

## HISTORY Year 8 THRESHOLD CRITERIA

	AO1 Knowledge and Communication	AO2 Understanding	A03 Enquiry
	<b>Recall, select, use and communicate their knowledge of history.</b>	<b>Demonstrate understanding of:</b> <ul style="list-style-type: none"> <li>key <b>concepts</b>: causation, consequence, continuity, change and significance</li> <li>key <b>features</b> &amp; characteristics of periods</li> </ul>	<b>Understand, analyse and evaluate:</b> <ul style="list-style-type: none"> <li>a range of historical <b>sources</b></li> <li>how the past has been <b>interpreted</b> and <b>represented</b> in different ways</li> </ul>
<b>EXCELLENT</b>	<ul style="list-style-type: none"> <li>Very effective, specific and accurate of terms like progress, pageant, loggia and Foregate</li> <li>All answers supported in detail. Explanation supported consistently with examples</li> <li>Communicate very effectively with annotation and colour coding several times</li> <li>Clear, accurate, structured and developed writing with excellent use of SPAG</li> <li>Explanation of the different ways Harold may have died, using knowledge of contexts well</li> <li>Knowledge is retrieved and applied very well in a variety of tasks in tests</li> </ul>	<ul style="list-style-type: none"> <li>Developed and linked description of the key features of Anglo-Saxon England before 1066</li> <li>Developed ideas about the power of Elizabeth I show how people and places could benefit and suffer from a royal progress in 1575</li> <li>Developed and supported explanation of why events like the Civil War come about with different reasons</li> <li>Description and explanation of how events and people change and stay the same in the 17<sup>th</sup> century</li> <li>Good understanding of how and why people behaved as they did in the 19<sup>th</sup> century to achieve equality – use of the different needs of groups, for and against reform</li> </ul>	<ul style="list-style-type: none"> <li>Infer with developed annotation from a variety of physical remains about significance of 1575 for different groups</li> <li>A variety of inferences with examples and explanation made about power and protest</li> <li>Use different sources together as evidence to explain importance of 1575 visits and show how Harold died in 1066</li> <li>Analysis and developed comparison of sources to explain which are the most helpful</li> <li>Explanation of how interpretations of past events are different and similar</li> </ul>
<b>PROFICIENT</b>	<ul style="list-style-type: none"> <li>Consistent and accurate use of terms like progress, pageant, loggia and Foregate</li> <li>Most answers are supported in detail. Explanation supported well with examples</li> <li>Communicate effectively with annotation and colour coding several times</li> <li>Clear, structured and developed writing with good use of SPAG</li> <li>Explanation of the different ways Harold may have died, using knowledge well</li> <li>Knowledge is retrieved and applied well in a most tasks in tests</li> </ul>	<ul style="list-style-type: none"> <li>Developed description of the key features of Anglo-Saxon England before 1066</li> <li>Some ideas about the power of Elizabeth I show how people and places could benefit and suffer from a royal progress in 1575</li> <li>Some developed explanation of why events like the Civil War come about with different reasons</li> <li>Developed description of how different events and people change and stay the same in the 17<sup>th</sup> century</li> <li>Understanding of how and why people behaved as they did in the 19<sup>th</sup> century to achieve equality – some use of the different groups, for and against</li> </ul>	<ul style="list-style-type: none"> <li>Infer with some support from a variety of physical remains about significance of 1575</li> <li>Most inferences about power and protest are supported with examples or reasons</li> <li>Group or pair sources together as evidence to show the importance of 1575 visits and show how Harold died in 1066</li> <li>Comparison of sources uses some analysis to show which are the most helpful</li> <li>Some explanation of how interpretations of past events are different and similar</li> </ul>

		reform	
<b>DEVELOPING</b>	<ul style="list-style-type: none"> <li>• Some effective use of terms like progress, pageant, loggia and Foregate</li> <li>• Many answers are supported with some valid use of examples</li> <li>• Communicates with some descriptive annotation and/or colour coding</li> <li>• Clear, structured writing with sound use of SPAG</li> <li>• Description of the different ways Harold may have died, using some knowledge</li> <li>• Knowledge is retrieved in a most tasks in tests</li> </ul>	<ul style="list-style-type: none"> <li>• Supported description of the key features of Anglo-Saxon England before 1066</li> <li>• Some awareness about the power of Elizabeth I show how people and places could benefit or suffer from a royal progress in 1575</li> <li>• Mostly description of why events like the Civil War come about with different reasons</li> <li>• Description of how different events and people change and stay the same in the 17<sup>th</sup> century</li> <li>• Understanding that some groups wanted change and the rich did not in the 19<sup>th</sup> century</li> </ul>	<ul style="list-style-type: none"> <li>• Draw conclusions about significance from the physical remains of 1575</li> <li>• Most inferences about power and protest are supported or developed in some way</li> <li>• Several sources used descriptively as evidence to show the importance of 1575 visits and show how Harold died in 1066</li> <li>• Comparison of sources uses some description to show which are the most helpful or useful</li> <li>• Description used to show how versions of past events are different or similar</li> </ul>
<b>ACQUIRING</b>	<ul style="list-style-type: none"> <li>• Simple use of terms like progress, pageant, loggia and Foregate</li> <li>• Some answers are supported with examples</li> <li>• Communicates mainly with simple description (annotation and/or colour coding)</li> <li>• Writing is simple, developing some structure with some effective use of SPAG</li> <li>• Description shows awareness of the different ways Harold may have died</li> <li>• Knowledge is retrieved in some tasks in tests</li> </ul>	<ul style="list-style-type: none"> <li>• Some accurate description of the key features of Anglo-Saxon England before 1066</li> <li>• Simple awareness about the importance of Elizabeth I – become wealthy, married or executed</li> <li>• Basic description of why events like the Civil War come about – money, power, religion</li> <li>• Simple description of how different events and people change and stay the same in the 17<sup>th</sup> century</li> <li>• Awareness that some groups wanted change and the rich did not in the 19<sup>th</sup> century</li> </ul>	<ul style="list-style-type: none"> <li>• The physical remains have been identified and simple use made about the 1575 visit</li> <li>• Sources are used at face value to make statements about power and protest</li> <li>• Some sources used simply to describe 1575 visits and show how Harold died in 1066</li> <li>• Simple description or reasons to show how a source can be helpful or useful</li> <li>• Simple description to show how versions of the past events are different or similar</li> </ul>