

	Written communication	Using knowledge and information	Historical skills and understanding
<p>Mastering</p> <p>(Indicative of student who will go on to achieve a grade 7-9 at GCSE, if they continue to progress as they are).</p>	<p>Students can explain a range of points given in organised paragraphs giving a balanced answer.</p> <p>Students can explain a difference between two interpretations in clear organised paragraphs, with quotations, to support their answer. Students can explain whether they agree or disagree with the interpretations giving a balanced answer using paragraphs with a clear judgement.</p> <p>Students can confidently explain consequences.</p> <p>Students confidently use a wide range of key historical words that are consistently spelt accurately with confident understanding of grammar and punctuation within their written work.</p>	<p>Students can use detailed and specific examples such as dates, names of individual, statistics and facts that directly link to change and continuity of various time periods and early settlers of the British Isles.</p> <p>Students can identify key language used by historians. Students can confidently understand the relationship between religion and conflict in both the Medieval and Renaissance using examples from the Crusades and the Tudors. Students use this to support and challenge the views in the interpretations.</p> <p>Students can use detailed and specific examples such as events, dates, and individuals to explain the consequences that exploration and formation of empire had on India and America.</p>	<p>Students display confident understanding of widespread, positive, long lasting, or immediate change. Students will give a clear judgement with reasons.</p> <p>Students display confident understanding of the interpretations and can clearly infer how and why they differ, using appropriate quotes and reasons for differences such as sources, emphasis, and time periods. Students display confident understanding of the role religion has played in causing conflict both immediately and in the long term, with comparison between the Medieval and Renaissance. Students can evaluate why they agree or disagree with the interpretations and come to a clear judgement.</p> <p>Students display confident understanding of consequences and can categorise them into Religious, Economic, Political, Social, long term and short term. Students will show some understanding of the different groups that consequences might have impacted more so than others.</p>
<p>Advancing</p> <p>(Indicative of student who will go on to achieve a grade 5-6 at GCSE, if they continue to progress as they are).</p>	<p>Students can describe and are beginning to explain what they think and are starting to develop a balanced answer.</p> <p>Students can describe a difference between two interpretations in clear paragraphs with quotation. Students can describe and begin to explain whether they agree or disagree with the interpretations giving a balanced answer with a judgement.</p> <p>Students can begin to explain consequences.</p> <p>Students are beginning to use a range of key historical words that are spelt accurately with good understanding of grammar and punctuation in their written work.</p>	<p>Students begin to use detailed and specific examples such as dates, names of individuals, statistics and facts that directly link to change and continuity of some time periods and early settlers of the British Isles.</p> <p>Students can identify key language used by historians. Students can understand the relationship between religion and conflict in both the Medieval and Renaissance using examples from the Crusades and the Tudors. Students use this to support the views in the interpretation.</p> <p>Students are beginning to use detailed and specific examples such as events, dates, and individuals to explain the consequences that exploration and formation of empire had on India and America.</p>	<p>Students display understanding of change and continuity and that it can be seen in different ways, such as positive or negative. They will give a judgement without clear reasons.</p> <p>Students display an understanding of the interpretations and can infer clearly how and why they differ using appropriate quotes and are beginning to select reasons for differences such as sources, emphasis, and time periods.</p> <p>Students display an understanding of the role religion has played in causing conflict during the Renaissance. They can use knowledge to start to explain why they agree or disagree with the interpretations and come to a judgement.</p> <p>Students display an understanding of consequences and can categorise them into some of the following categories: Religious, Economic, Political, Social, long term and short term.</p>

<p>Securing</p> <p>(Indicative of student who will go on to achieve a grade 3-4 at GCSE, if they continue to progress as they are).</p>	<p>Students can describe the past in sentences and retell an event.</p> <p>Students can describe a difference between two interpretations in paragraphs and may give quotations. Students can describe the interpretation and begin to give reasons why they might agree in sentences.</p> <p>Students can describe consequences.</p> <p>Students can use some key historical words, with some inconsistent accuracy in their spelling, they will begin to use more accurate grammar and punctuation in their written work.</p>	<p>Students begin to use some accurate examples of change or continuity such as dates and key individuals from more than one period and early settler of the British Isles.</p> <p>Students can identify phrases used by historians. They show some understanding of religion and conflict in either the Medieval or Renaissance using examples from the Crusades or the Tudors. They use this to begin to support the interpretation.</p> <p>Students are beginning to use some accurate examples such as events, dates, or individuals to explain the consequences that exploration and formation of empire had on India and America.</p>	<p>Students are beginning to show understanding of some changes that have impacted Britain. They will give a judgement without reasons.</p> <p>Students are beginning to show an understanding of the interpretations and can begin to infer and describe the interpretations differences. They can attempt to give a reason and description on why they differ.</p> <p>Students are beginning to show understanding of the role religion has played in causing conflict during the Renaissance and use the content of the interpretation to demonstrate this. Students are beginning to form a simple judgement.</p> <p>Students are beginning to show an understanding of consequences and can categorise them into some of the following: long term, short term, positive or negative.</p>
<p>Foundation</p> <p>(Indicative of student who will go on to achieve a grade 1-2 at GCSE, if they continue to progress as they are).</p>	<p>Students can list examples by stating bullet pointed facts.</p> <p>Students can paraphrase or retell the interpretations. They can list reasons why they might agree with the interpretations.</p> <p>Students can list consequences.</p> <p>Students will begin to use some key historical words, with inconsistent accuracy in their spelling, they will be starting to understand the grammar and punctuation they need to use in their written work</p>	<p>Students can select some relevant information and use some historical words to answer the question.</p> <p>Students can identify some phrases used by historians. They can identify some events of religion or conflict in the Medieval or Renaissance using basic examples from the Crusades and the Tudors</p> <p>Students can select some relevant information to identify consequences of exploration and the formation of empire on India or America.</p>	<p>Students are showing understanding of some changes that happened in Britain.</p> <p>Students can retell the interpretations and attempt to describe the difference or attempt to give a reason they differ.</p> <p>Students begin to show understanding of the content of the interpretation and simple areas of religion and conflict.</p> <p>Students show an understanding that consequences can be both positive and negative.</p>

Topics:

Early Migration to Britain

Religion and Conflict

Exploration and Early Empire

Spelling Punctuation and Grammar