

Mid-Year Expectations		End of Year Expectations
<b>Higher Prior Attainer</b>	<ul style="list-style-type: none"> <li>Students should be able to produce a detailed narrative which places historical events in the correct chronological order.</li> <li>Students should also be able to carry out a causal analysis using a variety of techniques and using information provided by their teacher independently.</li> <li>Students should be able to summarise the meanings of a range of sources and use quotes from sources to support and justify conclusions made, as well as cross-reference between sources.</li> <li>Students should be able to evaluate a source in relation to both accuracy and reliability.</li> <li>Students should also be able to produce a formal essay with the assistance of teacher support.</li> <li>Students should be able to explain the significance of the main political developments from 1066-1688.</li> <li>Students should also be aware that the Modern Period begins at the end of the 18th century and is marked by change in thinking which sees the idea of equality become more important as a result of the conjunction of three events: the American Revolution, the Industrial Revolution and the French Revolution.</li> </ul>	<ul style="list-style-type: none"> <li>Students should be able to produce an essay explaining the evolution of the constitutional monarchy from 1066-1918 – with teacher assistance.</li> <li>Students should be able to produce an independent essay to answer a causal question using a variety of techniques based on information provided by their teacher and some independent research.</li> <li>Students should be able to evaluate a range of relatively straightforward sources in terms of both accuracy and reliability – and, at the highest level, be able to comment on the utility of a source based on its authorship and purpose.</li> <li>Students should be able to explain significance of the main political developments from 1066-1688.</li> <li>Students should also be aware that the Modern Period begins at the end of the 18th century and is marked by change in thinking which sees the idea of equality become more important as a result of the conjunction of three events: the American Revolution, the Industrial Revolution and the French Revolution. Students should understand the significance of the Holocaust.</li> </ul>



Mid-Year Expectations		End of Year Expectations
<b>Middle Prior Attainer</b>	<ul style="list-style-type: none"> <li>• Students should be able to produce a detailed narrative which places historical events in the correct chronological order.</li> <li>• Students should be able to carry out a causal analysis using a variety of techniques: categorisation, causal links and prioritisation.</li> <li>• Students should be able to use multiple sources to support a single point.</li> <li>• Students should understand that evaluating the accuracy of a source means comparing the content of the source to their own knowledge and be aware that this is different from evaluating the reliability of sources because that is related to the authorship rather than the content of the source.</li> <li>• Students should be able to produce a formal essay with teacher support. They should be able to explain the significance of the main political developments from 1066-1688.</li> <li>• Students should also be aware that the Modern Period begins at the end of the 18th century and is marked by change in thinking which sees the idea of equality become more important. In addition, they should be aware that the French Revolution and the Industrial Revolution in the late 18th century mark a new era and the transition into the modern world.</li> </ul>	<ul style="list-style-type: none"> <li>• Students should be able to produce a detailed narrative which places historical events in the correct chronological order.</li> <li>• Students should also be able to carry out a causal analysis using a variety of techniques and using information provided by their teacher independently.</li> <li>• Students should understand that evaluating the accuracy of a source means comparing the content of the source to their own knowledge and be aware that this is different from evaluating the reliability of sources because that is related to the authorship rather than the content of the source, giving a range of reasons relating to the authorship of a source.</li> <li>• Students should also be able to produce a formal essay with the assistance of teacher support.</li> <li>• Students should be able to explain the feudal system and why it began to break down as well as understand the significance of the main political developments from 1066-1688.</li> <li>• Students should also be aware that the Modern Period begins at the end of the 18th century and is marked by change in thinking which sees the idea of equality become more important as a result of the conjunction of three events: the American Revolution, the Industrial Revolution and the French Revolution. Students should understand the significance of the Holocaust.</li> </ul>



Mid-Year Expectations		End of Year Expectations
<b>Lower Prior Attainer</b>	<ul style="list-style-type: none"> <li>• Students should be able to put more events in the correct chronological order than they could in Y8 and this should include events from the medieval, early modern and modern periods.</li> <li>• Students should understand that the question ‘why did something happen’ requires an answer using the word ‘because’ and that an answer giving more reasons is a better answer.</li> <li>• Students should be able to put a limited number of factors into suitable categories provided by their teacher.</li> <li>• Students should be able to find relevant information in a source and write a sentence in answer to a question.</li> <li>• Students should be able to talk about one or two of the key events within the political narrative from all three periods.</li> </ul>	<ul style="list-style-type: none"> <li>• Students should be able to put more events from the medieval, early modern and modern periods into the correct chronological order.</li> <li>• Students should understand that the question ‘why did something happen’ requires an answer using the word ‘because’ and that an answer giving more reasons is a better answer.</li> <li>• Students should be able to put a limited number of factors into suitable categories provided by their teacher.</li> <li>• Students should be able to find relevant information in a source and write a sentence in answer to a question.</li> <li>• Students should be able to talk about the importance of some of the key events within the political narrative from all three periods. Students should understand the significance of the Holocaust.</li> </ul>

