

	Emerging a student whose understanding of the Y8 History skills is still emerging will be able to:	Developing a student who is developing their Y8 History skills will be able to:	Secure a student who is secure in the skills in the Y8 History curriculum will be able to:	Mastered a student who has mastered the skills in the Y8 History curriculum will be able to:
Extended writing and research skills	Write in full sentences and be starting to organise written work into paragraphs. Start to use historical details to explain answers. Use sentence starters and writing frames effectively. Research some information with guidance. Begin to ask questions and contribute to class.	Produce extended writing that shows some organisation into paragraphs. Always write in full sentences including some detailed historical facts. Research some information independently. Ask some questions and contribute to class discussions.	Produce extended writing that is well structured, always using paragraphs, introductions and conclusions effectively. Write detailed answers in their own words, using some independent research. Ask some good questions and contribute to class discussion	Produce extended writing that is very well structured, always using paragraphs, introductions and conclusions effectively. Write detailed answers in their own words using some relevant independent research. Ask excellent questions and make thoughtful contributions to class discussion.

Knowledge and understanding	Begin to use key terms to do with time. Have some understanding of the key features of the period studied.	Is able to use most of the terms to do with time confidently. Use some more difficult terms when prompted. Show a good understanding of the period studied.	Use historical terms to do with time confidently. Use more difficult historical terms. Show excellent understanding of the key features of the period studied.	Use historical terms to do with time confidently. Use more difficult historical terms. Show excellent understanding of the key features of the period studied.
Analysis	Identify causes or reasons. Begin to use the term significance.	Understand that some reasons or causes are more important than others. Begin to explain the links between features of the past. Understand that some events are more significant than others.	Include some analytical points in written work and begin to come to conclusions. Explain the links between features of the past. Identify the most important reasons or causes. Select events that are more significant.	Write essays that are mainly analytical rather than descriptive. Explain the links between features of the past. Identify the most important reasons or causes. Be able to make a judgement about the significance of events.

Sources	Use a source to find out about the past and describe what a source says. Start to understand the difference between fact and opinion. Start to use the 5 'W's.	Select relevant detail from sources and start to identify similarities and differences. Say what a source suggests as well as what it actually says. Use the 5 'W's.	Handle sources effectively e.g. by comparing two contrasting sources. Be confident at 'having a go' at difficult sources. Use the 5 'W's effectively to analyse a source.	Handle sources effectively, and begin to understand more difficult sources such as propaganda. Make inferences from sources. Confidently use the 5 'W's.
Interpretations	Describe an interpretation of the past.	Understand that there are different interpretations of the past and begin to understand the reasons why.	Give some reasons for why interpretations of the past differ.	Confidently explain why there are different interpretations of the past.

Notes:

The five 'W's (Who? What? When? Why? Where?) are used to analyse the provenance of a source.

The four skills (Knowledge and understanding, Analysis, Sources, Interpretations) are the skills that students are assessed on at GCSE