

	Working Towards	Expected Standard	Greater Depth
	By the end of Autumn 2 Year 7 a student should be able to:	By the end of Autumn 2 Year 7 a student should be able to:	By the end of Autumn 2 Year 7 a student should be able to:
AO1: Knowledge and understanding	<p>Know</p> <ul style="list-style-type: none"> • That the past is often divided into different periods • That historians study the past • That the Battle of Hastings happened in 1066 and William won. • That William used violence to keep control and introduced the Feudal System, Domesday Books and Castles <p>Concepts students should know: Empire, Historian Chronology, Source/Evidence Inference, Provenance, Significance, Interpretation, Invasion, Rebellion</p>	<p>Know</p> <ul style="list-style-type: none"> • That the past is often divided into different periods and know commonly used periods of British history • That historians use a range of evidence to interpret the past • That the Battle of Hastings happened in 1066 and know the reasons why William won. • That William used violence to keep control and introduced the Feudal System, Domesday Books and Castles to further help him rule England <p>Concepts students should understand: Empire, Historian, Chronology, Source/Evidence, Inference, Provenance, Significance, Interpretation, Invasion, Rebellion, Harrying,</p>	<p>Know</p> <ul style="list-style-type: none"> • That the past is often divided into different periods and now commonly used periods of British history and the evidence available • That historians use a range of evidence to interpret the past • That the Battle of Hastings happened in 1066 and give developed explanation of why William won • Assess the effectiveness of the different methods William used to keep control including violence the Feudal System, Domesday Books and Castles to further help him rule England <p>Concepts students should understand: Empire, Historian, Chronology, Source/Evidence, Inference, Provenance, Significance, Interpretation, Invasion, Rebellion, Harrying, Legitimacy, Ruthless</p>
Historical Writing	Be able to write with some evidence/explanation	Be able to write paragraph(s) with some evidence/explanation	Be able to produce PEE paragraph(s) with evidence and some explanation

AO3: Use of sources	Extract details from a source	Be able to use sources to make inferences Identify the provenance of a source	Be able to use sources to make inferences. Can identify aspects of the provenance of the source. (PATTA = Purpose, Author, Time, Type, Audience)
	By the end of Year 7 a student should be able to:	By the end of Year 7 a student should be able to:	By the end of Year 7 a student should be able to:
AO1: Knowledge and understanding	<p>In addition to Autumn term:</p> <ul style="list-style-type: none"> Know features of Medieval life including that most people were peasants and towns were unhygienic. Know that religion was very important Know that the Black Death killed nearly ½ population and people could not stop it Know that Medieval Baghdad valued learning and that Medieval Mali was wealthy. Know that Tudor monarchs faced problems because of religion. <p>Concepts: Hygiene, Plague, Break with Rome</p>	<p>In addition to Autumn term:</p> <ul style="list-style-type: none"> Understand features of Medieval life including that most people were peasants and towns were unhygienic and that people had different experiences Know that religion was very important Know that the Black Death killed nearly ½ population and understand why people could not stop it Understand that Medieval Baghdad valued learning and that Medieval Mali was wealthy due to its natural resources. Understand that Tudor monarchs faced problems because of religion and how they responded <p>Concepts: Villein/Freeman, Public Health, Hygiene, Epidemic, Plague, House of Wisdom, Pilgrimage, Renaissance, Reformation, Break with Rome, Exploration</p>	<p>In addition to Autumn term:</p> <ul style="list-style-type: none"> Understand features of Medieval life including that most people were peasants and towns were unhygienic and that people had different experiences (and why) Know that religion was very important and this gave the church a lot of power Know that the Black Death killed nearly ½ population and understand why people could not stop it Understand that Medieval Baghdad valued learning and that Medieval Mali was wealthy due to its natural resources. Understand that Tudor monarchs faced problems because of religion and how they responded <p>Concepts: Villein/Freeman, Public Health, Inferior, Hygiene, Epidemic, Plague, Caliphate, House of Wisdom, Pilgrimage, Renaissance, Reformation, Break with Rome, Dissolution, Heresy, Martyr, Exploration, Divine Right</p>
Historical Writing	Be able to write a paragraph with some evidence/explanation	Be able to produce extended writing (PEE paragraphs) with some evidence and simple explanation	Be able to produce extended writing with PEE paragraphs with some specific evidence in support.

AO3: Use of sources	Be able to select details from a source relevant to an enquiry Identify the provenance of a source	Be able to select details from a source relevant to an enquiry and make inferences from this. Can identify aspects of the provenance of the source. (PATA = Purpose, Author, Time, Type, Audience)	Can make inferences from source relevant to an enquiry. Can write about aspects of the source's provenance and say why it matters. (PATA = Purpose, Author, Time, Type, Audience)
AO4: Use of interpretations	Know that people have a different point of view about the past	Understands how and why some people may have different opinions.	Understands how and why some people may have different opinions. Can use evidence to form their own interpretation.

	Working Towards	Expected Standard	Greater Depth
	By the end of Autumn 2 Year 9 a student should be able to:	By the end of Autumn 2 Year 9 a student should be able to:	By the end of Autumn 2 Year 9 a student should be able to:
AO1: Knowledge and understanding	<ul style="list-style-type: none"> Know the key features of trench warfare and how WW1 the new weapons affected fighting. Know the methods used by the Suffragettes and Suffragists Know the features of democracies and dictatorship Know what Communism is and why some people oppose it. <p>Concepts: Trench warfare, treaty, Suffrage, militant, democracy, human rights, dictatorship, communism, censorship, propaganda</p>	<ul style="list-style-type: none"> Know the key features of trench warfare and how WW1 was a war of attrition due to the new weapons. Understand why the Suffragettes adopted militant actions (whilst Suffragists remained moderate) Understand the features of democracies and dictatorship Understand that there are different political ideologies and the features of Communism. <p>Concepts: Alliance, Trench warfare, attrition, treaty, Suffrage, militant, radical, moderate, democracy, human rights, dictatorship, left wing, right wing, capitalism, socialism, fascism, nationalism, communism, censorship, propaganda.</p>	<ul style="list-style-type: none"> Know the key features of trench warfare and how WW1 was a war of attrition due to the new weapons. Understand why the Suffragettes adopted militant actions (whilst Suffragists remained moderate) and assess how effective these were Understand the features of democracies and dictatorship (and how countries may have features of both) Understand that there are different political ideologies and the features of Communism and why people react differently to it. <p>Concepts: Alliance, Trench warfare, attrition, treaty, Suffrage, militant, radical, moderate, democracy, human rights, dictatorship, (autocracy, authoritarian, totalitarian), left wing, right wing, capitalism, socialism, fascism, nationalism, communism, censorship, propaganda.</p>
Historical Writing	Able to write paragraph(s) with some evidence that have some focus on the question.	Able to produce extended writing in PEE paragraphs that have evidence and explanation that has a focus on the question. May suggest a judgement (but this is largely asserted)	Able produce extended writing in PEE paragraphs that have some link to a second order concept with developed evidence that shows a clear argument. Can suggest a judgement.
AO3: Use of sources	Be able to use sources to make inferences. Can make simple comments on the provenance of the source.	Can make inferences from source relevant to an enquiry. Can identify aspects of the source's provenance and say why it matters. Can use relevant knowledge to explain a source.	Can make inferences from source relevant to an enquiry. Can explain aspects of the source's provenance and say why it matters (moving beyond the generic). Can use precise and relevant knowledge to explain a source.
AO4: Use of interpretations	Understands how and why some people may have different interpretations.	Understands how and why some people may have different interpretations. Can understand arguments given in interpretations and make comments on how they may be different. Can suggest why one interpretation may be more convincing.	Can understand arguments given in interpretations and identify how/why interpretations differ. Can suggest why one interpretation may be more convincing. Can apply knowledge to agree with interpretations.

	By the end of Year 9 a student should be able to:	By the end of Year 9 a student should be able to:	By the end of Year 9 a student should be able to:
AO1: Knowledge and understanding	<p>In addition to Autumn term:</p> <ul style="list-style-type: none"> Know that Hitler turned Germany into a dictatorship and that he used different methods to control people Know what the Holocaust is Know some of the events of WW2 including why it started and how it ended with the atomic bomb Know what the Cold War was <p>Concepts: Concentration Camp, Secret Police, terror state, opposition, resistance, Anti-semitism, genocide, Evacuation, Blitz</p>	<p>In addition to Autumn term:</p> <ul style="list-style-type: none"> Know how Hitler turned Germany from a democracy into a dictatorship and analyse why there was so little resistance Know what the Holocaust is and understand how it could have happened Understand some of the events of WW2 including why it started and how it ended with the atomic bomb Understand what the Cold War was and why USSR and USA became enemies <p>Concepts: Weimar Republic, Great Depression, Fuhrer, Parliament, Concentration Camp, Secret Police, terror state, opposition, resistance, policies, Anti-semitism, persecution, genocide, Appeasement, Evacuation, Home Front, Total War, Blitz, Capitalism</p>	<p>In addition to Autumn term:</p> <ul style="list-style-type: none"> Know how Hitler used a range of methods to turn Germany from a democracy into a dictatorship and analyse why there was so little resistance Know what the Holocaust is and understand how it could have happened and how assess where it fits in with other genocides Understand some of the events of WW2 including why it started and how it ended with the atomic bomb and assess why the USA used the atomic bomb Understand what the Cold War was and why USSR and USA became enemies <p>Concepts: Weimar Republic, Great Depression, Fuhrer, Parliament, Concentration Camp, Secret Police, terror state, opposition, resistance, policies, Anti-semitism, persecution, genocide, Appeasement, Evacuation, Home Front, Total War, Blitz, Blitz Spirit, Capitalism, Nuclear War, Conference,</p>
Historical Writing	Able to write paragraph(s) with some evidence that have some focus on the question. May suggest a judgement (but this is largely asserted)	Able to produce extended writing in PEE paragraphs that have evidence and explanation that has a focus on the question that shows an argument. Can suggest a judgement.	Able to write produce extended writing in PEE paragraphs that are linked to a second order concept with developed evidence that shows a clear argument. Can make a judgement.
AO3: Use of sources	Be able to use sources to make inferences. Can make suggestions on the provenance of the source.	Can make inferences from source relevant to enquiry. Can explain aspects of the source's provenance and say why it matters. Can use relevant knowledge to explain a source.	Can make inferences from source relevant to enquiry. Can explain aspects of the source's provenance and say why it matters (beyond the generic). Can use precise and relevant knowledge to explain a source.
AO4: Use of interpretations	Can understand arguments given in interpretations and make comments on how they may be different.	Can understand arguments given in interpretations and identify how/why interpretations differ. Can suggest why one interpretation may be more convincing. Can apply knowledge to agree with interpretations.	Can understand arguments given in interpretations and identify how/why interpretations differ. Can apply knowledge to agree/disagree with interpretations and make a judgement over which interpretation they agree with.

