

# Year 8 Progress Indicators

	Cause and Consequence	Change and Continuity	Evidence	Interpretations	Structuring & Organising	Using historical vocabulary	Chronological understanding
<b>Working towards expected progress</b>	I can begin to sort causes into categories and talk about simple consequences of events.	I can describe simple changes from the past and identify historical trends and continuities.	I can recognise that some sources may not be as useful as others and that I must consider the evidence they before repeating it as fact.	I know that history is made up of different stories about the past and can give a simple description of two opposing interpretations of something I have studied.	I can write a narrative of events in the past and I begin to use supporting details.	I can remember historical vocabulary from more than one period I have studied and can begin to see similarities and differences in the language used.	I can use simple chronological words in my work and apply them to periods I am familiar with. I can construct a simple timeline of the periods I have studied.
<b>Meeting expected progress</b>	I can sort causes into categories with confidence and see how they link.	I can describe changes in the past using simple features to support my ideas. I have a basic understanding that some changes are not as important as others.	I can make claims about the past using some selected evidence from sources. I understand that some sources are more reliable than others & put these in simple categories.	I can select key features of an interpretation and describe the overall impression it gives. I have some understanding that interpretations are different because of their purpose.	I can write a descriptive narrative of events in the past and attempt to use factual detail in my writing.	I can remember historical vocabulary and try use it in my work. I know that language changes between periods and countries but I am not always sure how.	I can use my chronological knowledge to help explain what I know with some accuracy. I can construct a timeline with some understanding about short and long term.
<b>Working above expected progress</b>	I can link groups of causes together and begin to form an explanation. I can explain simple consequences and link them to events.	I can begin to talk about how quickly change has happened in the past. I recognise that groups of people can see change as more or less important than others.	I can use sources to make simple inferences about the past and I am beginning to recognise that historians use sources in different ways by asking different questions.	I can select and describe the key features of historical interpretations in visual, spoken and written form. I can begin to explain why some interpretations were made.	I can write a descriptive narrative of historical events which shows some organisation. I use some accurate knowledge but it sometimes lacks relevance.	I can use historical vocabulary in my work with some accuracy and know that some words belong in a particular context.	I can begin to use my chronological knowledge to understand where a new period or topic fits into the history I know. I can construct timelines which show clear understanding about different scales of time.
<b>Next steps</b>	I can form a simple explanation of why something happened and begin think about	I can use ideas about the pace or extent of change to describe changes within periods and across time. I can begin to identify bigger lines of	I can make supported inferences about the past using the detail of a source and my historical understanding. I am beginning to ask my own questions	I know that one reason historians have different interpretations is that they may use different	I can write a narrative account of the past which attempts to analyse the key events. I use mostly accurate	I can use mostly accurate historical vocabulary in my work and have some confidence when using words that are new to me. I am beginning to	I can use my knowledge of chronology with more confidence when looking at a new period or topic in history. I

# Year 8 Progress Indicators

	which was the most important cause.	development and make simple comments about their significance.	about sources, and their usefulness and reliability.	sources to build a picture of the past.	knowledge to support some of my ideas.	recognise that terms can change within a period or over time.	have a simple historical picture of the past which helps with my overall understanding.
--	-------------------------------------	--	--	---	--	---	---