

KS5: I will be able to:

**Explain:**

- I can describe in exceptional detail and fully explain 3 factors or 3 criteria.
- I can make a judgement about the most important factor or criterium and explain why.
- In my judgement, I can explain why I have rejected the other 2 factors or criteria.
- Throughout my essay, I make links and comparisons between the factors or criterium.

**Interpretations:**

- I can summarise the arguments in interpretations from historians, and say how the arguments are similar or different.
- I can use exceptionally detailed own knowledge to support and challenge the interpretations.
- I can make a judgement about which interpretation is more convincing and explain why.
- I rejected the other side of the argument.
- My judgement will consider why the arguments are different.

**Sources:**

- I can make inferences from a variety of sources.
- I can explain reasons why a source is useful and not useful using PANDA, and historiography.
- I can make a judgement about whether I find a source useful or not and explain why I have rejected the other side of the argument.
- When there is more than 1 source, I can explain how they are useful or not together.

KS4: I will be able to:

**Explain**

- I can describe in exceptional detail and fully explain 3 factors.
- I can make a judgement about the most important factor and explain why.
- In my judgement, I can explain why I have rejected the other 2 factors.
- Throughout my essay, I make links and comparisons between the factors.

**Interpretations:**

- I can summarise the arguments in more than 1 interpretation, and say how the arguments are different.
- I can use exceptionally detailed own knowledge to support more than 1 interpretation.
- I can make a judgement about which interpretation is more convincing and explain why I rejected the other side of the argument.

**Sources:**

- I can make inferences from a variety of sources.
- I can explain 3 reasons why a source is useful using PANDA.
- I can make a judgement about whether I find a source useful and explain why I have rejected the other side of the argument.
- When there is more than 1 source, I can explain how they are useful together.

Yr 9: I will be able to:

**Explain:**

- I can describe in exceptional detail and fully explain 3 factors.
- I can make a judgement about the most important factor and explain why.
- In my judgement, I can explain why I have rejected the other 2 factors.

**Interpretations:**

- I can summarise the arguments in the interpretation.
- I can use exceptionally detailed own knowledge to support and challenge an interpretation.
- I can make a judgement about whether or not an interpretation is convincing and explain why I rejected the other side of the argument.

**Sources:**

- I can explain 1 reason why the source is reliable and 1 reason why it is less reliable using PANDA.
- I can make a judgement about whether I find a source reliable or not and explain why I have rejected the other side of the argument.

Yr 8: I will be able to:

**Explain:**

- I can describe in detail and fully explain 3 factors.
- I can make a judgement about the most important factor and explain why.

**Interpretations:**

- I can summarise the arguments in the interpretation.
- I can use detailed own knowledge to support and challenge an interpretation.
- I can make a judgement about whether or not an interpretation is convincing.

**Sources:**

- I can explain 1 reason why the source is reliable and 1 reason why it is less reliable using PANDA.
- I can make a judgement about whether I find a source reliable or not.

Yr 7: I will be able to:

**Explain:**

- I can describe in detail and fully explain 3 factors.

**Interpretations:**

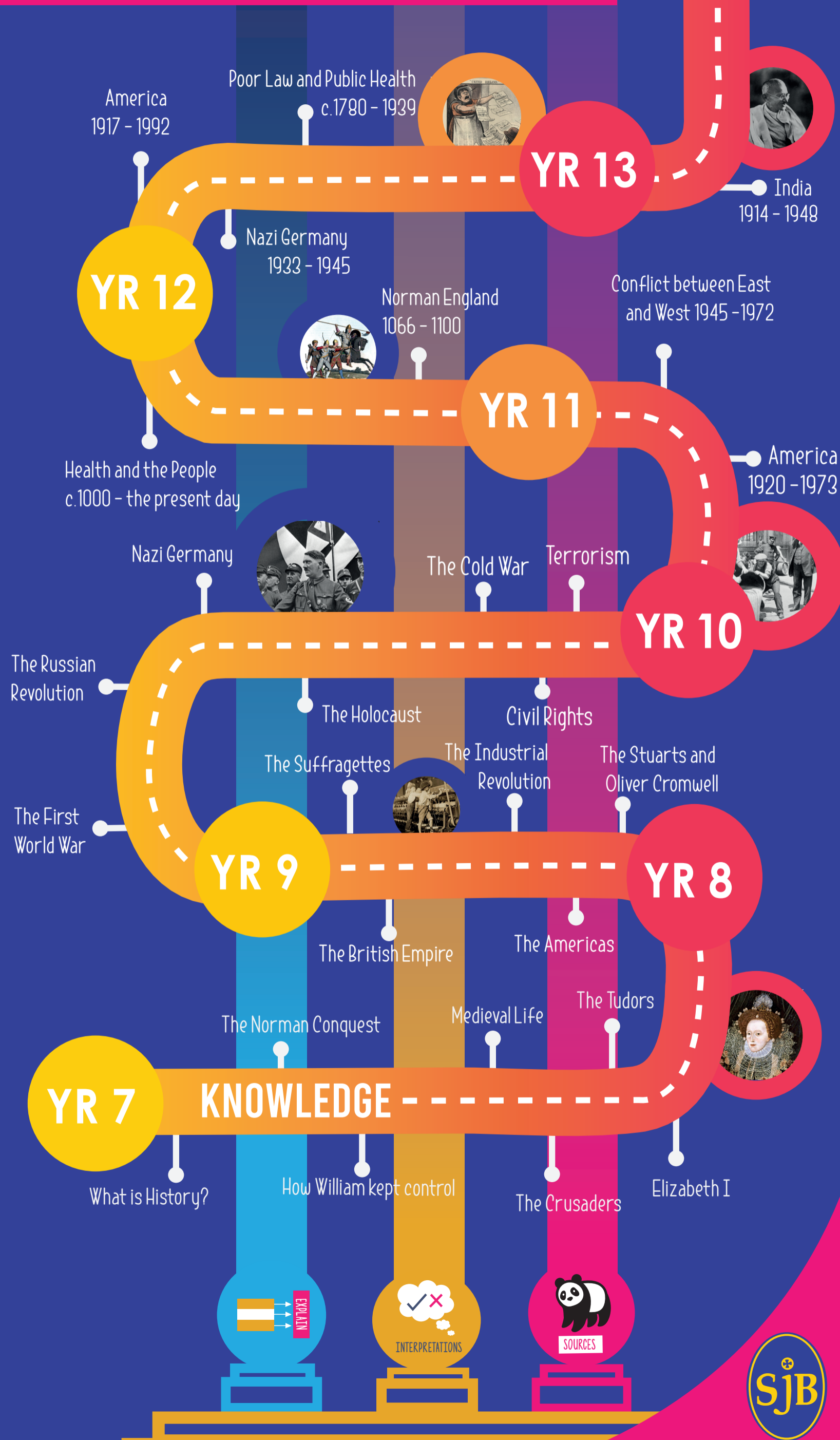
- I can summarise the arguments in the interpretation.
- I can use detailed own knowledge to support and challenge an interpretation.

**Sources:**

- I can explain 1 reason why the source is reliable and less reliable using PANDA.

# HISTORY CURRICULUM MAP

Students at SJB study History to empower them to understand a diverse range of people and societies in Britain and the wider world. This will enable them to develop an informed appreciation of current affairs, societal challenges and British values. Students will learn how to build concrete and convincing arguments and become confident at questioning the value of evidence through critical thinking. The range of topics we study are interesting, engaging, thought-provoking and support students' understanding of other subjects.



↑ SKILLS

