

Y8 HISTORY: KEY PERFORMANCE INDICATORS

Age Related Expectations (ARE)	Working at Greater Depth (GD)
A student is achieving the standards expected for their age. This includes: • Students select and use a range of sources to establish accurate facts, justify their choices, and explain how bias, gaps, or limitations affect what a source can tell us • Students use relevant evidence to support ideas about the past, choosing increasingly appropriate sources and explaining how these strengthen their interpretations. • Students describe and explain changes in the local area and wider world, compare different historical periods, and show understanding of the diversity and characteristics of past societies. • Students can order events, describe major changes within and across periods, and identify patterns such as rapid or slow change. • Students can use subject-specific terminology with accuracy to communicate historically both verbally and in written work.	• Students critically evaluate a wide range of sources, explaining in detail how provenance, purpose, context, and bias shape what each source can and cannot reveal about the past. • Students construct well-supported interpretations, selecting evidence with precision and clearly justifying how their chosen sources strengthen or challenge particular arguments. • Students analyse change across different periods and places, offering nuanced explanations that link local, national, and global developments and show insight into the diversity of past societies. • Students make sophisticated use of chronology, connecting events across long time spans, explaining patterns of continuity and change, and evaluating the significance of rapid or slow developments • Students communicate with clarity and authority, using subject-specific terminology fluently.

Term	Unit of Work	KPIs
AUT1	How did power change before the English Revolution?	• Students can order and explain political and religious change across the Tudor and early Stuart periods. • Students order events across a wide chronological range (1509-1649) and identify patterns of change. • Students deploy subject-specific terminology during both verbal and written work.
AUT2	How did power change after the English Revolution?	• Students can order and explain political change across the late Stuart, Georgian, Victorian periods, and early 20th century. • Students order events across a wider chronological range (1649-1918) and identify patterns of change. • Students deploy subject-specific terminology during both verbal and written work.
SPR1	What can we learn from Whitechapel about the Industrial Revolution?	• Students describe and explain the experiences of working-class women in Victorian London through the lens of the victims of Jack the Ripper. • Students use a range of sources to support ideas about the past, explaining how these strengthen their interpretations. • Students confidently deploy subject-specific terminology during both verbal and written work.
SPR2	Why should Britain not forget the Slave Trade?	• Students describe and explain the experiences of enslaved people during the development and decline of the Transatlantic Slave Trade. • Students use a range of European and non-European sources to support ideas about the past, explaining how these strengthen their interpretations. • Students confidently deploy subject-specific terminology during both verbal and written work.
SUM1	Why did the French Revolution change the world?	• Students describe and explain political history through the lens of revolutionary change, and its impacts on the wider world. • Students use a range of French and British sources to support their knowledge and understanding. • Students confidently deploy subject-specific terminology during both verbal and written work.
SUM2	How did Britain become a global superpower?	• Students can order, describe and explain patterns of change across the early and high imperial periods (1580-1914). • Students use relevant historians and sources to support ideas about the past, explaining how these strengthen their interpretations. • Students confidently deploy subject-specific terminology during both verbal and written work.