

Developing	Skills
<p><b>Skills:</b></p> <p>S1. Own Knowledge</p> <p>S2. Source skills</p> <p>S3. Using evidence</p> <p>S4. Analytical skills</p> <p>S5. Making judgements</p> <p>S6. Factors and Themes</p> <p>S7. Written communication</p> <p>S8. Research skills</p>	<p>S1. To be able to describe some key features of a topic in basic detail and use fundamental historical terms correctly )e.g (king)</p> <p>S2a. To be able to make basic inferences from sources</p> <p>S3. To start to use evidence to support points</p> <p>S4/ S5a. To be able to reach, judgement on key questions</p> <p>S6. To be describe different factors which relate to a question e.g (religion, power)</p> <p>S7a. To divide written work up into paragraphs</p> <p>S7b. To be able to spell key terms correctly with some consistency and follow the basic rules of grammar</p> <p>S8a. To be able to select information relevant to a topic from historical sources</p>

Secure	Skills
<p><b>Skills:</b></p> <p>S1. Own Knowledge</p> <p>S2. Source skills</p> <p>S3. Using evidence</p> <p>S4. Analytical skills</p> <p>S5. Making judgements</p> <p>S6. Factors and Themes</p> <p>S7. Written communication</p> <p>S8. Research skills</p>	<p>S1. To be able to describe the key features of a topic in good detail, and use a good range of key historical terms correctly</p> <p>S2a. To be able to make accurate inferences from a range of different sources (these may be quite basic at the lower end)</p> <p>S2b. To be able to describe the differences between sources, referring to content and NOP</p> <p>S3. To be able to use some detailed relevant evidence from own knowledge and sources</p> <p>S4. To be able to make explanations of what the evidence shows</p> <p>S5a. To be able to reach, a clear judgement on key questions, and explain reasons for judgements</p> <p>S6. To compare at least two different factors which relate to a question e.g (religion, power) some students may also begin to reach judgement as to which factor has greater importance</p> <p>S7a. To be able to write a well structured essay and P.E.A paragraph</p> <p>S7b. To use the rules of spelling and grammar with reasonable accuracy and consistency</p> <p>S8a. To be able to select, read and condense information appropriately from some historical sources, drawing out the key points</p>

Extending	Skills
<p><b>Skills:</b></p> <p>S1. Own Knowledge</p> <p>S2. Source skills</p> <p>S3. Using evidence</p> <p>S4. Analytical skills</p> <p>S5. Making judgements</p> <p>S6. Factors and Themes</p> <p>S7. Written communication</p> <p>S8. Research skills</p>	<p>S1. To be able to describe a wide variety of key features of a topic in precise detail, and use a wide range of complex topic related historical terms correctly</p> <p>S2a. To be able to make detailed accurate inferences from a range of historical sources</p> <p>S2b. To be able to analyse the usefulness of a variety of historical sources – making comparisons based on NOP &amp; content – and be able to reach a well explained judgement as to which source is the best</p> <p>S3. To be able to use precisely selected evidence from own knowledge and a range of different sources to support answers to key historical questions</p> <p>S4. To have well developed explanations and a clear consistent focus on the question throughout</p> <p>S5a. To be able to reach, a clear judgement to a historical question, and explain reasons for these judgements</p> <p>S5b. To prioritise the different factors in a conclusion</p> <p>S6. To be able to explain the interrelationship between a range of factors contributing towards an end result</p> <p>S7a. To be able to write a well structured essay and consistently write in P.E.A paragraphs</p> <p>S7b. To use the rules of spelling and grammar accurately and consistently</p> <p>S8a. To be able to select, read and condense information appropriately from a variety of sources</p> <p>S8b. To show evidence of independent reading around the topic</p>