

	Working Towards	Expected Standard	Greater Depth
	By the end of Autumn 2 Year 8 a student should be able to:	By the end of Aut 2 Year 8 a student should be able to:	By the end of Autumn 2 Year 8 a student should be able to:
AO1: Knowledge and understanding	<ul style="list-style-type: none"> Know that the Gunpowder Plot, Civil War, Great Plague and Fire of London happened in the c17th Know features of C15th Benin Know that Africans were used as slaves in the Americas and that this made Britain rich. Know the experiences of enslaved people and how they resisted. <p>Concepts: Treason, Civil War, Plague, Trade, Export, Plantation,</p>	<ul style="list-style-type: none"> Know that the Gunpowder Plot, Civil War, Great Plague and Fire of London happened in the c17th and understand their impact Understand how attitudes were becoming less superstitious and more scientific Understand features of C15th Benin Understand how the triangular trade developed. Know the experiences of enslaved people and how the different methods of resistance including the growing abolition movement. <p>Concepts: Treason, Civil War, Superstition, Divine Right, Restoration, Massacre, Plague, Epidemic, Age of science, Trade, Export, Import, Triangular Trade, Plantation, Resistance, Abolition</p>	<ul style="list-style-type: none"> Know that the Gunpowder Plot, Civil War, Great Plague and Fire of London happened in the c17th and understand their impact and make judgements on their relative significance Understand how attitudes were becoming less superstitious and more scientific with examples Understand features of C15th Benin Understand how the triangular trade developed and the different ways Europe, Africa and the Americas were affected. Know the experiences of enslaved people and how the different methods of resistance including the growing abolition movement and assess their effectiveness <p>Concepts: Treason, Persecution, Tyrant, Civil War, Divine Right, Superstition, Restoration, Massacre, Plague, Epidemic, Age of science, Trade, Export, Import, Triangular Trade, Plantation, Resistance, Abolition</p>
Historical Writing	Be able to produce extended writing (PEE paragraphs) with some evidence in support	Be able to produce extended writing in PEE paragraphs with some specific evidence in support and explanation.	Able to produce extended writing in PEE paragraphs that have evidence and explanation that has a focus on the question.
AO3: Use of sources	Can make inferences from sources. Can identify aspects of the provenance of the source. (PATTA = Purpose, Author, Time,	Can make inferences from a source relevant to an enquiry. Can make simple comments on the provenance of the source. Can use knowledge to write about	Be able to use sources to make inferences relevant to an enquiry. Can make simple comments on the provenance of the source. Can use knowledge to write about a source.

	Type, Audience)	a source.	
AO4: Use of interpretations	Know that people have a different point of view about the past and why this may be.	Understands how and why some people may have different opinions. Can use evidence to form their own interpretation.	Understands how and why some people may have different opinions. Can use evidence to form their own interpretation. Can understand arguments given in interpretations.
	By the end of Year 8 a student should be able to:	By the end of Year 8 a student should be able to:	By the end of Year 8 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 the industrial revolution happened in Britain in the C18th-C19th and changed where people lived and worked. Know that people in industrial cities faced many problems at work and in their housing Know that some improvements to people's lives occurred Know that Britain had a significant Empire and this had a variety of affects on the colonies Know that many Indians protested against the British Empire Know the key features of trench warfare <p>Concepts: Industrial Revolution, Mill, Slum, epidemic, Reform, Strike, Empire, Colony, Trench</p>	<p>In addition to Autumn term:</p> <ul style="list-style-type: none"> Know that the industrial revolution happened in Britain in the C18th-C19th and changed where people lived and worked. Know that people in industrial cities faced many problems at work and in their housing Know that some improvements to people's lives occurred and that these were a result of demands for reform Know that Britain had a significant Empire and that people have different interpretations about its impact Understand the methods many Indians used to protest against the British Empire Know the key features of trench warfare and how WW1 was a war of attrition due to the new weapons <p>Concepts: Industrial Revolution, Natural Resources, Domestic System, Factory System, Mill, Back-to-Back housing, privy, epidemics, trade union, strike, Slum, Reform, Public Health, Empire, Colony, Imperialism, Non-violent direct action, Independence, Alliance, Trench warfare, attrition</p>	<p>In addition to Autumn term:</p> <ul style="list-style-type: none"> Know that the industrial revolution happened in Britain in the C18th-C19th and changed where people lived and worked. Know that people in industrial cities faced many problems at work and in their housing Know that some improvements to people's lives occurred and that these were a result of demands for reform and new technology. Assess how far lives improved. Know that Britain had a significant Empire and that people have different interpretations about its impact Understand the methods many Indians used to protest against the British Empire and assess how effective these were Know the key features of trench warfare and how WW1 was a war of attrition due to the new weapons. <p>Concepts: Industrial Revolution, Natural Resources, Domestic System, Factory System, Mill, Back-to-Back housing, privy, epidemics, trade union, strike, Slum, Reform, Act, Reformers, Public Health, Empire, Colony, Imperialism, Raj, Independence, Non-violent direct action, Alliance, Trench warfare, attrition</p>

Historical Writing	Be able to produce extended writing (PEE paragraphs) with some evidence and simple explanation	Be able to produce extended writing in PEE paragraphs with some specific evidence and explanation that has 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 that shows an argument.
AO3: Use of sources	Can make inferences from sources. Can identify aspects of the provenance of the source.	Be able to use sources to make inferences relevant to an enquiry. Can make simple comments on the provenance of the source. Can use knowledge to write about a source.	Can make inferences from source relevant to an enquiry. Can explain aspects of the source's provenance and say why it matters. Can use 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.	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.