

Mid-Year Expectations		End of Year Expectations
Higher Prior Attainer	<ul style="list-style-type: none"> Students should be able to produce a detailed narrative which places historical events in the correct chronological order. Students should understand the concepts of long term and short term causes, the nature of a turning point and causal links as well as justify their choice of a 'most important' reason. 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. Students should also understand the concept and structure of a formal historical essay. 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 of the Tudor Period – the Reformation and how it ultimately led to the beginning of power being transferred to Parliament, and the Spanish Armada. 	<ul style="list-style-type: none"> Students should be able to produce a detailed narrative which places historical events in the correct chronological order. Students should understand the concepts of long term and short term causes, the nature of a turning point and causal links and be able to carry out a causal analysis using information provided by their teacher independently. 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. Students should also be able to produce one with teacher support. Students should understand the significance of the main political developments of the Early Modern Period – the Reformation and how it ultimately led to the beginning of power being transferred to Parliament, the Spanish Armada, the civil war and the 1688 Revolution. 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.
Middle Prior Attainer	<ul style="list-style-type: none"> In addition to being able to produce a detailed narrative which places historical events in the correct chronological order, students should be able to give an answer to a 'why' question which is organised in categories and able to justify their choice of a 'most important' reason. Students should also understand the difference between 'sources' and 'interpretations' and that these need to be evaluated by historians in order to establish how 'useful' they can be before using them as evidence to support conclusions. Students should also be able to produce lengthy written answers, in the past tense and using the third person (not 'I' or 'you'), using grammatically correct sentences. Students should be able to explain the feudal system and why it began to break down, understanding that the 'anarchy' and Magna Carta eroded the system from above while the Black Death eroded it from below. Students should also understand the significance of the 'break with Rome' and the importance of the Spanish Armada. 	<ul style="list-style-type: none"> Students should be able to produce a detailed narrative which places historical events in the correct chronological order. Students should understand the concepts of long term and short term causes, the nature of a turning point and causal links as well as justify their choice of a 'most important' reason. 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. Students should also understand the concept and structure of a formal historical essay. 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 of the Tudor Period – the Reformation and how it ultimately led to the beginning of power being transferred to Parliament, and the Spanish Armada.



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Lower Prior Attainer	<ul style="list-style-type: none"> Students should be able to put more events in the correct chronological order than they could in Year 7 and this should include events from both the medieval and early modern periods. 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. Students should be able to find relevant information in a source and write a sentence in answer to a question. Students should be able to complete a diagram showing how the feudal system was arranged and give one reason why it began to break down. Students should also understand that Henry VIII's decision to break with Rome led to religious change. 	<ul style="list-style-type: none"> Students should be able to put more events in the correct chronological order from both the medieval and early modern periods. 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. Students should be able to put a limited number of factors into suitable categories provided by their teacher. Students should be able to find relevant information in a source and write a sentence in answer to a question. Students should be able to complete a diagram showing how the feudal system was arranged and why it began to break down. Students should also understand that Henry VIII's decision to break with Rome led to religious change. Students should also be able to talk about the Spanish Armada and know that the execution of Charles I was an important blow to the idea of divine right.

