



Year 8 Slavery and the British Empire		11 Lessons		
	Emerging	Developing	Secure	Excellence
Narrative account and Chronology	<p><b>N1</b> - Can arrange dates chronologically</p> <p><b>N2</b> – State key features of events</p> <p><b>N3</b> – Able to state key points of the story</p>	<p><b>N4</b> – Can arrange events chronologically</p> <p><b>N5</b> – Describe key features of an event</p> <p><b>N6</b> – Accurately tell the story including the use of key terms</p>	<p><b>N7</b> – Can organise dates and events based on success criteria</p> <p><b>N8</b> – Explain the importance of events</p> <p><b>N9</b> – Precise selection of knowledge used to tell the story</p>	<p><b>N10</b> – Evaluate the importance of dates and events against success criteria</p> <p><b>N11</b> – Link events together based on cause and consequence.</p> <p><b>N12</b> – Researches to add in wider knowledge</p>
Causation	<p><b>C1</b> – can describe why something happened.</p> <p><b>C2</b> – Can state one consequence of an event</p>	<p><b>C3</b> – Can explain why something happened.</p> <p><b>C4</b> – Can describe several consequences of an event</p> <p><b>C5</b> - Rank causes/consequences in order of importance</p>	<p><b>C6</b> – Can evaluate the main reason why something happened.</p> <p><b>C7</b> – Assess the impact of an events</p> <p><b>C8</b> - Explain why some events/factors are more important than others</p>	<p><b>C9</b> - – Can evaluate causes based on the impact it had.</p> <p><b>C10</b> - Assess the impact of an event on more than one factor</p> <p><b>C11</b> - Judge the importance of the given stimulus</p> <p><b>C12</b> – Develop links between a variety of causes /consequences</p>
Source Analysis	<p><b>S1</b> – Identify origin of a source</p> <p><b>S2</b> – Identify the origin of a source</p> <p><b>S3</b> – Can pick out a detail from a source</p>	<p><b>S4</b> – Describe key features of a source</p> <p><b>S5</b>- Identify when a source may be biased</p> <p><b>S6</b> – Can make a suggestion about what you can learn from details in the source</p> <p><b>S7</b> – Outline the usefulness of a source based on the content</p>	<p><b>S8</b> – Explain Nature and Origin of a source</p> <p><b>S9</b> – Explain how the origin effects the reliability</p> <p><b>S10</b> – Will use quotes to support an inference</p> <p><b>S11</b> – Apply knowledge of nature and origin to assess usefulness.</p>	<p><b>S12</b> – Consider the purpose of the source based on Nature and Origin</p> <p><b>S13</b> – Evaluate the reliability of a source</p> <p><b>S14</b> – Make a judgement on the intended impression of a source</p> <p><b>S15</b> – Judge usefulness based on NOPC</p>

Interpretations	I1 – Can read and understand an interpretation	I2 – Can agree with an interpretation using own knowledge I3 – Can compare interpretations based on their content	I3 – Can agree and disagree with an interpretation using own knowledge I4 - uses quotes to support writing	I5 - Can agree and disagree with an interpretation using own knowledge and other interpretations I6 – Make a judgement on how far you agree with the interpretation I7 – Explain why interpretations are different.
Change and Continuity	CH1 – Know how aspects of the past have changed / stayed the same	CH2 – Describe changes and / or continuities	CH3 – Explain why change / continuity has taken place	CH4 – Judge how much change has taken place CH5 – Assess the reason for change based on successes and failures
Writing Historically	W1 – Answers the question given W2 – Spells and punctuates with reasonable accuracy	W3 – Uses paragraphs W4 – Uses some historical key words correctly W5 – uses rules of grammar, usually correctly	W6 – Introduction and conclusion used where required W7 – Accurately applies a variety of historical terminology W8 – SPaG is good	W9 – Each paragraph links together to answer the question W10 – Uses relevant, accurate historical quotes that are explained. W11 – Show maturity in your work through selection of vocabulary