

Key: ***Bold** writing shows development or progression from previous year. *Underline shows cross-over of key concepts with other end-points

Faculty: Humanities / MFL				Subject: History		
End points	Year 6	Year 7 Broken down knowledge	Year 8 Broken down knowledge	Year 9 Broken down knowledge	Year 10 Broken down knowledge	Year 11 Broken down knowledge
<p>End point 1 An appreciation of the importance of factual knowledge in History, and an ability to recall and place such knowledge within a broad range of time periods</p>		<p>Know roughly what date ranges are meant by 'Ancient' and 'Medieval' and 'Renaissance'</p> <p>Specific recall of cornerstone knowledge in chronological order, of at least 3 societies from the Ancient, Medieval, Renaissance periods.</p> <p>Know what a timeline is, and what it shows</p> <p>Knows a technique (flash cards) to revise this content.</p> <p>Beginning ability to explain the importance of factual evidence in history</p> <p>Ability to sort time periods studied into chronological order, and describe some key features of the periods</p> <p>To know that people's attitudes/lives</p>	<p>Know what date ranges are meant by 'Ancient' and 'Medieval' and 'Renaissance' and 'Industrial' and 'Modern'</p> <p>Specific recall of cornerstone knowledge in chronological order, about at least 3 societies from the Ancient, Medieval, Renaissance and Modern periods</p> <p>Be able to construct a timeline, with guidance.</p> <p>Knows some techniques (flash cards, quizzes) to revise this</p>	<p>Know what date ranges are meant by 'Ancient' and 'Medieval' and 'Renaissance' and 'Industrial' and 'Modern'</p> <p>Specific recall of cornerstone and accurate additional knowledge in chronological order, about at least 2 societies from each time period.</p> <p>Be able to construct a basic timeline independently</p> <p>Use of some techniques (flash cards, quizzes) to revise this</p>	<p>Know what date ranges are meant by 'Ancient' and 'Medieval' and 'Renaissance' and 'Industrial' and 'Modern'</p> <p>Mostly accurate use and location of cornerstone and additional knowledge, about at least 2 societies from each time period</p> <p>Be able to construct an accurate and useful timeline, with guidance on how to use it</p> <p>Ability to revise this content independently</p> <p>Ability to explain the importance of</p>	<p>Know what date ranges are meant by 'Ancient' and 'Medieval' and 'Renaissance' and 'Industrial' and 'Modern'</p> <p>Be able to construct an accurate and useful timeline, and do so independently as part of revision</p> <p>Accurate use and location of cornerstone and additional knowledge, about at least 3 societies from each time period</p> <p>Ability to revise this content independently.</p>

		<p>have changed significantly over time, and give basic examples to illustrate</p> <p>Know what is meant by 'power', in the abstract. Be able to give explanations of how power has been gained in at least 2 time periods.</p> <p>To know what we mean by 'consolidation' of power, and describe how at least 1 civilisation has done this</p> <p>Know what a rebellion is, and suggest why one might occur</p> <p>Know what an Empire is, and explain why a leader might want an Empire.</p>	<p>content.</p> <p>Beginning ability to explain the importance of factual evidence in history</p> <p>Ability to sort time periods studied into chronological order, and describe some key features of the periods</p> <p>To know that people's attitudes/lives have changed significantly over time, and give some factually accurate examples</p> <p>Know what is meant by 'power', in the abstract. Be able to give explanations of how power has been gained, consolidated and lost in at least 3 time periods.</p>	<p>content.</p> <p>Beginning ability to explain the importance of factual evidence in history</p> <p>Ability to sort time periods studied into chronological order, and describe some key features of the periods</p> <p>To know that people's attitudes/lives have changed significantly over time, and give detailed examples.</p> <p>Know what is meant by 'power', in the abstract. Be able to give explanations of how power has been gained, consolidated and lost in at least 3 time periods.</p>	<p>factual evidence in history</p> <p>Ability to sort time periods studied into chronological order, and describe some key differences between the periods</p> <p>To know that people's attitudes/lives have changed significantly over time, with examples, and weave this in to understanding of the periods being studied (at varying levels of complexity)</p> <p>Know what is meant by 'power', in the abstract and in various specific contexts. Be able to give explanations of how power has been gained, consolidated and lost in multiple time periods.</p> <p>Know what a revolution is, and give explanations of why revolutions have occurred in</p>	<p>Ability to explain the importance of factual evidence in history</p> <p>Ability to sort time periods studied into chronological order, and describe some key differences between the periods</p> <p>To know that people's attitudes/lives have changed significantly over time, with examples, and weave this in to understanding of the periods being studied (at varying levels of complexity)</p> <p>Know what is meant by 'power', in the abstract and in various specific contexts. Be able to give explanations of how power has been gained, consolidated and lost in multiple time periods.</p> <p>Know what a revolution is, and give explanations of why revolutions have</p>
--	--	--	--	--	---	--

			<p>Know what a rebellion is, and suggest why one might occur.</p> <p>Know what a revolution is, and give an explanations of why a revolution has occurred in at least one time period</p> <p>Know what an Empire is, and explain why a leader might want an Empire.</p> <p>Give examples of how an Empire has been conquered at least 1 different time period</p>	<p>Know what a revolution is, and give an explanations of why a revolution has occurred in at least two time period</p> <p>Know what an Empire is, and explain why a leader might want an Empire. Give examples of how Empires have been conquered, governed and lost in at least 2 different time periods, as well as their impact on the colonised</p>	<p>multiple time periods</p> <p>Know what an Empire is, and explain why a leader might want an Empire. Give examples of how Empires have been conquered, governed and lost in at least 2 different time periods, as well as their impact on the colonised</p>	<p>occurred in multiple time periods</p> <p>Know what an Empire is, and explain why a leader might want an Empire. Give examples of how Empires have been conquered, governed and lost in at least 2 different time periods, as well as their impact on the colonised</p>
	<p>NC/Spec coverage</p>	<p>Logic of chronological curriculum will provide '<u>coherent</u> knowledge and understanding of Britain's past and that of the wider world'. Also links to requirement that pupils should 'know and understand the history of these islands as a coherent, chronological narrative'</p> <p>Work on developing pupils' understanding of change over time helps them to 'understand historical concepts such as continuity and change... similarity, difference... and use them to make connections, draw contrasts'</p> <p>The National Curriculum states that pupils should learn about: the Church in medieval Britain; the development of Church, state and society in Britain 1509-1745; Britain 1745-1901; challenges for Britain and the wider world 1901-present; the Holocaust; and a local History study</p>				

		<p>o These requirements all fit well within my specified concepts & time period selections.</p> <ul style="list-style-type: none"> It also states that pupils should learn about ‘at least one study of a significant society or issue in world history and its interconnections with other world developments’ – again, this fits well within my conceptual and chronological framework. 				
<p>End point 2</p> <p>An ability to formulate arguments, framed around key historical concepts, in order to provide analytical responses to historical questions</p>		<p>Describes events with selected factual detail, in response to questions</p> <p>For each of the periods that they have studied, be able to use the knowledge gained to answer a question that requires them to describe at least 2 different factors and begin to use them to answer a question</p> <p>Some use of historical key terms, such as ‘therefore’, ‘in conclusion’.</p>	<p>Describes events with selected factual detail, in response to questions</p> <p>For each of the periods that they have studied, be able to use the knowledge gained to answer a question that requires them to describe at least 3 different factors and begin to use them to answer a question.</p> <p>Some use of basic, historical key terms, such as ‘therefore’, ‘in conclusion’.</p>	<p>Describes events with selected factual detail, in response to questions</p> <p>For each of the periods that they have studied, be able to use the knowledge gained to answer a question that requires them to describe at least 3 different factors, begin to explain how they answer the question, and make a simple judgment</p> <p>Accurate use of historical key terms.</p> <p>Can explain how/why events happened, based on factual knowledge (development of</p>	<p>Describes a range of events, in order to answer questions, within a wider context.</p> <p>For each of the periods that they have studied, be able to use the knowledge gained to answer a question that requires them to explain different factors and make a simple judgment (with pupils at the highest bands explaining this judgment)</p> <p>Accurate use of historical key terms.</p> <p>Can explain how/why events happened, based on factual knowledge (development of explanation will vary according to pupil’s</p>	<p>Describes events with selected factual detail, in response to questions</p> <p>For each of the periods that they have</p> <p>At the highest bands, pupils will be able to make links between causes/consequences in order to justify judgments.</p> <p>Accurate use of historical key terms.</p> <p>Can explain how/why events happened, based on factual knowledge (development of explanation will vary according to pupil’s current working level)</p> <p>Be able to spot the difference between a developed explanation and an undeveloped one.</p>

				<p>explanation will vary according to pupil's current working level) be able to improve an undeveloped explanation when prompted</p>	<p>current working level) Be able to improve an undeveloped explanation when told that it is undeveloped</p>	
	NC/Spec coverage	<p>Work on developing ability to formulate arguments links to National Curriculum requirement that 'Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement'. It also supports the demand that History curricula should allow pupils to 'create their own structured accounts.</p>				
		<p>Pupils must know what a historian is, and key features of how they work Knowledge that historians often disagree, and that this is a key part of the discipline.</p>	<p>Pupils must know what a historian is, and that they use objects from the past to answer questions. Knowledge that in history, there are different points of view. Historians are people who study objects from the past to come up with their own views about people's lives</p>	<p>Pupils must know what a historian is, and that they use objects from the past as well as each other's writing to answer questions Knowledge that in history, it is normal to disagree as long as you can support your argument with fact Ability to select excerpts from interpretations to highlight basic</p>	<p>Pupils must know what a historian is, and key features of how they work Knowledge that historians often disagree, and that this is a key part of the discipline Ability to precisely analyse similarities and differences between interpretations Developing</p>	<p>Pupils must know what a historian is, and key features of how they work (at a university, using books written by other historians as well as primary sources, coming up with a question to answer and researching it) know what an argument is, and how one is made (see above re: key terms) know how to find historians' work to</p>

			<p>Can make judgment but not justify it (except at the highest level of prior attainment)</p>	<p>similarities and differences</p> <p>At highest level, knowledge of why historians disagree –used different sources, looked at different aspects of the period/dates.</p> <p>Ability to select evidence to support a historian’s Viewpoint</p> <p>Can make judgment but not justify it (except at the highest level)</p>	<p>knowledge of why historians disagree –used different sources, looked at different aspects of the period/dates</p> <p>Ability to select evidence to support a historian’s viewpoint</p> <p>Analysis and judgement of whether they agree/disagree with a given historian, but not as a sustained argument.</p>	<p>support/challenge their own thinking on a topic, as well as how to decipher the key arguments of that historian</p> <p>Know that there are different ‘schools of thought’ subscribed to by different historians, and be able to give examples relevant to the topics they have studied</p>
	<p>NC/Spec coverage</p>	<p>National Curriculum states that pupils should ‘understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed’</p>				
<p>End point 3+4 Skills in using historical sources and interpretations independently, in order to carry out a historical investigation</p>		<p>Know the difference between a source and interpretation</p> <p>Can select quotes from a range of sources/ interpretations to answer a question, and begin to make inferences from these quotes that:</p> <p>1) Add a new idea to</p>	<p>Know the difference between a source and interpretation and how a historian makes an interpretation</p> <p>Can select quotes from a source / interpretations to answer a question, and make</p>	<p>Know what a source is, and be able to give some different examples of types of sources that a historian might use to make interpretations</p> <p>Can select quotes from a source to answer a question, and make</p>	<p>Know what a source is, and be able to give different examples of types of sources that a historian might use – at least one per period that they have studied to develop an interpretation</p>	<p>Know what a source is, and be able to give different examples of types of sources that a historian might use – at least one per period that they have studied</p> <p>Can select quotes from a source precisely to answer a</p>

		<p>the quote the</p> <p>2) Answer the question</p>	<p>inferences from these quotes that:</p> <p>1) Add a new idea to the quote</p> <p>2) Answer the question</p> <p>Can identify similarities and differences between different sources / interpretations</p> <p>Can begin to judge whether a source will be useful for their enquiry or not</p>	<p>inferences from these quotes that:</p> <p>1) Add a new idea to the quote</p> <p>2) Answer the question</p> <p>Can identify similarities and differences between sources / interpretations</p> <p>Can describe the nature, origin and purpose of a source and begin to analyse its utility.</p>	<p>Can select quotes from a source to answer a question, and make inferences from these quotes that:</p> <p>1) Add a new idea to the quote</p> <p>2) Answer the question</p> <p>Can compare and contrast sources</p> <p>Can compare and contrast sources with historians' interpretations.</p> <p>Can describe the nature, origin and purpose of a source and analyse its utility.</p>	<p>question, and make inferences from these quotes that:</p> <p>1) Add a new idea to the quote</p> <p>2) Answer the question</p> <p>Can compare and contrast sources</p> <p>Can compare and contrast sources with historians' interpretations, in order to explain why interpretations differ</p> <p>Can describe the nature, origin and purpose of a source in order to analyse its utility. Draws on words 'accurate', 'objective' and 'complete' in order to do this.</p> <p>Ability to select evidence to support and refute) a source's message.</p>
	<p>NC/Spec coverage</p>	<p>See NC/Spec Coverage for End Point 4 regarding: use of evidence is heavily linked to pupils' understanding of sources and how to use them.</p>				