



<p align="center"><b>What progress am I making in Year 8 History?</b> How can I get better in Year 8 History and make progress to the next level?</p>					
<b>Year 8</b>	<b><u>Acquiring</u></b> 15%	<b><u>Developing</u></b> 35%	<b><u>Securing</u></b> 50%	<b><u>Consolidating</u></b> 65%	<b><u>Extending</u></b> 80%
<b>Cause and consequence</b>	I can describe a number of causes, triggers & results of events.	I can explain different causes and consequences and begin to judge them.	I can begin to rank causes and consequences in order of importance by making some links between them.	I can analyse the importance of causes and consequences, and explain how they are linked to evaluate their overall effect.	I can explain the impact of the causes and/or consequence in context of the time period.
<b>Change and continuity</b>	I can identify changes within and across different periods of time. I understand that some changes happen quickly and some happen slowly.	I can describe changes and begin to decide how important each is. Understand that a key change in a pattern of events is called a turning-point.	I can explain reasons for change and the results of change. Understand that things can get worse over time (regress) as well as getting better (progress).	I can assess the significance and extent of changes by making direct comparisons of the before and the after.	I can explain the significance of the change and/or continuities in context of the time period.
<b>Chronology</b>	I can use the correct names for periods of history. I can identify the correct centuries.	I can describe key features from specific time periods, and the order of events in time periods.	I can make links within and across different time periods.	I can understand the chronology of various time periods and begin to explain the effects of different time periods.	I can use knowledge and understanding to make links between the events, people and changes.
<b>Cultural, ethical and religious diversity</b>	I can understand that people's lives are different even if they live in the same country in the same period.	I can understand that sometimes people and groups are stereotyped despite their diversity.	I can understand that historical enquiry can challenge stereotypes and can help treat people as individuals.	I can understand that diversity exists even within the stories of individuals.	I can confidently identify the difference between stereotyping and generalisation in history.
<b>Significance</b>	I can begin to use different ways to judge the significance of something from history.	I can assess and judge the significance of events, people and changes.	I can begin to compare the reasons for and against the significance of events and people in history	I can assess the reasons of significance and begin to evaluate short and long term significance.	I can confidently assess the significance of causes, consequences, events and changes.
<b>Interpretations of history</b>	I understand that people tell these different stories by including some evidence and leaving out others.	I can suggest some reasons why people view past events and people differently.	I can explain why people have different views of past events and people; they change because they focus on different things.	I can confidently explain how and why people have different interpretations of the past.	I can begin to judge the value of different interpretations and begin to support with own knowledge.
<b>Using evidence (source analysis)</b>	I can use a variety of sources. I can compare sources.	I can make inferences from sources I can begin to judge how useful a source is for my investigation.	I can judge and evaluate how useful and typical a source is. I can use sources to reach conclusions.	I can carefully select relevant information from a source to support an argument.	I can use own knowledge to confidently assess and analyse sources.
<b>Communication</b>	I can confidently write structured paragraphs and essays.	I can select precise words and organise information to create better written answers.	I can organise and communicate my ideas in a clear and convincing way.	I can select, organise and use information to write well-structured explanations.	I can regularly and consistently write to a high level using organised and structured paragraphs.