



# Christ's College Guildford



## SUBJECT: History Year 8 Pathways

| <b>Year 8</b>                  | <b>2-3 Pathway</b>  | <b>4-6 Pathway</b>  | <b>7-9 Pathway</b>  |
|--------------------------------|---|---|---|
| <b>Greater Depth (GDS)</b>     | <p>Can use key words regularly and accurately and include specific dates and names to support their descriptions, historical information is developed and balanced.</p> <p>The conclusion is beginning to be more analytical and is almost a judgement.</p> <p>Can describe changes and continuities across a period</p>  | <p>Can explain the reasons for different changes/continuities across a period, beginning to evaluate the extent of change in a period.</p> <p>Explains in detail, two or more reasons for an event happening and/or consequences of an event.</p> <p>Clearly understands the links between events and the consequences.</p> <p>Understanding of the concept of bias as well as other problems with sources.</p> | <p>Can explain in depth people or events they have studied in the past using specialist vocabulary, dates and specific information with some accuracy.</p> <p>Can describe in detail changes and continuities across a period.</p> <p>Explains a range of reasons for an event happening/ consequences of an event and come to a conclusion about which is the most important, explaining their opinion. Clearly explains why some people, events or changes are more historically-significant than others.</p> <p>Looks at both positive and negative uses/points of a source and can cross-reference information from the source.</p> |
| <b>Expected Standard (EXS)</b> | <p>Can explain people or events they have studied in the past with greater detail.</p> <p>Can describe people or events they have studied in the past in more detail.</p> <p>Can explain the reasons for different changes/continuities across a period.</p> <p>Can look at different ways an event can be interpreted and can begin to explain why this might be</p> | <p>Can use key words regularly and accurately and include specific dates and names to support their descriptions, historical information is developed and balanced.</p> <p>The conclusion is beginning to be more analytical and is almost a judgement.</p> <p>Can describe changes and continuities across a period</p>  | <p>Can explain the reasons for different changes/continuities across a period, beginning to evaluate the extent of change in a period.</p> <p>Explains in detail, two or more reasons for an event happening and/or consequences of an event.</p> <p>Clearly understands the links between events and the consequences.</p> <p>Understanding of the concept of bias as well as other problems with sources.</p>   |
| <b>Working Towards</b>         | <p>Able to briefly describe people or events they have studied in the past.</p>   | <p>Can explain people or events they have studied in the past with greater detail.</p>  | <p>They use key words regularly and accurately and include specific dates and names to</p>  |



# Christ's College Guildford



|                     |   |  |  |
|---------------------|---|--|--|
| <p><b>(WTS)</b></p> | <p>Can identify a few reasons why something has happened and/or the consequences of this.</p> <p>Can identify possible reasons for the importance of events/people in the past. Maybe generalised and unspecific.</p> <p>Can interpret simple information from different sources.</p> <p>Simple understanding of interpretations with some development.</p> | <p>Can describe people or events they have studied in the past in more detail.</p> <p>Can explain the reasons for different changes/continuities across a period.</p> <p>Can look at different ways an event can be interpreted and can begin to explain why this might be</p> | <p>support their descriptions historical information is developed and balanced.</p> <p>The conclusion is beginning to be more analytical and is almost a judgement.</p> <p>Can describe changes and continuities across a period</p> |
|---------------------|---|--|--|