

## Lower School Report 1 HISTORY | Year 8 Autumn Term

### Attainment Descriptors

Developing	Improving	Meeting	Exceeding
Students rarely demonstrate they have met any of the criteria	Students occasionally demonstrate that they meet some of the criteria.	Students demonstrate that they regularly meet most of the criteria.	Students almost always demonstrate that they meet all the criteria. Often, they will take advantage of the opportunities to broaden their understanding of the topics studied.

Department	Focus	Learning Criteria
History	Core Historical Curriculum statements	<ul style="list-style-type: none"> <li>Students can identify groups that challenged the authority of medieval kings, including barons, church leaders, and ordinary peasants.</li> <li>Students can explain the consequences of these challenges for the monarchy, including limits on royal authority and the development of more accountable government.</li> <li>Students can comment on the reliability of a source with reference to challenges to power, recognising that many chroniclers wrote from biased social or political positions.</li> <li>Students can understand that people can have different interpretations of the past — with reference to whether medieval rebellions were justified or successful.</li> <li>Students can explain why the Magna Carta was created, focusing on disputes over justice, taxation, and royal power.</li> <li>Students can identify key clauses within the Magna Carta that limited the king's authority.</li> <li>Students can explain the different interpretations of the Magna Carta's significance, from a practical peace treaty to a symbol of liberty.</li> <li>Students can comment on the reliability of a source with reference to King John and the events of 1215, understanding that many accounts were influenced by political conflict.</li> <li>Students can explain why the Peasants' Revolt occurred, linking long-term social tensions with the trigger of the poll tax.</li> <li>Students can identify key individuals such as Wat Tyler and John Ball and explain their roles.</li> <li>Students can explain the consequences of the revolt, including short-term suppression and long-term changes to labour and taxation.</li> <li>Students can explain the different interpretations of whether the revolt was a failure or a catalyst for social change.</li> <li>Students can comment on the reliability of a source with reference to the revolt, recognising that many accounts were written by government officials or frightened elites.</li> </ul>
	Enquiry questions	<ul style="list-style-type: none"> <li><b>Why do people challenge the powers that control them? What is the significance of Magna Carta?</b></li> <li><b>Why did the Peasants revolt in 1381?</b></li> </ul>
	Resources to support your child at home	<a href="https://www.nationalarchives.gov.uk/education/resources/magna-carta-teachers-resources/">https://www.nationalarchives.gov.uk/education/resources/magna-carta-teachers-resources/</a> <a href="https://learning.parliament.uk/en/resources/magna-carta-for-the-21st-century/">https://learning.parliament.uk/en/resources/magna-carta-for-the-21st-century/</a> <a href="https://efaidnbmnnnibpccjpcglcfindmkaj/https://magnacartaresearch.org/static/schools/downloads/Key%20Stage%203%20Magna%20Carta%20resource%20book.pdf">https://efaidnbmnnnibpccjpcglcfindmkaj/https://magnacartaresearch.org/static/schools/downloads/Key%20Stage%203%20Magna%20Carta%20resource%20book.pdf</a> <a href="https://www.thenational.academy/teachers/programmes/history-secondary-ks3/units/the-peasants-revolt-why-do-historians-disagree-about-its-causes/lessons/the-peasants-revolt">https://www.thenational.academy/teachers/programmes/history-secondary-ks3/units/the-peasants-revolt-why-do-historians-disagree-about-its-causes/lessons/the-peasants-revolt</a> <a href="https://www.bbc.co.uk/bitesize/articles/zyb77yc">https://www.bbc.co.uk/bitesize/articles/zyb77yc</a>

## Lower School Report 1 HISTORY | Year 8 Autumn Term

Key Skills and Concepts	Cause and Consequence	Change and Continuity	Significance	Using Historical Evidence	Knowledge and Writing
<b>Autumn Term</b>	<p>Can identify different causes and how they can be categorised</p> <p>Can prioritise causes and consequences</p>	<p>Can describe change using features of the period or periods which they are studying</p> <p>Shows an understanding that not all changes that take place are as important as each other</p>	<p>Can explain why an event/person or changes are significant</p>	<p>Can explain the reliability of evidence</p> <p>Can identify messages from different evidence and interpretations</p>	<p>Can fit chronological knowledge into a simple structure of historical understanding</p> <p>Can use understanding of chronological terms to construct timelines over short and long periods of history</p> <p>Can write down stories about the past using some historical detail</p>
<b>Autumn Term</b>	<p>Can use several causes to explain why something in history has happened</p>	<p>Can use the language of change to describe the pace or extent of changes</p>	<p>Uses criteria to assess how significant an event, person or change is</p>	<p>Can use sources to make inferences about the past</p> <p>Can combine several sources to make inferences about an event</p>	<p>Can place a new period or topic within own chronological understanding and can make links between periods studied</p>

## Lower School Report 2 HISTORY | Year 8 Spring Term

### Attainment Descriptors

Developing	Improving	Meeting	Exceeding
Students rarely demonstrate they have met any of the criteria	Students occasionally demonstrate that they meet some of the criteria.	Students demonstrate that they regularly meet most of the criteria.	Students almost always demonstrate that they meet all the criteria. Often, they will take advantage of the opportunities to broaden their understanding of the topics studied.

Department	Focus	Learning Criteria
<b>History</b>	<b>Core Historical Curriculum statements</b>	<ul style="list-style-type: none"> <li>Students can use evidence from events such as the Boston Tea Party or Lexington and Concord to support statements evaluating the leadership of figures like George Washington.</li> <li>Students can explain the nature of the sources we use to study the American Revolution, including political pamphlets, letters, and government documents.</li> <li>Students can explain the different interpretations of the causes and significance of the American Revolution.</li> <li>Students will be able to explain the changes that independence brought to American political structures and citizenship.</li> <li>Students can start to make judgements about the relative significance of the Revolution's outcomes, considering factors such as liberty, inequality, and long-term political influence.</li> <li>Students can place this new period within their own chronological understanding and make links between the Revolution and earlier or later struggles for rights studied previously.</li> <li>Students can explain what makes an effective campaigner for political rights in the early 20th century.</li> <li>Students can explain the nature of the sources used to study the Suffragettes, including newspapers, government reports, posters, and personal testimonies.</li> <li>Students will be able to assess the reliability of these sources, considering media bias and political agendas of the time.</li> <li>Students can explain the different interpretations of the Suffragettes' methods and their impact on the campaign for votes for women.</li> <li>Students will have a basic understanding of the social, political, and industrial changes of the late 19th and early 20th centuries and can suggest the impact these had on the women's movement.</li> <li>Students can start to make judgements about the relative significance of different suffrage organisations (e.g., Suffragists vs. Suffragettes), considering factors such as strategy, public support, and context.</li> </ul>
	<b>Enquiry question</b>	<ul style="list-style-type: none"> <li><b>Why did the American states declare independence?</b></li> <li><b>Did the Suffragettes get women the vote?</b></li> </ul>
<b>Resources to support your child at home</b>		<a href="https://schoolhistory.co.uk/industrial/american-revolution/">https://schoolhistory.co.uk/industrial/american-revolution/</a> <a href="https://www.nationalarchives.gov.uk/education/resources/american-revolution-early-conflicts/">https://www.nationalarchives.gov.uk/education/resources/american-revolution-early-conflicts/</a> <a href="https://www.bbc.co.uk/bitesize/guides/zyh9ycw/revision/3">https://www.bbc.co.uk/bitesize/guides/zyh9ycw/revision/3</a> <a href="https://www.suffrageresources.org.uk/">https://www.suffrageresources.org.uk/</a> <a href="https://learning.parliament.uk/en/resources/votes-for-women-video-and-resources/">https://learning.parliament.uk/en/resources/votes-for-women-video-and-resources/</a> <a href="https://www.nationalarchives.gov.uk/education/resources/suffragettes-on-file/">https://www.nationalarchives.gov.uk/education/resources/suffragettes-on-file/</a>

## Lower School Report 2 HISTORY | Year 8 Spring Term

Key Skills and Concepts	Cause and Consequence	Change and Continuity	Significance	Using Historical Evidence	Knowledge and Writing
<b>Spring Term</b>	Can categorise and prioritise different causes Uses evidence from events to support statements	Can link changes together  Can prioritise changes	Can explain why an event/person or changes are significant	Can use nature, origin and purpose to evaluate reliability  Can select and describe the key features of different interpretations and explain why they were made	Shows an appreciation of the different scales of time and how they fit together  Can use a range of historical words and vocabulary in writing
<b>Spring Term</b>	Can use several causes to explain why something in history has happened, by categorising, prioritising and linking them  Is starting to select historical knowledge to use in their explanations	Can use the language of change to talk about developments and how they are measured in different ways	Uses criteria to assess how significant an event, person or change is	Can make supported inferences about the past by using sources and details contained within the source  Can use nature, origin and purpose to evaluate reliability, but can also comment on usefulness of the evidence	Is confident when approaching new historical periods or contexts and has a simple chronological picture to place new knowledge into  Can make assumptions about periods using own knowledge Can write a story, using historical information, about the past which describes what happened

## Lower School Report 3 HISTORY | Year 8 Summer Term

### Attainment Descriptors

Developing	Improving	Meeting	Exceeding
Students rarely demonstrate they have met any of the criteria	Students occasionally demonstrate that they meet some of the criteria.	Students demonstrate that they regularly meet most of the criteria.	Students almost always demonstrate that they meet all the criteria. Often, they will take advantage of the opportunities to broaden their understanding of the topics studied.

Department	Focus	Learning Criteria
<b>History</b>	<b>Core Historical Curriculum statements</b>	<ul style="list-style-type: none"> <li>Students can use several causes to explain why key developments in queer rights occurred, by categorising, prioritising and linking causes (e.g., activism, legal reform, cultural change).</li> <li>Students can support reasoning and explanations with detail and evidence about major moments in queer history, including decriminalisation, AIDS activism, and equal marriage.</li> <li>Students can use the language of change to talk about developments in queer rights and how progress can be measured socially, culturally, and legally.</li> <li>Students can explain how changes can be interconnected across time periods, such as how early activism shaped later legal reforms.</li> <li>Students can use nature, origin and purpose as criteria to evaluate reliability, and can also comment on the usefulness of sources relating to queer activism and legal reform.</li> <li>Students can write a narrative using historical information describing how queer rights developed and how LGBTQ+ communities experienced change over time.</li> <li>Students can use several causes to explain why major developments in disability rights occurred, linking social attitudes, activism, political pressure, and legal reform.</li> <li>Students are starting to select historical knowledge about disability history in the UK, including institutionalisation, activism, and the rise of the disability rights movement, to use in extended writing.</li> <li>Students can support reasoning and explanations with detail and evidence from key events such as the formation of the Disability Rights Movement and the passing of the Disability Discrimination Act (1995).</li> <li>Students are able to create and compare several criteria for judging significance, for example when assessing the long-term impact of the Disability Discrimination Act or the Equality Act (2010).</li> <li>Students can make supported inferences about the past using sources such as campaign leaflets, photographs of protests, government debates, and personal testimonies.</li> </ul>
	<b>Enquiry questions</b>	<ul style="list-style-type: none"> <li><b>How have Queer people fought for their rights in the UK?</b></li> <li><b>What has been the experience of people with physical and mental disabilities from the past to the present?</b></li> </ul>
<b>Resources to support your child at home</b>		<a href="https://historicengland.org.uk/education/schools-resources/teaching-activities/teaching-lgbtq-at-ks3/">https://historicengland.org.uk/education/schools-resources/teaching-activities/teaching-lgbtq-at-ks3/</a> <a href="https://www.bbc.co.uk/teach/articles/zgffn9g">https://www.bbc.co.uk/teach/articles/zgffn9g</a> <a href="https://www.history.org.uk/secondary/resource/10852/disability-history-resources?srsId=AfmBOorAlbxaNpXKYFlewI0tnGTODVq11hFh_Th9Cn9F52IYsl4OgSNb">https://www.history.org.uk/secondary/resource/10852/disability-history-resources?srsId=AfmBOorAlbxaNpXKYFlewI0tnGTODVq11hFh_Th9Cn9F52IYsl4OgSNb</a> <a href="https://learning.parliament.uk/en/resources/your-story-our-history-accessibility-legislation/">https://learning.parliament.uk/en/resources/your-story-our-history-accessibility-legislation/</a>

### Lower School Report 3 HISTORY | Year 8 Summer Term

Key Skills and Concepts	Cause and Consequence	Change and Continuity	Significance	Using Historical Evidence	Knowledge and Writing
<b>Summer Term</b>	<p>Can support reasoning and explanation with detail and evidence</p> <p>Can construct a causal argument using historical knowledge by categorising, prioritising and linking them</p>	<p>Can explain how changes can be interconnected</p> <p>Can prioritise changes</p>	<p>Is able to create and compare several criteria for judging how significant an event, person or change is and come to an overall conclusion on a specific question</p>	<p>Understands that different sources may lead to different interpretations</p> <p>Can select and describe the key features of different interpretations explain why they were made</p>	<p>Can use a range of historical words and vocabulary in writing</p>
<b>Summer Term</b>	<p>Is starting to recognise that one cause may have multiple/conflicting consequences</p> <p>Is beginning to see how causes and consequences overlap and interact</p>	<p>Can use the language of change confidently and can explain why some changes are significant or seen as significant depending on perspective</p> <p>Can evaluate the extent of change and continuity, showing an understating of how changes can be interconnected and how they can prioritised</p>	<p>Is able to use knowledge and understanding of a historical period or event and come to a conclusion as to the significance of a person, event or change using a range of criteria</p>	<p>Can use nature, origin and purpose to evaluate reliability</p> <p>Can use details from the source and own contextual knowledge to support comments on evidence</p> <p>Can explain how and why someone has formed an interpretation</p> <p>Is beginning to apply knowledge to consider the strength of the interpretations</p>	<p>Uses historical vocabulary confidently throughout their work</p> <p>Is able to apply a wide range of historical words and vocabulary in writing</p>