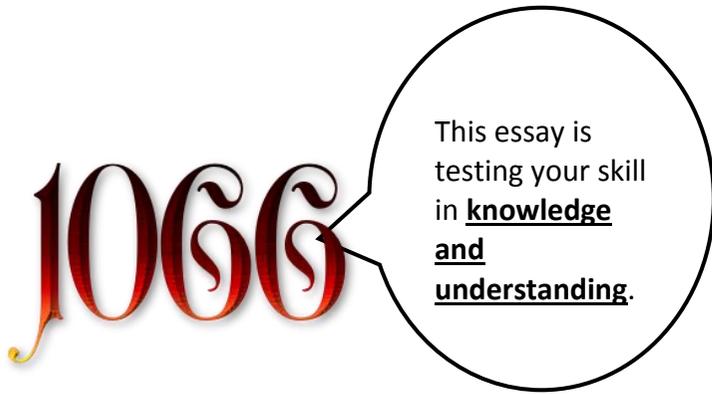


Year 7 - Why did William win the Battle of Hastings to become King of England?

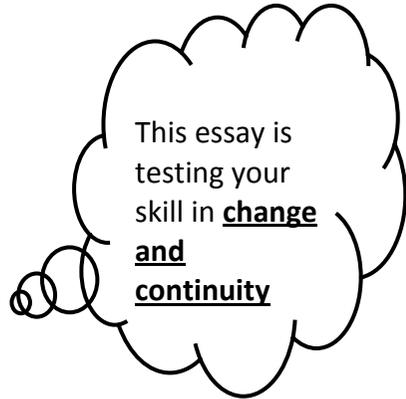


To improve you need to

- Read the description for the next step
- Answer the rhetorical questions** written on your essay.
- Add more historical detail to your answer e.g. dates, key events, individuals.
- Make sure you explain why William won the battle.
- Make links between the different factors
- Explain which of the factors you think was the most dangerous.
- Have a conclusion where you sum up why William won.
- Be careful with your spelling. **Rewrite misspelt words 3 times** below your essay
- Make sure you use paragraphs – **go through your essay and add //** where a new paragraph should be.

Acquiring	Developing	Securing	Mastering	Mastering +
<p>You write a simple sentence about the battle.</p>	<p>You write a detailed narration about the event i.e. you just say what happens and do not answer the question.</p>	<p>You categorise the causes e.g. William's strength, Harold's weakness and Luck.</p> <p>You describe these factors but do not explain them.</p>	<p>You categorise the causes e.g. William's strength, Harold's weakness and Luck.</p> <p>You explain the causes by writing PEE paragraphs. You support your explanation with historical facts.</p> <p>You make a basic judgement about what the most important reason why William won the battle was.</p>	<p>You categorise the causes e.g. William's strength, Harold's weakness and Luck.</p> <p>You explain the causes by writing PEE paragraphs. You support your explanation with historical facts.</p> <p>You make a developed explanation about the most important reason why William won the battle; using specific historical examples.</p>

Year 7 - How far did Anglo-Saxon England change after the Norman Conquest?

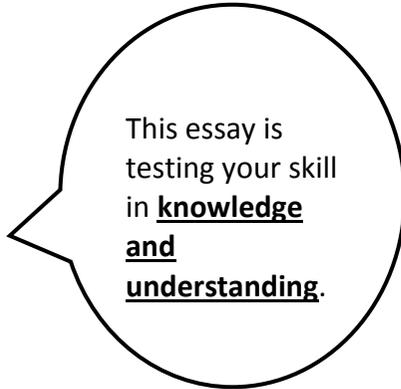


To improve you need to

- Read the description for the next step
- Answer the rhetorical questions** written on your essay.
- Add more historical detail to your answer e.g. dates, impact of castles, feudal system
- Describe areas of change **and** continuity caused by the conquest.
- Explain why these changes / continuities occur
- Explain **the extent** to which the conquest changed England
- Explain **the pace** of change.
- Be careful with your spelling. **Rewrite misspelt words 3 times** below your essay
- Make sure you use paragraphs – **go through your essay and add //** where a new paragraph should be.

Acquiring	Developing	Securing	Mastering	Mastering +
You write simple sentences about the change and / or continuity.	You can describe areas of change and continuity e.g. castles being built.	You can categorise the change and continuity within a given period e.g. language, transport etc. You write simple explanations for why these changes / continuities occur.	You can categorise the changes and continuities within a given period e.g. language, transport etc. You write developed explanations for why these changes / continuities occur.	You can explain the extent of change and continuity across a given period. Using examples students can reach a judgement about how much something changed.

Year 7 - How successfully did England deal with its neighbours?

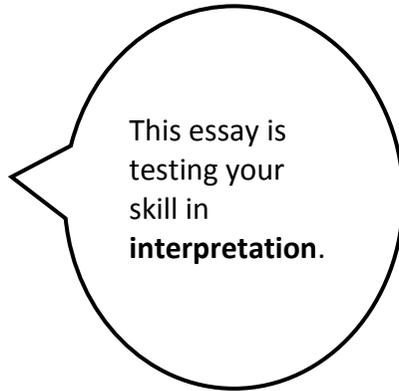


To improve you need to

- Read the description for the next step
- Answer the rhetorical questions** written on your essay.
- Add more historical detail to your answer e.g. dates, key events, individuals.
- Make sure you explain how well England dealt with its neighbours
- Make sure you have a balanced answer.
- Make links between the different countries and wars
- Have a conclusion where you sum up how well England dealt with its neighbours.
- Be careful with your spelling. **Rewrite misspelt words 3 times** below your essay
- Make sure you use paragraphs – **go through your essay and add //** where a new paragraph should be.

Acquiring	Developing	Securing	Mastering	Mastering +
<p>You simply describe the battles England fought.</p>	<p>You write a detailed narration about the events i.e. you just say what happens and do not answer the question.</p>	<p>You clearly categorise those events which show Britain successfully dealing with our neighbours or not.</p> <p>You describe these events but do not explain them.</p>	<p>You clearly categorise those events which show Britain successfully dealing with our neighbours or not.</p> <p>You explain a range of events showing how England did and did not deal well with its neighbours. You support your explanation with historical facts.</p> <p>You make a basic judgement about the extent to which England dealt successfully with its neighbours; using specific historical examples.</p>	<p>You clearly categorise those events which show Britain successfully dealing with our neighbours or not.</p> <p>You explain a range of events showing how England did and did not deal well with its neighbours. You support your explanation with historical facts.</p> <p>You make a developed explanation about the extent to which England dealt successfully with its neighbours; using specific historical examples.</p>

Year 7 - Would you like to live in medieval times?



To improve you need to

- Read the description for the next step
- Answer the rhetorical questions** written on your work.
- Refer to actual events e.g. how Jews were persecuted.
- Include a range of appropriate interpretations e.g. townsman, Jew, doctor, rich woman
- Explain **why people** had different **interpretations** of whether medieval times were good or bad
- Explain what your interpretation is.
- Be careful with your spelling. **Rewrite misspelt words 3 times** below your essay
- Make sure you use paragraphs – **go through your essay and add //** where a new paragraph should be.

Acquiring	Developing	Securing	Mastering	Mastering +
You can write one interpretation of medieval life.	<p>You understand that there are different interpretations of events and people.</p> <p>You can write two different interpretations of medieval life.</p>	<p>You understand that there are different interpretations of events and people.</p> <p>You start to explain why people had different experiences.</p>	<p>You explain in depth the different interpretations people have.</p> <p>You explain the various reasons why these interpretations are different e.g. why a woman's interpretation is different to that of a Jew's.</p>	You read a range of historical sources and infer different interpretations from them

Year 7 - The princes in the tower



This essay is testing your skill in **using sources**.

To improve you need to

- Read the description for the next step
- Answer the rhetorical questions** written on your essay.
- Add more historical detail to your answer e.g. dates, key events, individuals.
- Add source detail to your answer e.g. quotes or descriptions of the images.
- Evaluate the reliability of the source. Think about who wrote the source? When it was written? Why was it written? Is the language biased or factual? Does the source match your own knowledge?
- Compare the source to other sources. Is there another source that is saying the same thing? Does this make the source more reliable?
- Be careful with your spelling. **Rewrite misspelt words 3 times** below your essay
- Make sure you use paragraphs – **go through your essay and add //** where a new paragraph should be.

Acquiring	Developing	Securing	Mastering	Mastering +
<p>You simply copy out the source.</p>	<p>You take quotes from the source but do not use them to answer the question fully.</p>	<p>You show a good understanding of what the sources are saying.</p> <p>You directly refer to and use the sources to answer the question.</p>	<p>You show a good understanding of what the sources are saying.</p> <p>You select specific information from the sources to answer the question fully.</p> <p>You start to evaluate the reliability of the source but this is not frequent or developed.</p>	<p>You show a secure understanding of what the sources are saying.</p> <p>You use the source to show a thorough understanding of what happened.</p> <p>You evaluate the reliability of the sources.</p> <p>You add your own knowledge to enhance the source evaluation.</p>

Year 8 - How reliable is the evidence in explaining why the Armada failed?



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This essay is testing your skill in **using sources**.

To improve you need to

- Read the description for the next step
- Answer the rhetorical questions** written on your essay.
- Add more historical detail to your answer e.g. dates, key events, individuals.
- Add source detail to your answer e.g. quotes or descriptions of the images.
- Evaluate the reliability of the source. Think about who wrote the source? When it was written? Why was it written? Is the language biased or factual? Does the source match your own knowledge?
- Compare the source to other sources. Is there another source that is saying the same thing? Does this make the source more reliable?
- Be careful with your spelling. **Rewrite misspelt words 3 times** below your essay
- Make sure you use paragraphs – **go through your essay and add //** where a new paragraph should be.

Acquiring	Developing	Securing	Mastering	Mastering +
<p>You take quotes from the sources but do not use them fully to answer the question.</p>	<p>You show a good understanding of what the sources are saying.</p> <p>You directly refer to and use the sources in your answer.</p>	<p>You show a good understanding of what the sources are saying.</p> <p>You select specific information from the sources to answer the question fully.</p> <p>You start to evaluate the reliability of the source but this is not frequent or developed.</p>	<p>You show a secure understanding of what the sources are saying.</p> <p>You use the source to show a thorough understanding of what happened.</p> <p>You evaluate the reliability of the sources.</p> <p>You add your own knowledge to enhance the source evaluation.</p>	<p>You show a secure understanding of what the sources are saying.</p> <p>You use the source and your own knowledge to show a thorough understanding of what happened.</p> <p>You thoroughly evaluate why sources CAN and CAN NOT be trusted by comparing the sources to each other and your own knowledge.</p>

Was Cromwell a hero or villain?



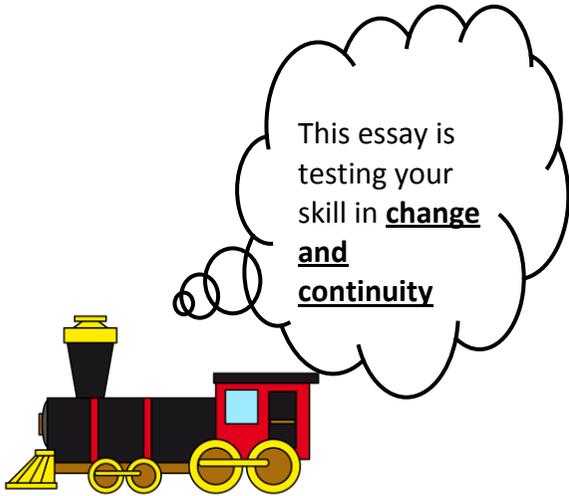
This essay is testing your skill in **interpretation**.

To improve you need to

- Read the description for the next step
- Answer the rhetorical questions** written on your project.
- Refer to actual events e.g. massacre of the Irish, execution of Charles 1st
- Include a range of appropriate interpretations e.g. royalists, parliamentarian, Irish, modern historian
- Explain **why people** had different **interpretations** of whether Cromwell was a villain or hero
- Explain what your interpretation is.
- Be careful with your spelling. **Rewrite misspelt words 3 times** below your essay
- Make sure you use paragraphs – **go through your essay and add //** where a new paragraph should be.

Acquiring	Developing	Securing	Mastering	Mastering +
<p>You understand that there are different interpretations of events and people.</p> <p>You can write two different interpretations of Cromwell.</p> <p>You need to refer to key dates and events.</p>	<p>You understand that there are different interpretations of Cromwell.</p> <p>You write down the different interpretations.</p> <p>You need to refer to key dates and events.</p> <p>You start to explain why people had different opinions of him.</p>	<p>You understand that there are different interpretations of Cromwell.</p> <p>You explain, in depth, the different interpretations people have e.g. a royalist compared to a parliamentarian.</p> <p>You need to refer to key dates and events.</p>	<p>You read a range of historical sources and infer different interpretations from them.</p> <p>Using a range of sources you explain why people have different interpretations of Cromwell.</p> <p>You can use your understanding of the different interpretations to form your own interpretation.</p>	<p>You start to evaluate the validity of the interpretations</p> <p>Having weighed up the reliability of the evidence and using your own knowledge, you form your own interpretation.</p>

Year 8 - How far did the industrial revolution change Britain 1750-1900?

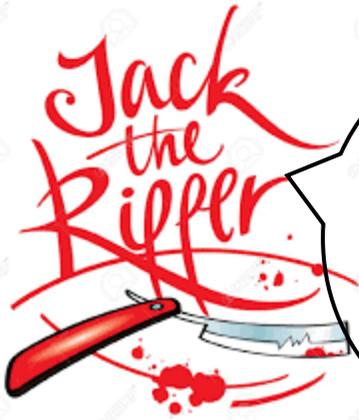


To improve you need to

- Read the description for the next step
- Answer the rhetorical questions** written on your essay.
- Add more historical detail to your answer e.g. dates, statistics
- Describe areas of change **and** continuity caused by the Industrial Revolution.
- Explain why these changes / continuities occur
- Explain **the extent** to which the revolution changed Britain
- Explain **the pace** of change – slow, steady, fast
- Be careful with your spelling. **Rewrite misspelt words 3 times** below your essay
- Make sure you use paragraphs – **go through your essay and add //** where a new paragraph should be.

Acquiring	Developing	Securing	Mastering	Mastering +
<p>You can describe areas of change and continuity e.g. trains, factories etc.</p>	<p>You can categorise the changes and continuities within a given period e.g. transportation, political etc.</p> <p>You write simple explanations for why these changes / continuities occur.</p>	<p>You can categorise the changes and continuities within a given period e.g. transportation, political etc.</p> <p>You write developed explanations for why these changes / continuities occur.</p>	<p>You can explain the extent of change and continuity across a given period.</p> <p>Using specific examples you reach a basic judgement about how far the industrial revolution caused changes in a range of factors.</p>	<p>You can explain the nature, pace and extent of change across a given period.</p> <p>Using specific examples you reach a well-supported judgement about how far the industrial revolution caused changes in a range of factors.</p>

Year 8 - Who was the most dangerous man? Jack the Ripper or Charles Darwin?



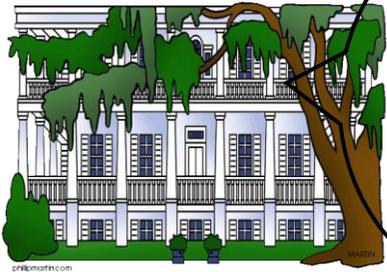
This essay is testing your skill in **knowledge and understanding**.

To improve you need to

- Read the description for the next step
- Answer the rhetorical questions** written on your essay.
- Add more historical detail to your answer e.g. dates, key events, individuals.
- Make sure you explain why the men were dangerous.
- Make links between the different men
- Explain which of the two men you think was the most dangerous.
- Have a conclusion where you explain who was the most dangerous. **Write this below**
- Be careful with your spelling. **Rewrite misspelt words 3 times** below your essay
- Make sure you use paragraphs – **go through your essay and add //** where a new paragraph should be.

Acquiring	Developing	Securing	Mastering	Mastering +
<p>You write a detailed narration about the event.</p> <p>You do not answer the question.</p>	<p>You categorise the facts into different headings e.g. number of deaths caused, level of fear caused.</p> <p>You describe these factors but do not explain them.</p>	<p>You categorise the facts into different headings e.g. number of deaths caused, level of fear caused.</p> <p>You explain the different factors. You support your explanation with historical facts.</p> <p>You make a basic judgement about what the most important reason why William won the battle was.</p>	<p>You categorise the facts into different headings e.g. number of deaths caused, level of fear caused.</p> <p>You explain the different factors. You support your explanation with historical facts.</p> <p>You make a well-developed judgement about what who was the most dangerous man was.</p>	<p>You make links and / or prioritise why Jack the Ripper or Charles Darwin was the most dangerous man.</p> <p>You reach a supported judgement about the most significant cause of an event.</p>

Year 8 - Was life the same for everyone on the plantation?



This essay is testing your skill in **interpretation**.

To improve you need to

- Read the description for the next step
- Answer the rhetorical questions** written on your project.
- Refer to actual events e.g. different jobs the slaves did
- Include a range of appropriate interpretations e.g. field slave, slave owner, house slave
- Explain **why people** had different **interpretations** of life on a plantation
- Explain what your interpretation is.
- Be careful with your spelling. **Rewrite misspelt words 3 times** below your essay
- Make sure you use paragraphs – **go through your essay and add //** where a new paragraph should be.

Acquiring	Developing	Securing	Mastering	Mastering +
<p>You understand that there are different interpretations of life on a plantation.</p> <p>You can write two different interpretations of life on a plantation.</p>	<p>You understand that there are different interpretations of life on a plantation.</p> <p>You can write two different interpretations of life on a plantation.</p> <p>You start to explain why people have different opinions of life on a plantation e.g. a white slave owner compared to black field slave.</p>	<p>You understand that there are different interpretations of life on a plantation.</p> <p>You explain why people have different opinions of life on a plantation e.g. a white slave owner compared to black field slave.</p>	<p>Using a range of sources you explain why people have different interpretations of life on a plantation.</p> <p>You explain, in some depth, how these different experiences influenced their interpretations.</p> <p>You can use your understanding of the different interpretations to form your own interpretation.</p>	<p>You start to evaluate the validity of the interpretations; having weighed up the reliability of the evidence and used your own knowledge.</p>

Year 9 – “The actions of the suffragettes helped women to gain the vote.” How far do you think this is true?



This essay is testing your skill in **knowledge and understanding.**

To improve you need to

- Read the description for the next step
- Answer the rhetorical questions** written on your essay.
- Add more historical detail to your answer e.g. dates, key events, individuals.
- Make sure you explain how this factor helped women get the vote.
- Make links between the different factors.
- Have a conclusion where you explain which factor gave women the vote. **Write this below**
- Have a conclusion where you prioritise the different factors. **Write this below.**
- Be careful with your spelling. **Rewrite misspelt words 3 times** below your essay
- Make sure you use paragraphs – **go through your essay and add //** where a new paragraph should be.

Acquiring	Developing	Securing	Mastering	Mastering +
<p>You categorise the facts into different headings e.g. suffragists, suffragettes and war work.</p> <p>You describe these factors but do not explain them.</p>	<p>You categorise the facts into different headings e.g. suffragists, suffragettes and war work.</p> <p>You explain the different factors. You support your explanation with historical facts.</p> <p>You make a basic judgement about what the most important reason why women won the vote.</p>	<p>You categorise the facts into different headings e.g. suffragists, suffragettes and war work.</p> <p>You explain the different factors. You support your explanation with historical facts.</p> <p>You make a well-developed judgement about whether the suffragettes were the most important reason why women won the vote.</p>	<p>You categorise the facts into different headings e.g. suffragists, suffragettes and war work</p> <p>You explain the different factors and make links between the different factors or you prioritise them.</p> <p>Using specific historical detail you reach a supported judgement about how important the suffragettes were.</p>	<p>You explain the different factors and make links between them.</p> <p>You produced a conclusion where you reach an analytical judgement on the extent to which the suffragettes gained women the vote. You will have prioritised the relative importance of the different factors.</p>

Year 9 - WW1 project



This essay is testing your skill in **interpretation.**

To improve you need to

- Read the description for the next step
- Answer the rhetorical questions** written on your project.
- Refer to actual events during WW1 e.g. include details about the Battle of the Somme.
- Add a range of historical sources e.g. newspaper articles
- Include a range of appropriate emotions felt by the soldier / nurse / home front over time e.g. enthusiasm in 1914 to despair in 1918.
- Explain **why people** had different experiences/**interpretations** of WW1
- Explain what your interpretation of WW1 is.
- Be careful with your spelling. **Rewrite misspelt words 3 times** below your essay
- Make sure you use paragraphs – **go through your essay and add //** where a new paragraph should be.

Acquiring	Developing	Securing	Mastering	Mastering +
<p>You understand that there are different interpretations about WW1.</p> <p>You write down the different interpretations.</p> <p>You start to explain why people had different experiences in WW1.</p>	<p>You understand that there are different interpretations about WW1.</p> <p>You explain, in depth, the different experiences people had in WW1.</p>	<p>You read a range of historical sources and infer different interpretations from them.</p> <p>Using a range of sources you explain why people have different experiences during WW1.</p> <p>You can use your understanding of the different interpretations to form your own interpretation.</p>	<p>You start to evaluate the validity of the interpretations</p> <p>Having weighed up the reliability of the evidence and using your own knowledge, you begin to form your own interpretation.</p>	<p>You can evaluate the validity of the different interpretations, forming your own interpretation of WW1.</p>

Year 9 - Holocaust assessment



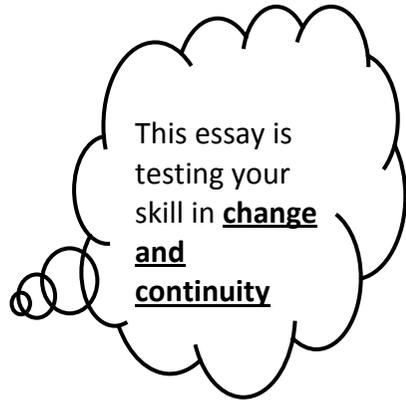
This essay is testing your skill in **using sources**.

To improve you need to

- Read the description for the next step
- Answer the rhetorical questions** written on your essay.
- Add more historical detail to your answer e.g. dates, key events, individuals.
- Add source detail to your answer e.g. quotes or descriptions of the images.
- Evaluate the reliability of the source. Think about who wrote the source? When it was written? Why was it written? Is the language biased or factual? Does it match your own knowledge?
- Compare the source to other sources. Is there another source that is saying the same thing? Does this make the source more reliable?
- Be careful with your spelling. **Rewrite misspelt words 3 times** below your essay
- Make sure you use paragraphs – **go through your essay and add //** where a new paragraph should be.

Acquiring	Developing	Securing	Mastering	Mastering +
<p>You show a good understanding of what the sources are saying.</p> <p>You directly refer to and use the sources in your answer.</p>	<p>You show a good understanding of what the sources are saying.</p> <p>You select specific information from the sources to answer the question fully.</p> <p>You start to evaluate the reliability of the source but this is not frequent or developed.</p>	<p>You show a secure understanding of what the sources are saying.</p> <p>You use the source to show a thorough understanding of what happened.</p> <p>You evaluate the reliability of the sources.</p> <p>You add your own knowledge to enhance the source evaluation.</p>	<p>You show a secure understanding of what the sources are saying.</p> <p>You use the source and your own knowledge to show a thorough understanding of what happened.</p> <p>You thoroughly evaluate why sources CAN and CAN NOT be trusted by comparing the sources to each other and your own knowledge.</p>	<p>As mastering but you also compare the sources effectively and make a sustained judgement about their combined usefulness referring to your own knowledge as well.</p>

Year 9 - How far did the factors that caused WW1 cause WW2?



To improve you need to

- Read the description for the next step
- Answer the rhetorical questions** written on your essay.
- Add more historical detail to your answer e.g. dates, statistics
- Describe factors that remained the same or were different i.e. MAIN
- Explain the factors that remained the same or were different i.e. MAIN
- Write in PEE paragraphs.
- Explain why these changes / continuities occur
- Explain **the extent** to which the factors that caused WW1 also caused WW2/
- Be careful with your spelling. **Rewrite misspelt words 3 times** below your essay
- Make sure you use paragraphs – **go through your essay and add //** where a new paragraph should be.

Acquiring	Developing	Securing	Mastering	Mastering +
<p>You can categorise the factors that stayed the same and changed e.g. MAIN.</p> <p>You write simple explanations for why these changes / continuities occur.</p>	<p>You can categorise the factors that stayed the same and changed e.g. MAIN.</p> <p>You write developed explanations for why these changes / continuities occur.</p>	<p>You can explain the extent to which the factors that caused WW1 stayed the same or changed.</p> <p>Using specific examples you reach a basic judgement about how far the factors that caused WW1 caused WW2.</p>	<p>You can explain the nature and extent of how far the factors that caused WW1 stayed the same or changed.</p> <p>Using specific examples you reach a well-supported judgement about how far the factors that caused WW1 caused WW2.</p>	<p>You can produce a sustained and well developed judgement about how much WW1 caused WW2.</p>

Year 9 - How far was the dropping of the Atomic bomb justified?



This essay is testing your skill in **interpretation**.

To improve you need to

- Read the description for the next step
- Answer the rhetorical questions** written on your answer.
- Refer to actual events e.g. where was the bombing? Date? Impact?
- Include a range of appropriate interpretations e.g. contemporary American, contemporary Japanese, modern historian
- Explain **why people** had different **interpretations** of whether the bombing was justified
- Explain what your interpretation is.
- Be careful with your spelling. **Rewrite misspelt words 3 times** below your essay
- Make sure you use paragraphs – **go through your essay and add //** where a new paragraph should be.

Acquiring	Developing	Securing	Mastering	Mastering +
<p>You understand that there are different interpretations about the justification of using the atomic bomb</p> <p>You write down the different interpretations.</p> <p>You start to explain why people had different opinions of the bombing.</p>	<p>You understand that there are different interpretations about the justification of using the atomic bomb</p> <p>You explain, in depth, the different interpretations people have about using atomic weapons e.g. Japanese or American viewpoint.</p>	<p>You read a range of historical sources and infer different interpretations from them.</p> <p>Using a range of sources you explain why people have different interpretations dropping the atomic bomb.</p> <p>You can use your understanding of the different interpretations to form your own interpretation.</p>	<p>You start to evaluate the validity of the interpretations</p> <p>Having weighed up the reliability of the evidence and using your own knowledge, you begin to form your own interpretation.</p>	<p>You can evaluate the validity of the different interpretations, forming your own interpretation of how far the dropping of the Atomic bomb was justified.</p>