

Year 8 History GROW Pathways

Enquiry 1 - Who was the most significant Tudor for Britain?

G	R	O	W
You were able to infer specific ways Elizabeth controlled her image and support this using Source A.	You were able to infer a way Elizabeth controlled her image and support this using Source A.	You were able to tell me about a way Elizabeth controlled her image from Source A and tried to use Source A to support what you say.	You told me about a way Elizabeth controlled her image you saw in Source A.
You were able to explain several reasons the Tudors were significant for England, and the different impacts of these on England. You were able to describe how one reason can be significant in different ways and use specific knowledge about the Tudors.	You were able to explain several reasons the Tudors were significant for England, and the impacts of these on England. You were able to use some specific knowledge about the Tudors.	You were able to explain reasons the Tudors were significant for England and attempted to explain the impacts of these on England. You were able to use some specific knowledge about the Tudors.	You were able to tell me about one reason the Tudors were important for England. You attempted to say why they were important. Also, you tried to say why using your own knowledge about the Tudors.
You were able to link different reasons the Tudors were significant to different ways (e.g., politically, religiously, short term, long term) and use these to explain the scale of their impact on England.	You were able to link different reasons the Tudors were significant to different ways (e.g., politically, religiously, short term, long term) and use these to explain their impact on England.	You were able to describe why the Tudors were significant in different ways (e.g., politically, religiously, short term, long term).	You were able to tell me that the Tudors were significant in at least one way (e.g., politically, religiously, short term, long term).
You were able to use a range of keywords about the Tudors. Also, you were able to spell, punctuate and use sophisticated grammar throughout your work.	You were able to use several keywords about the Tudors. Also, you were able to spell, punctuate and use good grammar throughout your work.	You were able to use some keywords about the Tudors. Also, you were able to spell, punctuate and use good grammar throughout most of your work.	You were able to use at least one keyword about the Tudors. Also, you were able to spell, punctuate and use good grammar throughout some of your work.
You were able to explain your opinion of who you thought was the most significant Tudor for England. Also, you explain what the most significant reason for this was and started to describe the weaknesses of the other side of the argument.	You were able to give your opinion of who you thought was the most significant Tudor for England. Also, you were able to explain why you thought this, and have said what was the most significant reason for this compared to others.	You were able to give your opinion of who you thought was the most significant Tudor for England, and you explained why you thought this.	You were able to say who you thought was the most significant Tudor for England and gave a reason why you thought this.

Enquiry 2 - What were the consequences of the Stuarts?

Year 8 History GROW Pathways

G	R	O	W
You were able to explain at least one consequence of the English Civil War. Also, you were able to explain the impact it had on England.	You were able to describe at least one consequence of the English Civil War. Also, you tried to explain the impact it had on England.	You were able to describe at least one consequence (effect) of the English Civil War. Also, you were able to describe what impact that had on England.	You were able to describe the consequences (effects) of the English Civil War.
You were able to explain several causes for the English Civil War and the consequences (effects) of these. You also tried to link a cause to other events in the Stuart Age. You were able to use specific knowledge.	You were able to explain several causes for the English Civil War and the consequences (effects) of these. You were able to use some specific knowledge.	You were able to say why different causes started the English Civil War and the consequences (effects) of some of them. You were able to use some specific knowledge.	You were able to tell me about more than one cause (a reason it started) of the English Civil War. Also, you tried to say why this happened using your own knowledge.
You were able to identify how an event may have different consequences depending on focus and scale (e.g. political/religious or large/small).	You started to explain the links between different causes that led to the English Civil War.	You described the links between different causes that led to the English Civil War.	You started to tell me the links between different causes that led to the English Civil War.
You were able to use a range of keywords about the Stuarts. Also, you were able to spell, punctuate and use sophisticated grammar throughout your work.	You were able to use several keywords about the Stuarts. Also, you were able to spell, punctuate and use good grammar throughout your work.	You were able to use some keywords about the Stuarts. Also, you were able to spell, punctuate and use good grammar throughout most of your work.	You were able to use at least one keyword about the Stuarts. Also, you were able to spell, punctuate and use good grammar throughout some of your work.
You were able to give your opinion as to what you thought was the main cause of the English Civil War was. You were able to explain why you think it was the main cause compared to other reasons. Also, describe the weaknesses of the other side of the argument.	You were able to give your opinion as to what you thought was the main cause of the English Civil War was, and you explained why you thought this.	You were able to say what you thought the main cause of the English Civil War was and give a reason why you thought this.	You were able to say if you thought the English Civil War was caused by Charles losing power or not.

Year 8 History GROW Pathways

Enquiry 3 - Why do historians disagree on whether everyday life improved between 1500 – 1750?

G	R	O	W
You were able to explain the main difference between two interpretations about everyday life between 1500-1750 and supported it using specific quotes from the interpretations.	You were able to explain a difference between two interpretations about everyday life between 1500-1750 and supported it using the interpretations.	You were able to describe a difference between interpretations about everyday life 1500-1750 and tried to support this using the interpretations.	You were able to tell me the difference between two interpretations about everyday life between 1500-1750.
You were able to explain why two different interpretations had different viewpoints about everyday life between 1500-1750. You used sources and evidence to do this.	You were able to explain why two different interpretations had different viewpoints about everyday life between 1500-1750. You used sources to help you do this.	You were able to explain why two different interpretations had different viewpoints about everyday life 1500-1750 and matched them to sources.	You were able to explain why two different interpretations had different viewpoints about everyday life between 1500-1750.
You were able to explain several reasons why some people would agree and disagree with an interpretation about everyday life in 1500-1750, You were also able to use the interpretations and specific and relevant knowledge.	You were able to explain reasons why some people would agree and disagree with an interpretation about everyday life in 1500-1750. You were also able to use specific knowledge.	You were able to explain why some people would agree and disagree with an interpretation about everyday life between 1500-1750. You were also able to use some specific knowledge about everyday life between 1500-1750.	You were able to tell me one reason why people would agree and disagree with an interpretation about everyday life between 1500-1750. Also, you tried to say why this happened using your own knowledge.
You were able to use a range of keywords about everyday life between 1500-1750. Also, you were able to spell, punctuate and use sophisticated grammar throughout your work.	You were able to use several keywords about everyday life between 1500-1750. Also, you were able to spell, punctuate and use good grammar throughout your work.	You were able to use some keywords about everyday life between 1500-1750. Also, you were able to spell, punctuate and use good grammar throughout most of your work.	You were able to use at least one keyword about everyday life between 1500-1750. Also, you were able to spell, punctuate and use good grammar throughout some of your work.
You were able to give your opinion which interpretation about everyday life between 1500-1750 was accurate compared to the other interpretation. Also, explaining how far you agree with it, describing the weaknesses of the other interpretation.	You were able to give your opinion which interpretation about everyday life between 1500-1750 was accurate. Also, you were able to explain why you thought this, and describe how far you agree with the interpretation.	You were able to give your opinion which interpretation about everyday life between 1500-1750 was accurate, and you explained why you thought this.	You were able to give your opinion which interpretation about everyday life between 1500-1750 was accurate. You gave a reason why you thought this.

Year 8 History GROW Pathways

Enquiry 4 - Why was slavery evident, and yet unpunished?

G	R	O	W
You were able to infer a specific aspect of the slave trade and support this using Source A.	You were able to infer a key aspect about the slave trade and support this using Source A.	You were able to tell me about a key feature about the slave trade from Source A and tried to use Source A to support what you say.	You told me about one key feature about the slave trade you saw in Source A.
You were able to explain the usefulness of the content or provenance of a source when examining the Middle Passage.	You were able to describe the usefulness and accuracy of a source when examining the Middle Passage.	You were able to describe the usefulness and the accuracy of a source when examining the Middle Passage.	You were able to tell me a source is useful (helpful) for telling us some information about the Middle Passage.
You were able to explain a range reasons for the abolishment of slavery, and how these helped end slavery. You were able to use specific evidence linking this to specific knowledge.	You were able to explain several reasons for the abolishment of slavery, and how these helped end slavery. You were able to use evidence linking this to your own knowledge.	You were able to explain a reason for the abolishment of slavery and attempted to explain how it helped end slavery. You were able to use some evidence attempting to link this to some of your own knowledge.	You were able to tell me about more than one reason for the abolishment of slavery, You were able to use a piece of evidence to help you do this. You also tried to say why this helped end slavery using your own knowledge.
You were able to use a range of keywords about slavery and the slave trade. Also you were able to spell, punctuate and use sophisticated grammar throughout your work.	You were able to use several keywords about slavery and the slave trade. Also you were able to spell, punctuate and use good grammar throughout your work.	You were able to use some keywords about slavery and the slave trade. Also you were able to spell, punctuate and use good grammar throughout most of your work.	You were able to use at least one keyword about slavery and the slave trade. Also you were able to spell, punctuate and use good grammar throughout some of your work.
You were able to give your opinion if you thought Equiano was the main reason for the abolition of slavery or not. You used a piece of evidence to help you explain why you thought this, compared to other reasons. Also, describe the weaknesses of the other side of the argument.	You were able to give your opinion if you thought Equiano was the main reason for the abolition of slavery or not. You used pieces of evidence to help you explain why you thought this.	You were able to give your opinion if you thought Equiano was the main reason for the abolition of slavery or not, using a piece of evidence and you explained why you thought this.	You were able to give your opinion if you thought Equiano was the main reason for the abolition of slavery or not, using a piece of evidence and give a reason why you thought this.

Enquiry 5 - How did a revolution change France?

Year 8 History GROW Pathways

G	R	O	W
You were able to give a well organised sequence of events that led to the start of the French Revolution. You also analysed each event and tried to link linked it to the next. You used specific knowledge.	You were able to give an organised sequence of events that led to the start of the French Revolution. You also tried to analyse each event and linked it to the next. You used some specific knowledge.	You tried to organise events into chronological order led to the start of the French Revolution. You also tried to analyse each event. You used some specific knowledge.	You tried to organise events into chronological order led to the start of the French Revolution. You described each event. Also, you tried to use your own knowledge.
You were able to say why the French Revolution led to changes and continuities, using specific knowledge. You also categorised these changes (long/short term or political/economic). You tried describing if change was 'huge' for everyone.	You were able to say why the French Revolution led to changes and continuities, using some specific knowledge. You tried to categorise these changes (e.g., political, economic, fast, or slow).	You were able to say why the French Revolution had changes and continuities. You were also able to use some specific knowledge.	You were able to tell me about one change and continuity in the French Revolution. Also, you tried to use your own knowledge.
You were able to say how different smaller changes worked together to create a larger change in the French Revolution. You tried to describe the pace of change.	You were able to say how different smaller changes worked together to create a larger change in the French Revolution.	You were able to describe changes working together to create a larger change in the French Revolution.	You were able describe a change and suggest it worked with another to create a larger change in the French Revolution.
You were able to use a range of keywords about the French Revolution. Also, you were able to spell, punctuate and use sophisticated grammar throughout your work.	You were able to use several keywords about the French Revolution. Also, you were able to spell, punctuate and use good grammar throughout your work.	You were able to use some keywords about the French Revolution. Also, you were able to spell, punctuate and use good grammar throughout most of your work.	You were able to use at least one keyword about the French Revolution. Also, you were able to spell, punctuate and use good grammar throughout some of your work.
You were able to give your opinion if you thought the French Revolution led to a huge amount of change. Also, you were able to explain why you thought this, the amount of change and, described the weaknesses of the other side of the argument.	You were able to give your opinion if you thought the French Revolution led to a huge amount of change. Also, you were able to explain why you thought this, and describe about the amount of change.	You were able to give your opinion if you thought the French Revolution led to a huge amount of changed, and you explained why you thought this.	You were able to give your opinion if you thought the French Revolution led to a huge amount of change and give a reason why you thought this.