



Year 8 Milestone Criteria

HISTORY

Assessment Objectives

AO1 – Knowledge and understanding.

AO2 – Explain and analyse using 2nd order concepts.

AO3 – Analyse, evaluate and use contemporary sources.

AO4 – Analyse, evaluate and judge interpretations.

TIER ONE Aiming for grades 8-9		Excellent spelling, punctuation and grammar. Analytical writing with points of substantiation. There are clear links back to the question in each paragraph.	CORE KNOWLEDGE : <u>History through Depth Study enquiries building on the overview from Year 7:</u> WHAT LAY BEHIND THE HORRORS OF THE SLAVE TRADE? WHY WERE SO MANY IMMIGRANTS ACCUSED OF BEING JACK THE RIPPER? HOW FAR WERE LIVES IMPROVED BY THE GOVERNMENT 1890-1918? WAS PROFESSOR FERGUSON RIGHT TO BLAME BRITAIN FOR WW1? CAN WE IMPROVE MR ELLIS' DIARY OF A WW1 SOLDIER? WHAT LAY BEHIND THE HORRORS OF THE HOLOCAUST ? WHY WAS THE
	AO1	Recall knowledge is very good and shows understanding in overview and depth.	
	AO4	Identify criteria for making a judgement on the reliability of an interpretation.	
	AO3	Explain what the source suggests as well as says.	
	AO3	Explain why a source is or isn't useful or reliable.	
	AO2	Explain the most important cause or consequence of an event.	
	AO2	Use criteria to argue the reason a past feature, event or person is significant.	
	AO2	Reach conclusions on the cause and effect of change and continuity across a specific timeline.	
	AO2	Reach conclusions on why people or groups acted or lived in different times and places.	
TIER TWO Aiming for grades 6-7		Spelling, punctuation and grammar is secure throughout. Writing is analytical and evidence is used to back up the points made in each paragraph. There are clear links back to the question in each paragraph.	
	AO1	Recall knowledge shows a clear understanding.	
	AO4	Explain reasons for different interpretations.	
	AO3	Compare sources content, reliability and usefulness.	
	AO3	Select and combine evidence from several sources to support answers.	
	AO2	Explain the links between different causes or consequences of an event.	
	AO2	Explain what you need to look for to tell if something is significant.	
	AO2	Explain the cause and effects of change and continuity over a specific timeline.	
	AO2	Explain the most important cause of people's actions or lifestyles in different times and places.	
TIER THREE Aiming for grades 4-5		Writing is in paragraphs, evidence backs up points made, links back to the question asked in most paragraphs. Good spelling, punctuation and grammar.	
	AO1	Recall knowledge is sound.	
	AO4	Compare different interpretations.	
	AO4	Compare the evidence from different sources.	
	AO3	Select relevant details from sources in answers.	
	AO2	Explain the cause or consequence of an event.	
	AO2	Explain the reasons for the significance of an event, person or feature of the past.	
	AO2	Describe the cause and effect of change and continuity over a specific timeline.	
	AO2	Explain the causes of particular groups or peoples actions or their lifestyle.	
TIER FOUR Aiming for grade 3		Writing is descriptive. Spelling, punctuation and grammar is generally good.	
	AO1	Recall knowledge is generalised but accurate.	
	AO3	Use sources explicitly (quotes/descriptions) to answer questions about the past.	
	AO2	Describe the causes or consequences of an event.	
	AO2	Describe some of the reasons for an events, person or feature of the past being significant.	
	AO2	Describe change and continuity over a specific timeline.	
	AO2	List feelings of groups or people and describe how they link to their actions.	
	AO1	Describe and make simple comparisons between different people, events and periods.	

			MURDER OF EMMETT TILL SO SIGNIFICANT ? DOES IT MATTER WHO KILLED PRESIDENT KENNEDY?
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