

Year 8 THRESHOLD CRITERIA 2021-22

HISTORY

	A01 Knowledge and Communication	A02 Understanding	A03 Enquiry
	Recall, select, use and communicate their knowledge and understanding of history.	Demonstrate understanding of: key concepts: causation, consequence, continuity, change and significance key features & characteristics of periods	Understand, analyse and evaluate: a range of historical sources how the past has been interpreted and represented in different ways
EXCELLENT	Very effective, specific and accurate of terms like progress, pageant, loggia and Foregate All answers supported in detail. Explanation supported consistently with examples Communicate very effectively with annotation and colour coding several times Clear, accurate, structured and developed writing with excellent use of SPAG Explanation of the different ways Harold may have died, using knowledge of contexts well Knowledge is retrieved and applied very well in a variety of tasks in tests	Developed and linked description of the key features of Anglo-Saxon England before 1066 Developed ideas about the power of Elizabeth I show how people and places could benefit and suffer from a royal progress in 1575 Developed and supported explanation of why events like the Civil War come about with different reasons Description and explanation of how events and people change and stay the same in the 17 th century Good understanding of how and why people behaved as they did in the 19 th century to achieve equality – use of the different needs of groups, for and against reform	Infer with developed annotation from a variety of physical remains about significance of 1575 for different groups A variety of inferences with examples and explanation made about power and protest Use different sources together as evidence to explain importance of 1575 visits and show how Harold died in 1066 Analysis and developed comparison of sources to explain which are the most helpful Explanation of how interpretations of past events are different and similar
PROFICIENT	Consistent and accurate use of terms like progress, pageant, loggia and Foregate Most answers are supported in detail. Explanation supported well with examples Communicate effectively with annotation and colour coding several times Clear, structured and developed writing with good use of SPAG Explanation of the different ways Harold may have died, using knowledge well Knowledge is retrieved and applied well in a most tasks in tests	Developed description of the key features of Anglo-Saxon England before 1066 Some ideas about the power of Elizabeth I show how people and places could benefit and suffer from a royal progress in 1575 Some developed explanation of why events like the Civil War come about with different reasons Developed description of how different events and people change and stay the same in the 17 th century Understanding of how and why people behaved as they did in the 19 th century to achieve equality – some use of the different groups, for and against reform	Infer with some support from a variety of physical remains about significance of 1575 Most inferences about power and protest are supported with examples or reasons Group or pair sources together as evidence to show the importance of 1575 visits and show how Harold died in 1066 Comparison of sources uses some analysis to show which are the most helpful Some explanation of how interpretations of past events are different and similar

<p>DEVELOPING</p>	<p>Some effective use of terms like progress, pageant, loggia and Foregate Many answers are supported with some valid use of examples Communicates with some descriptive annotation and/or colour coding Clear, structured writing with sound use of SPAG Description of the different ways Harold may have died, using some knowledge Knowledge is retrieved in a most tasks in tests</p>	<p>Supported description of the key features of Anglo-Saxon England before 1066 Some awareness about the power of Elizabeth I show how people and places could benefit or suffer from a royal progress in 1575 Mostly description of why events like the Civil War come about with different reasons Description of how different events and people change and stay the same in the 17th century Understanding that some groups wanted change and the rich did not in the 19th century</p>	<p>Draw conclusions about significance from the physical remains of 1575 Most inferences about power and protest are supported or developed in some way Several sources used descriptively as evidence to show the importance of 1575 visits and show how Harold died in 1066 Comparison of sources uses some description to show which are the most helpful or useful Description used to show how versions of past events are different or similar</p>
<p>ACQUIRING</p>	<p>Simple use of terms like progress, pageant, loggia and Foregate Some answers are supported with examples Communicates mainly with simple description (annotation and/or colour coding) Writing is simple, developing some structure with some effective use of SPAG Description shows awareness of the different ways Harold may have died Knowledge is retrieved in a some tasks in tests</p>	<p>Some accurate description of the key features of Anglo-Saxon England before 1066 Simple awareness about the importance of Elizabeth I – become wealthy, married or executed Basic description of why events like the Civil War come about – money, power, religion Simple description of how different events and people change and stay the same in the 17th century Awareness that some groups wanted change and the rich did not in the 19th century</p>	<p>The physical remains have been identified and simple use made about the 1575 visit Sources are used at face value to make statements about power and protest Some sources used simply to describe 1575 visits and show how Harold died in 1066 Simple description or reasons to show how a source can be helpful or useful Simple description to show how versions of the past events are different or similar</p>