

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>

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: Ideas about the cause of disease and illness.. Approaches to prevention and treatment. Care in the community and hospitals. Case Study: Lung Cancer The British sector of the Western Front, 1914–18: injuries, treatment and the trenches Knowledge, selection and use of sources for historical Enquiries.</p>	<p>Relevant and broad knowledge of: Ideas about the cause of disease and illness.. Approaches to prevention and treatment. Care in the community and hospitals. Case Study: Lung Cancer The British sector of the Western Front, 1914–18: injuries, treatment and the trenches. Knowledge, selection and use of sources for historical Enquiries</p>	<p>Demonstrate mostly accurate knowledge of: Ideas about the cause of disease and illness.. Approaches to prevention and treatment. Care in the community and hospitals Case Study: Lung Cancer The British sector of the Western Front, 1914–18: injuries, treatment and the trenches. Knowledge, selection and use of sources for historical Enquiries</p>	<p>General knowledge of: Ideas about the cause of disease and illness.. Approaches to prevention and Treatment. Care in the community and hospitals. Case Study: Lung Cancer The British sector of the Western Front, 1914–18: injuries, treatment and the trenches. Knowledge, selection and use of sources for historical Enquiries</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. 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. 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. Can investigate historical issues by identifying a feature, framing a question and selecting a source.</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 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. 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. Can investigate historical issues by identifying a feature, framing a question and selecting a source.</p>	<p>A01 Knowledge Can demonstrate mostly accurate and appropriate historical knowledge., There will be some understanding of key features and characteristics of societies. 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. A03- Use of Primary Sources Can offer an 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</p>	<p>A01 Knowledge Can demonstrate general historical knowledge. Can identify key features and characteristics of societies. 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. A03- Use of primary sources Can offer simple conclusions from sources. Can identify from a source a some feature to investigate or a historical question.</p>

Key words: terrain, useful, source, evacuation, illness, infection, tudor, catholic, protestant

Assessment: utility of source, follow up – effects of gas, terrain, why question, 16 mark question

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	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
KNOWLEDGE	<p>Relevant and comprehensive of knowledge of: The British sector of the Western Front, 1914–18: injuries, treatment and the trenches. Knowledge, selection and use of sources for historical Enquiries. Key topic 1: Queen, government and religion, 1558–69 including: problems Elizabeth faced, religious problems and challenges. Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88</p>	<p>Relevant and broad knowledge of: The British sector of the Western Front, 1914–18: injuries, treatment and the trenches. Knowledge, selection and use of sources for historical Enquiries. Key topic 1: Queen, government and religion, 1558–69 including: problems Elizabeth faced, religious problems and challenges. Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88</p>	<p>Demonstrate mostly accurate knowledge of: The British sector of the Western Front, 1914–18: injuries, treatment and the trenches. Knowledge, selection and use of sources for historical Enquiries. Key topic 1: Queen, government and religion, 1558–69 including: problems Elizabeth faced, religious problems and challenges. Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88</p>	<p>General knowledge of: The British sector of the Western Front, 1914–18: injuries, treatment and the trenches. Knowledge, selection and use of sources for historical Enquiries. Key topic 1: Queen, government and religion, 1558–69 including: problems Elizabeth faced, religious problems and challenges. Key topic 2: Challenges to Elizabeth at home and abroad, 1569–88</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. 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. 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. Can investigate historical issues by identifying a feature, framing a question and selecting a source.</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 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. 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. Can investigate historical issues by identifying a feature, framing a question and selecting a source.</p>	<p>A01 Knowledge Can demonstrate mostly accurate and appropriate historical knowledge,. There will be some understanding of key features and characteristics of societies. 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. 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>A01 Knowledge Can demonstrate general historical knowledge. Can identify key features and characteristics of societies. 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. A03- Use of primary sources Can offer simple conclusions from sources. Can identify from a source a some feature to investigate or a historical question.</p>

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>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>

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	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
KNOWLEDGE	<p>Relevant and comprehensive of knowledge of: Key topic 2: Key topic 3: Nazi control and dictatorship, 1933–39 Key topic 4: Life in Nazi Germany, 1933–39</p>	<p>Relevant and broad knowledge of: Key topic 2: Key topic 3: Nazi control and dictatorship, 1933–39 Key topic 4: Life in Nazi Germany, 1933–39</p>	<p>Demonstrate mostly accurate knowledge of: Key topic 2: Key topic 3: Nazi control and dictatorship, 1933–39 Key topic 4: Life in Nazi Germany, 1933–39</p>	<p>General knowledge of: Key topic 2: Key topic 3: Nazi control and dictatorship, 1933–39 Key topic 4: Life in Nazi Germany, 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. 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. 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. 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 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. 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. 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. 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. 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. 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. A02 – Explanation Can give some explanation which is focused on the question. Can offer a judgement. A03- Use of primary sources Can offer simple conclusions from sources. 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>

Key words: interpretation, difference, revolt, Nazi, culture, reparation, dictator
Assessment: , How convincing is the interpretation, explanation, threats to the Weimar Republic, Stresemann, reasons why Hitler was able to become chancellor. Mock paper 1 and paper 2 (Elizabeth and Germany combined)

This term in SUBJECT we will be learning about

	Grade 7-9	Grade 5-6	Grade 4	Grade 1-3
K N O W L E D G E	<p>Relevant and comprehensive of knowledge of: Medicine 1250-present Early Elizabethan England Superpowers Relations and the Cold War Germany 1918-1939</p>	<p>Relevant and broad knowledge of: Medicine 1250-present Early Elizabethan England Superpowers Relations and the Cold War Germany 1918-1939</p>	<p>Demonstrate mostly accurate knowledge of: Medicine 1250-present Early Elizabethan England Superpowers Relations and the Cold War Germany 1918-1939</p>	<p>General knowledge of: Medicine 1250-present Early Elizabethan England Superpowers Relations and the Cold War Germany 1918-1939</p>
S K I L L S & A P P L I C A T I O N	<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. 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. 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. 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 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. 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. 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. 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. A03- Use of Primary Sources Can offer an 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. 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. A02 – Explanation Can give some explanation which is focused on the question. Can offer a judgement. A03- Use of primary sources Can offer simple conclusions from sources. 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>

Key words: interpretation, difference, revolt, Nazi, culture, reparation, dictator

Assessment: , How convincing is the interpretation, explanation, threats to the Weimar Republic, Stresemann, reasons why Hitler was able to become chancellor .Mock paper 1 and paper 2 (Elizabeth and Germany combined)

This term in SUBJECT we will be learning about

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<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>
SKILLS & APPLICATION	<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>

This term in SUBJECT we will be learning about				
	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>Wide ranging knowledge of: Chronology of the monarchy Importance of religion Power of the king and limitations on the power of the kings in the Middle Ages both in England and in the wider world.</p>	<p>Very good knowledge of: Chronology of the monarchy Importance of religion Power of the king and limitations on the power of the kings in the Middle Ages both in England and in the wider world</p>	<p>Good knowledge of Chronology of the monarchy Importance of religion Power of the king and limitations on the power of the kings in the Middle Ages both in England and in the wider world</p>	<p>General knowledge of : Chronology of the monarchy Importance of religion Power of the king and limitations on the power of the kings in the Middle Ages both in England and in the wider world</p>
SKILLS & APPLICATION	<p>Interpretation Can understand that the statement is an interpretation. Can create an evaluation of the interpretation and use detailed evidence to support it. Might begin to understand that aspects can be true and false at the same time. Causation and Argument Can give a range of reasons Has used good language from the unit, and organised the answer in to paragraphs or clear sections. very good command of specific language from the unit. Has made some attempt to weigh up the differing motivations. Can reach a judgement. Evidence Arguments will be supported with specific evidence. Have understood the role of one cause in infusing the others.</p>	<p>Interpretation Is beginning to understand that the statement is an interpretation. Can create an evaluation of the interpretation and use detailed evidence to support it. Can reach a judgement. Causation and Argument Can give a range of reasons. Can focus on the question. Can organise evidence in to paragraphs and can consider how these link together. Can show the different influence of reasons or is showing the links between them Can reach judgements. Evidence Can support a reasons with specific knowledge about the importance of religion and other motivations. Are beginning to support their reasons with a wide range of evidence. This is still uneven. S</p>	<p>Interpretation Chosen evidence to support the interpretation. Created a judgement on the interpretation. Causation and Argument Can give one or two reasons. Will have begun to explain the impact of the cause. Can reach a judgement and supported with a piece of evidence. Evidence You have supported one of your reasons in detail. But, this is not for all reasons. Evidence selected will be good</p>	<p>Interpretation Can identify information from the interpretation. May begin to see the statement as an interpretation. Can choose information to support an interpretation. Causation and Argument Can give one reason. Can reach a judgement. Evidence You have supported one of your reason. Evidence selected will be good but, sometimes it will be presented.</p>

Key words: Authority, religious, Magna Carta, Baron, feudal, rebellion, peasant
Assessment: , Importance of religion, limitations of kings power, use of evidence, causation; categorisation of causes.

SPRING TERM YEAR 7

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: Reasons for the crusades. Medieval kings and the limits on their powers. Including the Magna Carta. Ordinary life of peasants Black Death Peasants Revolt Silk road</p>	<p>Very good knowledge of: Reasons for the crusades. Medieval kings and the limits on their powers. Including the Magna Carta. Ordinary life of peasants Black Death Peasants Revolt Silk road</p>	<p>Good knowledge of: Reasons for the crusades. Medieval kings and the limits on their powers. Including the Magna Carta. Ordinary life of peasants Black Death Peasants Revolt Silk Road</p>	<p>General knowledge of Reasons for the crusades. Medieval kings and the limits on their powers. Including the Magna Carta. Ordinary life of peasants Black Death Peasants Revolt Silk Road</p>
S K I L S & A P L I C A T I O N	<p>Causation Can give a range of reasons. Can categorise the reasons. Has made some attempt to weigh up the differing motivations. Useful question Makes a range of inferences from the sources independently. Supports the inference with evidence from the source. Uses contextual knowledge to prove accuracy. Uses evaluation of sources content and will have begun to use provenance to reach a reasoned judgement. Significance Can explain why an event is significant. Can explain how it resulted in change Might have started to use a criteria to assess it. 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</p>	<p>.Causation Can give a range of reason. Can categorise the reasons. Has begun to weigh up the importance in the conclusion. Useful question 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. . Begins to use the provenance to assess the sources usefulness. Reaches a reasoned judgement. Significance Can explain why an event is significant. Can explain how it resulted in change 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.</p>	<p>Causation Can explain more than one reason Can select out which is the most important reasons for an event. Useful question Make an inference from the sources content. Begin to support the evidence from the content of the source or own knowledge Significance Explains why something is important Argument Most part is organised in to paragraphs. Can reach a judgement and supported with a piece of evidence</p>	<p>Causation Can give more than one reason for the event. Useful question Describes what is in the source by pulling out what it says . Or pull out an inference. Significance Identifies and gives one reason why an event is significant. Argument Can put some of the answer in to paragraphs on their own. Some paragraphing might be used. Can reach a judgement</p>
			<p>Key words: Plantagenet, baron, significance, interpretation, evidence, peasant Assessment: Interpretation and significance .</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	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

This term in SUBJECT we will be learning about

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>Wide ranging knowledge of: Causes of defeat of the Spanish Armada Lucy Hay and the Civil War Mughal Empire Great Exhibition</p>	<p>Very good knowledge of: Causes of defeat of the Spanish Armada Lucy Hay and the Civil War Mughal Empire Great Exhibition</p>	<p>Good knowledge of: Causes of defeat of the Spanish Armada Lucy Hay and the Civil War Mughal Empire Great Exhibition</p>	<p>General knowledge of: Causes of defeat of the Spanish Armada Lucy Hay and the Civil War Mughal Empire Great Exhibition</p>
SKILLS & APPLICATION	<p>Causation and Argument Can independently give a wide range of reasons. Can make reference to the differing importance of different causes. Or can make links between causes. Significance Able to identify reasons why an individual is significant. Assessed the immediate change and long term change. Change and continuity Can recognise and describe change and continuity. Can recognise that there has been a power shift over time. Can support points with specific evidence from the unit and they should link to the wider characteristic of the period and a wide range of content. 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.</p>	<p>Causation Can give a wide range of reasons. Can make reference to the differing importance of different causes. Or can make links between causes. Significance Able to identify reasons why an individual is significant. Assessed the immediate change and long term change. 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 detailed and accurate evidence. Is using language of change e.g. profound, or slow. Can reach a reasoned judgement about the extent of change and continuity. Argument Can organise your answer Can construct a consistent argument. Focus on the question throughout. . Can reach a reasoned judgement which will focus on the focus of the question.</p>	<p>Causation 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. . Significance Identified reasons for importance in the short term. Will have begun to consider reasons for importance in the long term. Change and continuity Can identify and describe the main change and continuity. Points are supported with generally detailed and accurate evidence. .i.e. key people, places, dates. Might recognise that change and continuity happens side by side but – undeveloped. 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.</p>	<p>Change and Causation and Argument Can identify some changes with reference to the period. Significance Identified reasons for importance and ranked these in order of importance. Change and continuity Can identify some changes with reference to the period and may beginning to identify continuities. Argument There is some structure to your work. You will attempt to use paragraph's. .You will write a conclusion and have supported with limited evidence. Can support arguments with limited evidence..</p>

Key words: Armada, Conflict, Civil War, Parliament, Royalist, development.

Assessment: , Categorisation, long and short term, impact, Spanish Armada and Lucy Hay.

This term in SUBJECT we will be learning about

	Mastery	Working beyond National Standards	Working at national standards	Working below national standards
KNOWLEDGE	<p>Wide ranging knowledge of: British Empire Motivations as to why people were Empire builders. Impact of the Empire on India, Australia and Slave trade as a case study. Changes brought by the Industrial Revolution. Using evidence to learn about Yarm in the Industrial revolution.</p>	<p>Very good knowledge of: British Empire Motivations as to why people were Empire builders. Impact of the Empire on India, Australia and Slave trade as a case study. Changes brought by the Industrial Revolution. Using evidence to learn about Yarm in the Industrial revolution.</p>	<p>Good knowledge of: British Empire Motivations as to why people were Empire builders. Impact of the Empire on India, Australia and Slave trade as a case study. Changes brought by the Industrial Revolution. Using evidence to learn about Yarm in the Industrial revolution.</p>	<p>General knowledge of: British Empire Motivations as to why people were Empire builders. Impact of the Empire on India, Australia and Slave trade as a case study. Changes brought by the Industrial Revolution. Using evidence to learn about Yarm in the Industrial revolution.</p>
SKILLS & APPLICATION	<p>Causation./similarity and difference. Can identify a wide range of reasons for personal motivation. Can identify at least 4 correct reasons Can identify how similar these motivations were to another person. Evidence. Can identify excellent evidence providing precise, relevant and accurate evidence from their studies. Usefulness Has begun to consider how the provenance affects the content. e.g. tone or addition of certain facts. Can evaluate the usefulness of the source using precise own knowledge. Judgement on usefulness is linked to the argument. Interpretation Understands that it is a view and can identify difference in views. Can evaluate an interpretation Argument Can reach a reasoned judgement. Focused, organised and sustained argument.</p>	<p>Causation./similarity and difference. Can identify a good range of reasons. Can identify at least 4 reasons. Can identify some similarities and differences. Can explain their reason for making a judgement. Evidence Can provide evidence which is generally accurate and detailed, with key dates, people, events or changes being hallmarks. Usefulness Can make inference and support with evidence Can evaluate the usefulness of the source using own knowledge. Has begun to use the provenance of the source to evaluate the accuracy. Interpretation Understands that it is a view and can identify difference in views. Can evaluate an interpretation Argument Can provide a conclusion and give reasons based on analysis.</p>	<p>Causation./similarity and difference. Can identify range of reasons. Can provide at least three reasons which are correct. Can identify some ways in which there was similarity and difference between two people Evidence Can give some evidence to support and should have some detail key dates, people, events or changes being hallmarks. Usefulness Can make inferences and support with evidence. Can evaluate the accuracy of a source using own knowledge. Interpretation Will begin to understand the difference. Is beginning to evaluate interpretation. Argument Can reach a judgement and support with some evidence</p>	<p>Causation./similarity and difference. Can identify a few reasons why the person made a choice. Can identify some idea about how similar the reasons are to another persons motivations. Evidence Arguments will be supported and some not. Usefulness Can make an inference and support with evidence Will have begun to say how it is correct or wrong from own knowledge. Interpretation Can identify a view from an interpretation. Can support a view with own knowledge. Argument Will have produced a judgement and stated rather than explained. Usefulness</p>

Key words: Mughal, empire, industrial, revolution, colony

Assessment: , evaluation,, interpretation, .

This term in SUBJECT we will be learning about

	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 analyse 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>

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: Democracy and fascism Rise of Hitler Cable Street Impact of World War two on Civilians including Blitz, Atomic Bomb and Dresden.</p>	<p>Very good knowledge of: Democracy and fascism Rise of Hitler Cable Street Impact of World War two on Civilians including Blitz, Atomic Bomb and Dresden.</p>	<p>Good knowledge of: Democracy and fascism Rise of Hitler Cable Street Impact of World War two on Civilians including Blitz, Atomic Bomb and Dresden.</p>	<p>General knowledge of: Democracy and fascism Rise of Hitler Cable Street Impact of World War two on Civilians including Blitz, Atomic Bomb and Dresden.</p>
S K I L L S & A P P L I C A T I O N	<p>Interpretations Can examine and evaluate historical interpretations and identify views. Can give some explanation what they disagree about and why the interpretations may differ. Evidence-usefulness Has begun to consider how the provenance affects the content. e.g. tone or addition of certain facts. Can evaluate the usefulness of the source using precise own knowledge. Judgement on usefulness is linked to the argument. 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 identify excellent evidence providing precise, relevant and accurate evidence from their studies.</p>	<p>Interpretations Can examine and evaluate historical interpretations and identify views. Can give some explanation what they disagree about and why the interpretations may differ. Evidence - Usefulness Can make inference and support with evidence Can evaluate the usefulness of the source using own knowledge. Has begun to use the provenance of the source to evaluate the accuracy 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. Evidence Can provide evidence which is accurate and detailed, with key dates, people, events or changes being hallmarks.</p>	<p>Interpretations Can pull information from a Historical interpretations. Can support with context Can offer some explanation of why interpretations may differ. Evidence-usefulness Can make inferences and support with evidence. Can evaluate the accuracy of a source using own knowledge. 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 provide evidence which is generally accurate and detailed, with key dates, people, events or changes being hallmarks.</p>	<p>Interpretation Can pull out information from the interpretations in both interpretations, Can identify a difference. Evidence-usefulness Can make an inference and support with evidence Will have begun to say how it is correct or wrong from own knowledge using a writing frame. 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 Can give some evidence to support and should have some detail key dates, people, events or changes being hallmarks</p>

Key words: Fascism, dictatorship, Anti, Blitz, democracy.

Assessment: , reasons for Hitler's rise to power, Cable street.

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: Holocaust The Cold War The decline of the British Empire Swinging sixties including: Wind rush, youth, rebellion, poverty,, rights 9/11</p>	<p>Very good knowledge of: Holocaust The Cold War The decline of the British Empire Swinging sixties including: Wind rush, youth, rebellion, poverty, rights 9/11</p>	<p>Good knowledge of: Holocaust The Cold War The decline of the British Empire Swinging sixties including: Wind rush, youth, rebellion, poverty, Civil Rights 9/11</p>	<p>General knowledge of: Holocaust The Cold War The decline of the British Empire Swinging sixties including: Wind rush, youth, rebellion, poverty, Civil Rights 9/11</p>
S K I L L S & A P P L I C A T I O N	<p>Significance Are able to use a criteria to assess the significance of an event. Can explain how the significance of the event resulted in change in the short and long term. 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. 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 identify excellent evidence providing precise, relevant and accurate evidence from their studies.</p>	<p>Significance Able to use the criteria to assess the significance of an event. Can explain a wide range of reasons how the event caused change. Interpretations Can examine 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. 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. Evidence Can provide evidence which is accurate and detailed, with key dates, people, events or changes being hallmarks.</p>	<p>Significance Is beginning to use the criteria to assess the significance of the event. Can explain how the event resulted in change. 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. 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 Can provide evidence which is generally accurate and detailed, with key dates, people, events or changes being hallmarks.</p>	<p>Significance Can give reasons why the event resulted in change. . Interpretation 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. 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 Can give some evidence to support and should have some detail key dates, people, events or changes being hallmarks</p>
		<p>Key words: Holocaust, genocide, persecution, swinging, Assessment: significance</p>		