

Year 8 Why is the Holocaust significant? (Summer 1)

Knowledge and Understanding

- I can give a detailed description of how the Holocaust developed, and the reasons for this development
- I can identify the impact that the Holocaust has had on the Modern World.
- I can compare and contrast the experiences of different people during the Holocaust.

Historical Argument

- I can give a detailed description of the events of the Holocaust, and use specific facts to support my ideas.
- I can give my opinion about the impact of the Holocaust and justify my opinion by using factual information.

Using Sources

- I can use evidence from historical sources to help me to begin to explain my ideas about the Holocaust.
- Some of my ideas are supported with specific evidence or quotations from the source, but this isn't always consistent.
- I can begin to make inferences from historical sources, although I don't always support these with evidence.
- I can give some simple reasons about how reliable historical sources are, by thinking about what the source says or bias.
- I can give a detailed description of some ways in which people or events have been interpreted and suggest some reasons why there might be different opinions about a person or event.

Quality of written communication

- I can use key words and dates correctly in my work. Key words are spelled correctly, although there may still be some spelling or grammar mistakes.
- I use punctuation correctly in my work.
- I usually use paragraphs to structure my work, but this isn't always consistent.
- I can write a conclusion that clearly gives my opinion.

Year 8 How did Black people achieve equality in the USA? (Summer 2)

Knowledge and Understanding

- I can give a detailed description of some of the main events of the civil rights movement and their impact on the modern world.
- I begin to use specific and detailed facts to support my ideas.

Historical Argument

- I can give a detailed description of the events and people that led to civil rights in the USA, and use detailed and specific facts to support my ideas.
- I can give my opinion about the event which has had the biggest impact on civil rights, and show that others have different opinions to me.
- I can give some specific examples of how some things in the last 30 years have changed and how others have stayed the same.
- I can use criteria to begin to explain why a particular event might be significant.

Using Sources

- I can use evidence from historical sources to help me begin to explain my ideas about the last 30 years.
- Some of my ideas are supported with specific evidence or quotations from the source, but this isn't always consistent.
- I can begin to make inferences from historical sources, although I don't always support this with evidence.
- I can give some simple reasons about how reliable historical sources are, by thinking about what the source says or bias.
- I can give a detailed description of some ways in which people or events have been interpreted and suggest some reasons why there might be different opinions about a person or event.

Quality of Written Communication

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Minimum Expected Standards

History Year 8

Inside this booklet you will find a summary of all the knowledge and skills that the academy expects you to master in this subject by the end of the year.

These are the **minimum standards** that we set for all students. If you achieve this you should be on track to achieve at least a **grade 5/6 in your GCSE** in year 11.

During each half-term you will have regular '**learning checks**' to assess how well you are progressing against the expected standards. If you do not reach the expected standard in any of these checks you should be seeking help from your teacher, asking for study supports and using the materials on TGISpace to help you improve.

If you wish to push yourself further your teacher will also be sharing with you examples of how to go **beyond the expected standards**

**Tudor Grange Academy
Solihull**

Year 8 Why did Jack the Ripper go unpunished? (Autumn 1)

Knowledge and Understanding

- I can give a detailed description of reasons why Jack the Ripper was never caught
- I am beginning to use specific and detailed facts to support my ideas.

Historical Argument

- I can give a detailed description of reasons why Jack the Ripper was never caught and use detailed and specific facts to support my ideas.
- I can give my opinion about the main reason why Jack the Ripper was never caught . I can also show that other people have different opinions to me.

Using Sources

- I can use evidence from historical sources to help me to begin to explain my ideas about the past. Some of my ideas are supported with specific evidence or quotations from the source, but this isn't always consistent.
- I can begin to make inferences from historical sources, although I don't always support these with evidence.
- I can give some simple reasons about how reliable historical sources are, by thinking about what the source says or bias

Quality of written communication

- I can use key words and dates correctly in my work. Key words are spelled correctly, although there may still be some spelling or grammar mistakes.
- I use punctuation correctly in my work.
- I usually use paragraphs to structure my work, but this isn't always consistent.
- I can write a conclusion that clearly gives my opinion.

Year 8 Why did WW1 break out? (Autumn 2)

Knowledge and Understanding

- I can give a detailed description of the reasons why WW1 occurred
- I can use key facts in my work, and they are usually detailed and specific.

Historical Argument

- I can give a detailed description about the reasons why WW1 occurred, and use specific and detailed facts to support my ideas
- I can give my opinion about the main cause of WW1

Using Sources

- I can use sources as evidence to help me describe the past.
- Some of my ideas are supported with specific evidence or quotations from the source, but this isn't always consistent.
- I can begin to make inferences from historical sources, although I don't always support these with evidence.
- I can give some simple reasons about how reliable historical sources are, by thinking about what the source says or bias.
- I can give a detailed description of some ways in which General Haig has been interpreted and suggest some reasons why there might be different opinions about him.

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Year 8 How was WW1 fought? (Spring 1)

Knowledge and Understanding

- I can give a detailed description of the key events of WW1, including life in the trenches, and conditions faced in the Battle of the Somme
- I can use specific facts in my work to support my opinions.

Historical Argument

- I can give a detailed description about life for soldiers during the First World War
- I can also begin to explain why some of these changes happened.

Using Sources

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Year 8: How did Hitler come to power? (Spring 2)

Knowledge and Understanding

- I can give a detailed description of the events that led to Hitler's rise to power
- I can give a detailed description of some of the factors that led to Nazism

Historical Argument

- I can give a detailed description of the key events in Hitler's rise
- I can begin to explain why Hitler became leader of Germany, and can prioritise these reasons

Using Sources

- I can use evidence from historical sources to help me to begin to explain my ideas about the past.
- Some of my ideas are supported with specific evidence or quotations from the source, but this isn't always consistent.
- I can begin to make inferences from historical sources, although I don't always support these with evidence.
- I can give some simple reasons about how reliable historical sources are, by thinking about what the source says or bias.
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