

BAND	In Year 8 History I can...
7-9	<ul style="list-style-type: none"> <li>• Understand and use a wide range of chronological terms like era, dynasty and reign with confidence.</li> <li>• Use my chronological understanding to place historical periods in context.</li> <li>• Remember and confidently use a wide range of historical terms.</li> <li>• Identify and categorise causes for why events have taken place and explain some links between them.</li> <li>• Identify and explain the impact of consequences of events that have taken place.</li> <li>• Identify and explain types of historical change, such as social or political change.</li> <li>• Use sources to make reasoned inferences about the past and question their usefulness.</li> <li>• Recognise that historians have different interpretations of the past and explain why their interpretations differ.</li> </ul>
5-6	<ul style="list-style-type: none"> <li>• Understand and appropriately use a wide range of chronological terms like era, dynasty and reign.</li> <li>• Independently construct a detailed timeline of periods that I have studied.</li> <li>• Remember and appropriately use a wide range of historical terms.</li> <li>• Identify and categorise causes for why events have taken place and begin to explain some links between them.</li> <li>• Identify and categorise consequences of events that have taken place.</li> <li>• Identify and explain historical changes.</li> <li>• Use sources to make simple inferences about the past and question their usefulness.</li> <li>• Recognise that historians have different interpretations of the past and suggest why their interpretations differ.</li> </ul>
4	<ul style="list-style-type: none"> <li>• Understand and use a range of chronological terms like decade or century.</li> <li>• Construct timeline of periods that I have studied.</li> <li>• Remember and appropriately use a range of key historical terms such as protestant, slavery and industrialisation.</li> <li>• Construct an organised narrative about the past which is supported by a range of evidence.</li> <li>• Identify and begin to categorise causes for why events have taken place.</li> <li>• Identify and begin to categorise consequences of events that have taken place.</li> <li>• Identify and explain some historical changes.</li> <li>• Understand and question the usefulness of the range of sources that historians use to learn about the past.</li> <li>• Recognise that historians have different interpretations of the past and begin to suggest why their interpretations differ.</li> </ul>
1-3	<ul style="list-style-type: none"> <li>• Understand and use terms like decade or century.</li> <li>• Construct a simple timeline of periods that I have studied.</li> <li>• Remember and use key historical terms such as protestant, slavery and industrialisation.</li> <li>• Construct an organised narrative about the past which is supported by some evidence.</li> <li>• Identify and suggest simple causes for why events have taken place.</li> <li>• Identify and suggest simple consequences of events that have taken place.</li> <li>• Identify and describe some historical changes.</li> <li>• Understand and start to question the usefulness of the range of sources that historians use to learn about the past.</li> </ul>
<1	<ul style="list-style-type: none"> <li>• Understand terms like decade or century.</li> <li>• Construct, with help, a simple timeline of periods that I have studied.</li> <li>• Understand simple historical terms in the topic currently being studied.</li> <li>• Construct a basic narrative about the past.</li> <li>• Identify simple causes for why events have taken place.</li> <li>• Understand that events have consequences.</li> <li>• Identify basic changes over time.</li> <li>• Understand that historians use a range of sources to learn about the past.</li> </ul>