



Year 8 History

Age Related Expectations

All children are assessed against the Age Related Expectations (ARE) within the different curriculum subjects. The ARE's are taken from the National Curriculum but are consolidated to reflect what we expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

	Key Performance Indicators	Age Related Expectations
To investigate and interpret the past	<ul style="list-style-type: none"> - A pupil can use a range of sources of evidence to deduce facts about the past. - A pupil can refine their choice of evidence and give reasons for the decisions. - A pupil can find and analyse a wide range of appropriate evidence to justify ideas about the past. - A pupil can identify propaganda and can explain the background of when it was written and why. - A pupil can explain that an historian needs to look at many pieces of evidence to gain a more accurate view of the past. 	<p>Pupils can use sources of evidence to explain events in the past. They can explain why they chose those sources to justify opinions and theories.</p> <p>Pupils explain the purpose of propaganda.</p> <p>Pupils choose the most appropriate sources to analyse and justify their ideas about the past.</p> <p>Pupils understand that this is how an historian should work.</p>
To build an overview of world history	<ul style="list-style-type: none"> - A pupil uses evidence to show how the local area has changed and explains reasons for the changes, making links to the wider world. - A pupil can describe similarities and differences between periods of history in Britain and other parts of the world and provide justifiable reasons. - A pupil can describe the social, ethnic, cultural or religious diversity of a past society in detail. - A pupil can explain the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	<p>Pupils explain how the locality has changed over time with justified reasons, such as links to national or global events.</p> <p>Pupils compare different historical eras in Britain and the wider world, exploring the reasons for these comparisons.</p> <p>Pupils explore a past society in the wider world, including all aspects of society and people. They investigate a range of evidence to explain characteristic features of that society in detail.</p>
To understand chronology	<ul style="list-style-type: none"> - A pupil can create a timeline to organise events with appropriate evidence for detail. - A pupil can describe the main changes in a period of history using accurate dates and facts. - Words, such as social, religious, political, technological, cultural, are used appropriately. - A pupil identifies a time of rapid change and contrasts it to a time of relatively little change, giving reasons. 	<p>Pupils can organise a range of events in sequence and draw an appropriate timeline, including examples of evidence.</p> <p>Pupils can describe and summarise the main changes in a period of history, using correct historical terms.</p> <p>Pupils analyse times of rapid change and slow change, using appropriate evidence and giving clear reasons.</p>
To communicate historically	<ul style="list-style-type: none"> - A pupil uses appropriate words as required in their work, such as: dates, time period, era, century, decade, change, chronology, continuity, and legacy. - A pupil uses excellent literacy, numeracy and computing skills to present information. - A pupil can choose from a wide range of suggestions to present information and can adapt an idea to be more original. 	<p>Pupils use a range of appropriate historical words and terms to clearly communicate their understanding.</p> <p>Literacy, numeracy and computing skills are used accurately and appropriately.</p> <p>Pupils explore ways to present findings in an accurate and more original manner.</p>