

Year 8 Pathways

Progression Pathway	Content and Concepts (depth of understanding and application)	Students are on track to consistently demonstrate the majority of the following historical skills at the end of Y8
7 – 9	<p>Students will demonstrate an excellent knowledge and understanding of the following topics:</p> <ul style="list-style-type: none"> • The English Civil War • Interpretations of Oliver Cromwell • The Industrial Revolution • The Abolition of Slavery and its consequences (The Black Civil Rights Movement) • The Causes of World War One • Key Events in World War One • Interpretations of Douglas Haig • The Treaty of Versailles • Votes for Women <p>Students will demonstrate the ability to use a wide range of subject specific and period terminology with high degrees of accuracy</p> <p>They will also demonstrate a strong grasp of the following concepts and skills:</p> <ul style="list-style-type: none"> • Historical Causation • Historical Consequence • Interpretations of History • Applying evidence to support an argument • Analysing and evaluating source material 	<p>Students will be able to explain and analyse the causes of past events with rigour, clarity and confidence. They will be able to explain links and interactions between different causal factors. They will be able to draw their own independent conclusions (judging the relative importance of these different causes) which they can substantiate using appropriate evidence, criteria and reasoning.</p> <p>Students will be able to analyse change and continuity.</p> <p>Students will be able to construct detailed explanations of the consequences of events and make judgements about their significance.</p> <p>Students will be able to critically analyse source material. They will understand the type and range of sources that are relevant to a particular period. They will be able to identify and analyse how and why sources agree/disagree by commenting on content, origin and purpose. They will be able to evaluate and judge the usefulness of a source based on content, provenance and concepts such as comprehensiveness, reliability and typicality.</p> <p>Students will have a well-developed awareness that historians construct different interpretations about the past and that these interpretations change over time.</p> <p>Students will be able to: (a) identify similarities and differences between interpretations (b) explain why different interpretations exist considering issues such as the availability of evidence and the approaches, purpose and context of the author (c) apply detailed evidence/subject knowledge to evaluate different interpretations and reach judgements about which are more convincing.</p> <p>Students will be able to produce precise and coherent extended written work. They will be able to plan work independently. Longer answers/essays will maintain a tight focus on the question throughout. Answers will usually take the form of detailed PEEL paragraphs. Students will be able to reach a supported conclusion and signpost and develop their arguments throughout their written responses.</p> <p>Students will be able to develop their own historical lines of enquiry. They will question past events and source material. They will develop high levels of inquisitiveness that leads them to carry out their own research and reading about the past. Students will demonstrate that they have used their own research in their answers.</p>

<p>6 – 8</p>	<p>Students will demonstrate a very good knowledge and understanding of the following topics:</p> <ul style="list-style-type: none"> • The English Civil War • Interpretations of Oliver Cromwell • The Industrial Revolution • The Abolition of Slavery and its consequences (The Black Civil Rights Movement) • The Causes of World War One • Key Events in World War One • Interpretations of Douglas Haig • The Treaty of Versailles • Votes for Women <p>Students will demonstrate the ability to use a wide range of subject specific and period terminology with a generally good degree of accuracy</p> <p>They will also demonstrate a secure grasp of the following concepts:</p> <ul style="list-style-type: none"> • Historical Causation • Historical Consequence • Interpretations of History • Applying evidence to support an argument • Analysing and evaluating source material 	<p>Students will be able to explain and analyse the causes of past events with clarity and confidence. They will be able to explain some links and interactions between different causal factors. They will be able to draw their own independent conclusions (judging the relative importance of these different causes) which they can partially substantiate using appropriate evidence, criteria and reasoning.</p> <p>Students will be able to analyse change and continuity.</p> <p>Students will be able to construct detailed explanations of the consequences of events and begin to make judgements about their significance.</p> <p>Students will be able to critically analyse source material. They will understand the type and range of sources that are relevant to a particular period. They will be able to identify and analyse how and why sources agree/disagree by commenting on content, origin and purpose. They will begin to be able to evaluate and judge the usefulness of a source based on content, provenance and concepts such as comprehensiveness, reliability and typicality.</p> <p>Students will have a developing awareness that historians construct different interpretations about the past and that these interpretations change over time.</p> <p>Students will be able to: (a) identify similarities and differences between interpretations (b) begin to explain why different interpretations exist considering issues such as the availability of evidence and the approaches, purpose and context of the author (c) apply evidence/subject knowledge to evaluate different interpretations and make claims about which are more convincing.</p> <p>Students will be able to produce precise and coherent extended written work. They will be increasingly able to plan work independently. Longer answers/essays will maintain a tight focus on the question, although some occasional passages of description may be present. Answers will usually take the form of detailed PEEL paragraphs. Students will be able to reach a supported conclusion and signpost and maintain their arguments throughout their written responses (although the quality of supporting detail may fluctuate)</p> <p>Students will be able to develop their own historical lines of enquiry. They will question past events and source material. They will develop a degree of inquisitiveness that leads them to carry out their own research and reading about the past. Students will sometimes demonstrate that they have used their own research in their answers.</p>
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<p>5 – 7</p>	<p>Students will demonstrate a good knowledge and understanding of the following topics:</p> <ul style="list-style-type: none"> • The English Civil War • Interpretations of Oliver Cromwell • The Industrial Revolution • The Abolition of Slavery and its consequences (The Black Civil Rights Movement) • The Causes of World War One • Key Events in World War One • Interpretations of Douglas Haig • The Treaty of Versailles • Votes for Women <p>Students will demonstrate the ability to use some appropriate subject specific and period terminology with a generally good degree of accuracy</p> <p>They will also demonstrate a sound grasp of the following concepts:</p> <ul style="list-style-type: none"> • Historical Causation • Historical Consequence • Interpretations of History • Applying evidence to support an argument • Analysing and evaluating source material 	<p>Students will be able to explain and analyse the causes of past events. They will begin to be able to explain some links and interactions between different causal factors. They will be able to draw their own independent conclusions (judging the relative importance of these different causes) which they can support with some valid reasons and evidence.</p> <p>Students will be able to identify and describe change and continuity.</p> <p>Students will be able to construct explanations of the consequences of events and begin to make judgements about their significance.</p> <p>Students will be beginning to critically analyse source material. They will understand some of the type and range of sources that are relevant to a particular period. They will be able to identify and begin to analyse how and why sources agree/disagree by commenting on content, origin and purpose. They will be beginning to be able to evaluate and judge the usefulness of a source based on content, provenance and concepts such as comprehensiveness, reliability and typicality.</p> <p>Students will have an awareness that historians construct different interpretations about the past and that these interpretations change over time.</p> <p>Students will be able to: (a) identify similarities and differences between interpretations (b) begin to explain why different interpretations exist considering issues such as the availability of evidence and the approaches and purpose of the author (c) begin to apply evidence/subject knowledge to evaluate different interpretations and make claims about which are more convincing.</p> <p>Students will be able to produce generally accurate and coherent extended written work. They will be increasingly able to plan work independently. Longer answers/essays will maintain a general focus on the question, although some occasional passages of description may be present. Answers will usually take the form of PEEL paragraphs. Students will be able to reach a supported conclusion having signposted their arguments at the start and other appropriate points in their written responses (although the quality of supporting detail may fluctuate)</p> <p>Students will be able to develop their own historical lines of enquiry. They will question past events and source material and may show some initiative to carry out their own research into the past. Students will sometimes demonstrate that they have used their own research in their answers.</p>
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<p>4 – 6</p>	<p>Students will demonstrate a reasonable knowledge and understanding of the following topics:</p> <ul style="list-style-type: none"> • The Norman Conquest • Medieval Life • The Murder of Thomas Becket • King John and the Magna Carta • The Peasants Revolt • The Black Death • The Wars of the Roses • Henry VIII and the Break from Rome • The Tudor Religious Roller-coaster • The Causes of the English Civil War <p>Students will demonstrate the ability to use some appropriate subject specific and period terminology with reasonable accuracy but occasional errors may be observed.</p> <p>They will also demonstrate a fair grasp of the following concepts:</p> <ul style="list-style-type: none"> • Historical Causation • Historical Consequence • Interpretations of History • Applying evidence to support an argument • Analysing and evaluating source material 	<p>Students will begin to be able to explain and analyse the causes of past events. They will begin to be able to explain some links and interactions between different causal factors. They will be able to draw their own independent conclusions (judging the relative importance of these different causes) which they can partially support with some valid reasons and evidence.</p> <p>Students will be able to identify and describe change and continuity.</p> <p>Students will begin to be able to construct explanations of the consequences of events and begin to make judgements about their significance (but these may not always be well supported).</p> <p>Students will be beginning to critically analyse source material. They will identify some of the type and range of sources that are relevant to a particular period. They will be able to identify and begin to analyse how and why sources agree/disagree by commenting on content, origin and purpose. They will be begin to be able to offer some simple evaluative comments relating to the usefulness of a source based on either content or provenance and concepts such as comprehensiveness, reliability and typicality.</p> <p>Students will have an awareness that historians construct different interpretations about the past and that these interpretations change over time.</p> <p>Students will be able to: (a) identify similarities and differences between interpretations (b) begin to give reasons why different interpretations exist considering issues such as the availability of evidence and the approaches and purpose of the author (c) begin to apply evidence/subject knowledge to offer comments in support or challenge of interpretations and make simple claims about which are more convincing.</p> <p>Students will be able to produce generally accurate extended written work. They will be increasingly able to plan work independently but may still need some scaffolding to help this process. Longer answers/essays will recognise the focus of the question, but may drift and some occasional passages of description may be present. Answers will usually take the form of PEEL paragraphs. Students will be able to reach a supported conclusion having signposted their arguments at the start in their written responses (although the quality of supporting detail may fluctuate)</p> <p>Students will be able to ask simple questions about past events and source material and may show some initiative to carry out their own research into the past.</p>
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<p>3 – 5</p>	<p>Students will demonstrate an inconsistent but improving knowledge and understanding of the following topics:</p> <ul style="list-style-type: none"> • The Norman Conquest • Medieval Life • The Murder of Thomas Becket • King John and the Magna Carta • The Peasants Revolt • The Black Death • The Wars of the Roses • Henry VIII and the Break from Rome • The Tudor Religious Roller-coaster • The Causes of the English Civil War <p>Students will demonstrate the ability to use some appropriate subject specific and period terminology but this may not be applied consistently.</p> <p>They will also demonstrate a variable grasp of the following concepts:</p> <ul style="list-style-type: none"> • Historical Causation • Historical Consequence • Interpretations of History • Applying evidence to support an argument • Analysing and evaluating source material 	<p>Students will identify and begin to be able to explain the causes of past events. They will begin to be able to make simple links between different causal factors. They will be able to draw their own conclusions (stating which factors they think are most important) which they can partially support with some valid reasons and evidence.</p> <p>Students will be able to identify and describe change and continuity.</p> <p>Students will identify and begin to be able to explain the consequences of events and begin to make simple claims about their significance (but these may not always be well supported).</p> <p>Students will be beginning to analyse source material. They will identify some of the type and range of sources that are relevant to a particular period. They will be able to identify and give simple reasons how and why sources agree/disagree by commenting on content, origin and purpose. They will be begin to be able to offer some simple evaluative comments relating to the usefulness of a source based on either content or provenance and concepts such as comprehensiveness, reliability and typicality (although these may not be well developed).</p> <p>Students will have a simple awareness that historians construct different interpretations about the past and that these interpretations change over time.</p> <p>Students will be able to: (a) identify either similarities and differences between interpretations (b) begin to give reasons why different interpretations exist considering issues such as the availability of evidence and the purpose of the author (c) begin to apply some evidence/subject knowledge to offer comments in support or challenge of interpretations.</p> <p>Students will be able to produce generally accurate extended written work although there may be some issues with clarity and structure. They will be increasingly able to plan work independently but may still need some scaffolding to help this process. Longer answers/essays will recognise the focus of the question, but will drift and some occasional passages of description may be present. Answers will usually take the form of PEEL paragraphs. Students will be able to reach a conclusion (although the quality of supporting detail may fluctuate)</p> <p>Students will show some initiative to carry out their own research into the past.</p>
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Students will demonstrate some simple knowledge and understanding of the following topics (but this will be inconsistent):

- The Norman Conquest
- Medieval Life
- The Murder of Thomas Becket
- King John and the Magna Carta
- The Peasants Revolt
- The Black Death
- The Wars of the Roses
- Henry VIII and the Break from Rome
- The Tudor Religious Roller-coaster
- The Causes of the English Civil War

Students will know some appropriate subject specific and period terminology but this may not be applied consistently.

They will also demonstrate an initial awareness of the following concepts:

- Historical Causation
- Historical Consequence
- Interpretations of History
- Applying evidence to support an argument
- Analysing and evaluating source material

Students will identify and describe the causes of past events. They will be able to give their own simple conclusions (stating which factors they think are most important).

Students will be able to identify and describe some elements of change and continuity.

Students will identify and describe the consequences of events.

Students will comprehend some source material from the past. They will recognise some of the sources that are relevant to a particular period. They will be able to identify how sources agree/disagree with each other. They will be able to give some simple reasons to explain these similarities and differences.

Students will have a simple awareness that different opinions exist about the past.

Students will be able to: (a) identify either simple similarities or differences between interpretations (b) begin to give simple reasons why different interpretations exist (c) state whether they agree or disagree with an interpretation

Students will be able to produce written work which is comprehensible although there may be some issues with spag, clarity and structure. They will have some ability to plan work independently but will still need some scaffolding to help this process. Longer answers/essays will partially recognise the focus of the question, but are likely to contain sections of description. Answers will sometimes take the form of PEEL paragraphs but this may be variable. Students will be able to reach a conclusion (although the quality of supporting detail may fluctuate)

Students will show some ability to carry out their own research into the past when directed to do so.

<p>1 – 3</p>	<p>Students will demonstrate some simple knowledge of the following topics (but this will be inconsistent):</p> <ul style="list-style-type: none"> • The Norman Conquest • Medieval Life • The Murder of Thomas Becket • King John and the Magna Carta • The Peasants Revolt • The Black Death • The Wars of the Roses • Henry VIII and the Break from Rome • The Tudor Religious Roller-coaster • The Causes of the English Civil War <p>Students will know a few appropriate subject specific and period terminology but this may not be applied consistently.</p> <p>They will also demonstrate a partial awareness of the following concepts:</p> <ul style="list-style-type: none"> • Historical Causation • Historical Consequence • Interpretations of History • Applying evidence to support an argument • Analysing and evaluating source material 	<p>Students will identify some causes of past events.</p> <p>Students will be able to identify some elements of change and continuity.</p> <p>Students will identify the consequences of events.</p> <p>Students will comprehend some source material from the past. They will recognise some of the sources that are relevant to a particular period.</p> <p>Students will have a simple awareness that different opinions exist about the past. Students will be able to identify either simple similarities or differences between interpretations</p> <p>Students will be able to produce written work which is comprehensible although there may be some issues with spag, clarity and structure. Longer answers/essays will tend to be descriptive and although containing some relevant material may not always address the question.</p> <p>Students will show some ability to carry out their own research into the past when directed to do so.</p>
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