics of societies.</p> <p>A02 – Explanation . Can focus on explaining the second order concepts in the question. Can focus on explaining causation. valid factors are identified. Can recognise that there are two sides to an argument. Can offer a judgement.</p> <p>A03- Use of Primary Sources Can offer ran unsupported judgement. Can understand the source content and make inferences relevant to the question and there is limited use of knowledge Can make comment on reliability of each source but not used to evaluate the usefulness of the source.</p> <p>A04 Interpretations Can make pull information from a Historical interpretations. Can reach a judgement based on information rather than views. Can support with context Can offer some explanation of why interpretations may differ.</p>	<p>A01 Knowledge Can demonstrate general historical knowledge. Can identify key features and characteristics of societies.</p> <p>A02 – Explanation Can identify a similarity or difference or can identify a reason. Can give some explanation which is focused on the question. Can offer a judgement.</p> <p>A03- Use of primary sources Can offer simple conclusions from sources.</p> <p>A04 Interpretations Can pull out information from the interpretations in both interpretations, Can reach a simple conclusion based on the statement in the question. Can identify a difference.</p>

This term in SUBJECT we will be learning about

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
K N O W L E D G E	<p>Wide ranging knowledge of: Chronology Sutton Hoo Anglo Saxon society Power of the king Battle of Hastings Reasons why William won at the Battle of Hastings. Impact of the Battle of Hastings</p>	<p>Very good knowledge of: Chronology Sutton Hoo Anglo Saxon society Power of the king Battle of Hastings Reasons why William won at the Battle of Hastings. Impact of the Battle of Hastings</p>	<p>Good knowledge of: Chronology Sutton Hoo Anglo Saxon society Power of the king Battle of Hastings Reasons why William won at the Battle of Hastings. Impact of the Battle of Hastings</p>	<p>General knowledge of: Chronology Sutton Hoo Anglo Saxon society Power of the king Battle of Hastings Reasons why William won at the Battle of Hastings. Impact of the Battle of Hastings</p>
S K I L L S & A P P L I C A T I O N	<p>Inference Make one supported inference independently. Usefulness Makes a range of inferences from the sources . Supports the inference with evidence from the source. Uses contextual knowledge to prove accuracy. Uses evaluation of sources content to reach a reasoned judgement. Causation and Argument Can produce a line of reasoning. Focus on the question. Organise essay to produce a generally sustained argument. Can reach a judgement and might have mini conclusions. Can make reference to the differing importance of different causes., Or can make links between causes. Evidence Arguments will be supported with a range of accurate evidence used to explore the importance of each reason.</p>	<p>Inference Make a range of inferences. Support inferences with evidence. Usefulness Can give a range of inferences from the source. Supports the inference with evidence from the source and contextual knowledge to prove how useful the source is. . Use the sources content to reach a reasoned judgement. Causation and Argument Can focus on question and will be kept for the majority of the answer. Can organise the essay to produce a argument. Can reach a judgement which will begin to be seen in the main part of the account. Can pick a part the evidence to explain your answer. Can reach a conclusion which will give reasons for your judgement. You may at this level identify how identify how different factors influenced each other, although this may only appear in conclusion Evidence You have thought about the evidence you have chosen for the enquiry. You will have used the evidence carefully to support your argument.</p>	<p>Inference Make at least one inferences. Support the inference with evidence from the source. Usefulness Make an inference from the sources content. Begin to support the evidence from the content of the source or own knowledge. Causation and Argument Can focus on the question for the most part of your answer. Can organise your answer in to a logical structure.. Can explain more than one reason Can reach a judgement and supported with a piece of evidence. Evidence You have thought about the evidence you have chosen to support your arguments with. You have chosen to support arguments with generally good knowledge.</p>	<p>Inference You can with a writing frame make an inference. You can support with limited evidence. Usefulness Describes what is in the source by pulling out what it says . Or pull out an inference. Causation and Argument Can put some of the answer in to paragraphs with the help of a planning frame. Can give a reason for the event. Evidence Evidence used shows some knowledge.</p>

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	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
K N O W L E D G E	Wide ranging knowledge of: Overview:1509-1745 Religious Reformation. Does Mary I deserve her nickname The effect of the reformation on ordinary people. Overview: Elizabeth I at home and abroad.	Very good knowledge of: Overview:1509-1745 Religious Reformation. Does Mary I deserve her nickname The effect of the reformation on ordinary people. Overview: Elizabeth I at home and abroad.	Good knowledge of: Overview:1509-1745 Religious Reformation. Does Mary I deserve her nickname The effect of the reformation on ordinary people. Overview: Elizabeth I at home and abroad.	General knowledge of Overview:1509-1745 Religious Reformation. Does Mary I deserve her nickname The effect of the reformation on ordinary people. Overview: Elizabeth I at home and abroad.
S K I L L S & A P P L I C A T I O N	Change and continuity Can recognise and describe a range of ways in which life changed and improved, or indeed failed to improve. Can support these description with evidence from the unit. Can use language of change e.g. profound, or slow. Can organise their answers. Can reach a reasoned judgement on the extent of change and continuity. independently. Use of primary sources to assess an interpretation Can use more than one source to make inferences to support or disprove an interpretation. Can use an aspect of the provenance of the source to test an interpretations accuracy. Can use the sources and contextual knowledge to reach an independent reasoned judgement. Argument Can write a structured argument. Can produce a line of reasoning. Focus on the question and organise essay to produce a generally sustained argument. Can reach a judgement and will have mini conclusions.	Change and continuity Can recognise and describe a range of ways in which life changed and improved, or indeed failed to improve. Can support these description with evidence from the unit. Is beginning to use language of change e.g. profound, or slow. Can organise their answers. Can reach a reasoned judgement on the extent of change and continuity. Use of primary sources to assess an interpretation Can use the sources to make inferences to support or disprove an interpretation. May use an aspect of the provenance of the source to test an interpretations accuracy but its not fully explained. Can use the sources and contextual knowledge to reach an reasoned judgement Argument Can focus on question and will be kept for the majority of the answer. Can organise the essay to produce a argument and deal with both sides. Can reach a judgement which will begin to be seen in the main part of the account. Supporting evidence is specific but can be unbalanced.	Change and continuity Can recognise and describe changes or continuities . Can support these with good evidence. You are better at describing change or continuity – one is uneven. Can reach a conclusion and will choose either change or continuity Can structure work with some paragraphing Use of primary sources to assess an interpretation Can use the sources to make inferences to support or disprove the statement. Might begin to show this as view and not as a statement. Argument Most part is organised in to paragraphs. Can reach a judgement and supported with a piece of evidence	Change and continuity Can identify some changes and may be able to identify some continuities. Can support these. with evidence but it will be limited or may not support the point you are making. . May make a judgement. Use of primary sources to assess an interpretation Can make inferences from the evidence. To support or not support the statement. Can pull out evidence from sources and can paraphrase the source. Argument Can put some of the answer in to paragraphs on their own. Some paragraphing might be used. Can reach a judgement

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	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>Wide ranging knowledge of: Overview – Olympics Suffragettes and reasons why women go the vote Causes of World War One. World War One Impact of World War One. 1930s Britain.</p>	<p>Very good knowledge of: Overview – Olympics Suffragettes and reasons why women go the vote. Causes of World War One. World War One Impact of World War One. 1930s Britain.</p>	<p>Good knowledge of: Overview – Olympics Suffragettes and reasons why women go the vote. Causes of World War One. World War One Impact of World War One. 1930s Britain.</p>	<p>General knowledge of: Overview – Olympics Suffragettes and reasons why women go the vote. Causes of World War One. World War One Impact of World War One. 1930s Britain.</p>
SKILLS & APPLICATION	<p>Causation Independently you can: Can consider a wide range of reasons. Can make reference to the differing importance of different causes. Can make links and show how they interact to create the event. . Can recognise how long term and short term interact to create an event. Interpretation Understands that it is a view and can identify difference in views. Can evaluate an interpretation .Argument Can write a structured argument. Can produce a line of reasoning. Focus on the question and organise essay to produce a generally sustained argument. Can reach a judgement and will have mini conclusions. Evidence Can select evidence and use it precisely Evidence is wide ranging and detailed. . Narrative Can organise material into a clear sequence of events leading to an outcome. Can analyses the linkage between the key events.</p>	<p>Causation Can give a wide range of reasons. Can categorise reasons Can make reference to the differing importance of different causes. Or can make links between causes. Can recognise how long term and short term reasons interact.. Interpretation Understand that it is a view and is able to use own knowledge to evaluate the interpretation This may be uneven. Argument Can focus on question and will be kept for the majority of the answer. Can organise the essay to produce a argument and deal with both sides. Can reach reasoned judgements. Can reach reasoned judgements with some substantiation, Evidence Can provide evidence which is generally accurate and detailed, with key dates, people, events or changes being hallmarks. Narrative Can organise material into a clear sequence of events leading to an outcome. There might be some which is not. Can analyse the linkage between the key events - but it is not all the way</p>	<p>Causation and Argument Can give a number of reasons Is beginning to make reference to the differing importance of different causes in the conclusion Or can make links between causes. Can recognise how long and short term reasons. Interpretation Can support the view with evidence. Is beginning to recognise these as views Argument Can focus on question and this will be kept for the majority of the answer. Can organise the essay to produce a argument. Can reach a judgement which will begin to be seen in the main part of the account. Evidence Can give some evidence to support and should have some detail key dates, people, events or changes being hallmarks Narrative Can organise material into a clear sequence of events leading to an outcome. There might be some which is not. Can analyse the linkage between the key events.- but, it is not all the way through the answer</p>	<p>Causation and Argument Can give a number of reasons for an event. Can categorise the reasons. Can explain why at least one reason is more important than another. . Interpretation Can support an interpretation with evidence. Argument Can put some of the answer in to paragraphs on their own. Some paragraphing might be used. Can reach a simple conclusion based on the statement in the question. Evidence Arguments will be supported and some not. Narrative Can organise some Can analyse the linkage between the key events.- but, it is not all the way through the answer.</p>