

# Year 9 History GROW Pathways

## Enquiry 1 - Why was the Industrial Revolution such a significant event for Britain?

G	R	O	W
You were able to explain a range of reasons why two aspects of the Industrial Revolution were important for a particular reason between 1750-1900.	You were able to explain several reasons why two aspects of the Industrial Revolution were important for a particular reason between 1750-1900.	You were able to say why two parts of the Industrial Revolution were important for a particular reason between 1750-1900.	You were able to give a reason why two parts of the Industrial Revolution was important for a particular reason between 1750-1900.
You were able to explain a range of reasons the Industrial Revolution was significant for Britain and their impacts. You were also able to explain how a reason was significant in different ways. You were able to use precise and wide-ranging knowledge about the Industrial Revolution.	You were able to explain several reasons the Industrial Revolution was significant for Britain and their impacts. You were able to use specific knowledge about the Industrial Revolution.	You were able to explain several reasons the Industrial Revolution was significant for Britain and their impacts. You were able to use some specific knowledge about the Industrial Revolution.	You were able to explain reasons the Industrial Revolution was significant for Britain and attempted to explain the impacts of these. You were able to use some specific knowledge about the Industrial Revolution.
You were able to explain reasons the Industrial Revolution was significant in different ways (e.g., economically, socially, short term, long term). You were able to use these to help you explain the scale and extent of their impact on Britain.	You were able to explain reasons the Industrial Revolution was significant in different ways (e.g., economically, socially, short term, long term). You used these to explain the scale of their impact on Britain.	You were able to explain different reasons the Industrial Revolution was significant in different ways (e.g., economically, socially, short term, long term). You used these to explain their impact on Britain.	You were able to describe why the Industrial Revolution was significant in different ways (e.g., economically, socially, short term, long term).
You were able to use a range of keywords about the Industrial Revolution. Also, you were able to spell, punctuate and use sophisticated grammar throughout your work.	You were able to use several keywords about the Industrial Revolution. Also, you were able to spell, punctuate and use good grammar throughout your work.	You were able to use some keywords about the Industrial 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 Industrial Revolution. Also, you were able to spell, punctuate and use good grammar throughout some of your work.
You were able to justify your opinion about the most significant impact that the Industrial Revolution had on Britain. Also, you explained what the most significant impact was and started to explain the weaknesses in the other side of the argument.	You were able to explain your opinion about the most significant impact that the Industrial Revolution had on Britain. Also, you explain what the most significant impact was and started to describe the weaknesses in the other side of the argument.	You were able to give your opinion about the most significant impact that the Industrial Revolution had on Britain. Also, you were able to explain why you thought this, and have said what was the most significant impact compared to others.	You were able to give your opinion about what you thought was the most significant impact the Industrial Revolution had on Britain, and you explained why you thought this.

# Year 9 History GROW Pathways

## Enquiry 2 - What caused ordinary people get the vote?

G	R	O	W
<p>You were able to explain two consequences of the Peterloo Massacre (1819). Also, you were able to explain the impact that consequence had on getting people the vote.</p>	<p>You were able to explain at least one consequence of the Peterloo Massacre (1819). Also, you were able to explain the impact that consequence had on getting people the vote.</p>	<p>You were able to describe at least one consequence of the Peterloo Massacre (1819). Also, you described the impact that consequence had on getting people the vote.</p>	<p>You were able to describe at least one consequence (effect) of the Peterloo Massacre (1819). Also, you attempted to describe the impact that consequence had on getting people the vote.</p>
<p>You were able to explain a range causes for ordinary people achieving the vote in Britain and the consequences of these. You also linked causes to wider / other events, you were able to use accurate and wide-ranging knowledge.</p>	<p>You were able to explain several causes for ordinary people achieving the vote in Britain and the consequences of these. You also tried to link a cause to other events around that period of time. You were able to use specific knowledge.</p>	<p>You were able to explain several causes for ordinary people achieving the vote in Britain and the consequences (effects) of these. You were able to use some specific knowledge.</p>	<p>You were able to say why different causes led to ordinary people achieving the vote in Britain and the consequences (effects) of some of them. You were able to a piece of specific knowledge.</p>
<p>You were able to describe how an event may have different consequences depending on focus and scale (e.g., political/social or national/regional).</p>	<p>You were able to identify how an event may have different consequences depending on focus and scale (e.g., political/social or national/regional).</p>	<p>You started to explain the links between different causes that led to ordinary people achieving the vote in Britain.</p>	<p>You described the links between different causes that led to ordinary people achieving the vote in Britain.</p>
<p>You were able to use a range of keywords about ordinary people achieving the vote. Also, you were able to spell, punctuate and use sophisticated grammar throughout your work.</p>	<p>You were able to use several keywords about ordinary people achieving the vote. Also, you were able to spell, punctuate and use good grammar throughout your work.</p>	<p>You were able to use some keywords about ordinary people achieving the vote. Also, you were able to spell, punctuate and use good grammar throughout most of your work.</p>	<p>You were able to use at least one keyword about ordinary people getting the vote. Also, you were able to spell, punctuate and use good grammar throughout some of your work.</p>
<p>You were able to justify your opinion as to what you thought was the biggest cause of ordinary people achieving the vote in Britain. Also, you were able to explain why you think it was the main cause, explaining the weaknesses of the other reasons.</p>	<p>You were able to give your opinion as to what you thought was the biggest cause of ordinary people achieving the vote in Britain. Also, you were able to explain why you think it was the main cause compared to other reasons and started to explain the weaknesses of the other reasons.</p>	<p>You were able to give your opinion as to what you thought the biggest cause of ordinary people achieving the vote in Britain, explaining why you thought this. You also started to say why you think it was the main cause compared to other reasons</p>	<p>You were able to say what you thought the biggest cause of ordinary people achieving the vote in Britain, and you explained why you thought this.</p>

# Year 9 History GROW Pathways

## Enquiry 3 - Who may have been Jack the Ripper?

G	R	O	W
You were able to infer specific aspects of the effectiveness of the police and supported this using specific evidence from Source A.	You were able to infer a specific aspect of the effectiveness of the police and supported this using Source A.	You were able to infer a key aspect about the effectiveness of the police and supported this using Source A.	You were able to tell me about a key problem with the effectiveness of the police from Source A and tried to use Source A to support you.
You were able to explain the usefulness of the content and the provenance of a source when examining the effectiveness of the police.	You were able to explain the usefulness of the content or the provenance of a source when examining the effectiveness of the police.	You were able to describe the usefulness and accuracy of a source when examining the effectiveness of the police.	You were able to describe the usefulness or the accuracy of a source when examining how good (the effectiveness of) the police were in trying to capture Jack the Ripper.
You were able to explain the reasons of different suspects being Jack the Ripper and explained the strengths and weakness of each. You were able to use specific evidence linking this to precise and wide-ranging knowledge about the investigation into Jack the Ripper.	You were able to explain the reasons of different suspects being Jack the Ripper and described the strengths and weakness of each. You were able to use specific evidence linking this to specific knowledge about the investigation into Jack the Ripper.	You were able to describe the reasons of different suspects being Jack the Ripper, and, and tried to say a strength and weakness of each. You were able to use some specific evidence linking this to specific knowledge about the investigation into Jack the Ripper.	You were able to tell me the reasons of different suspects being Jack the Ripper, and, and tried to say a strength or weakness of each. You were able to use some good knowledge about the investigation into Jack the Ripper.
You were able to use a range of keywords about the Jack the Ripper investigation. Also, you were able to spell, punctuate and use sophisticated grammar throughout your work.	You were able to use several keywords about the Jack the Ripper investigation. Also, you were able to spell, punctuate and use good grammar throughout your work.	You were able to use some keywords about the Jack the Ripper investigation. 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 Jack the Ripper investigation. Also, you were able to spell, punctuate and use good grammar throughout some of your work.
You were able to give a justified opinion about who was most likely to be Jack the Ripper. You explained why you thought this, how far you think it was that suspect and started to explain the weaknesses in the arguments for other suspects.	You were able to give your opinion about who was most likely suspect to be Jack the Ripper. You explained why you thought this, and how far you think it was your chosen suspect.	You were able to give your opinion about who was Jack the Ripper. You explained why you thought this.	You told me your opinion about who was Jack the Ripper, and you gave reasons why you thought this.

# Year 9 History GROW Pathways

## Enquiry 4 - Why may there be so many different interpretations of the First World War?

G	R	O	W
You were able to explain the main reason two interpretations were different about the First World War, supported it using the interpretations.	You were able to explain how two interpretations were different about the First World War, supported it using the interpretations.	You were able to explain how two interpretations were different about the First World War and supported it using an interpretation.	You were able to describe a difference between interpretations about the First World War and tried to support this using the interpretations.
You were able to explain why two different interpretations had different viewpoints about the First World War. You used the sources to help explain they had access to different information, or emphasis or gave support to different sources.	You were able to explain why two different interpretations had different viewpoints about the First World War. You used the sources to help explain they had access to different information.	You were able to explain why two different interpretations had different viewpoints about the First World War. You attempted to use the sources to help you do this	You were able to say why two different interpretations had different viewpoints about the first World War.
You were able to explain several reasons why some people would agree and disagree with an interpretation about the First World War. You were also able to use accurate and wide-ranging knowledge.	You were able to explain several reasons why some people would agree and disagree with an interpretation about the First World War. You were also able to use specific and relevant knowledge.	You were able to explain reasons why some people would agree and disagree with an interpretation about the First World War. You were also able to use specific knowledge.	You were able to explain why some people would agree and disagree with an interpretation about the First World War. You were also able to use some specific knowledge about World War One.
You were able to use a range of keywords about the First World War. Also, you were able to spell, punctuate and use sophisticated grammar throughout your work.	You were able to use several keywords about the First World War. Also, you were able to spell, punctuate and use good grammar throughout your work.	You were able to use some keywords about the First World War. 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 First World War. 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 agreed with an interpretation about the First World War. Also, you were able to explain why you thought this over the other interpretation.	You were able to give your opinion if you thought an interpretation about the First World War. Also, you were able to explain why you thought this, and how far you agree with it.	You were able to give your opinion if you thought an interpretation about the First World War was accurate or not. Also, you were able to explain why you thought this, and considered how far you agree with it.	You were able to give your opinion if you thought an interpretation about the First World War was accurate or not, and you explained why you thought this.

# Year 9 History GROW Pathways

## Enquiry 5 - How did the world change and challenge in the 20th century?

G	R	O	W
You were able to give a logical and well organised sequence of events that led to the rise of the Nazi Party. You also analysed each event and linked it to the next. You used precise and specific knowledge.	You were able to give a well organised sequence of events that led to the rise of the Nazi Party. 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 rise of the Nazi Party. 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 rise of the Nazi Party. You also tried to analyse each event. You used some specific knowledge.
You were able to categorise and explain why World War Two and a range of other events led to change in the 20th century, using accurate and precise knowledge. You also explained the extent (size & scale) of that change.	You were able to say why World War Two and other events led to change in the 20th century, using specific knowledge. You also categorised these and tried describing the extent (size & scale) of that change.	You were able to say why World War Two and other events led to change in the 20th century using specific knowledge. You tried to categorise these events and changes (e.g., political, social, fast or slow).	You were able to say why World War Two and a different event led to change in the 20th century. You were also able to use some specific knowledge about them.
You were able to explain how different small changes combined to lead to a large change in the 20th century. You also described the pace of that change and tried to explain the impact this had.	You were able to explain how different small changes worked together to lead to a large change in the 20th century. You also tried to describe the pace of change.	You were able to say how different small changes worked together to lead to a larger change.	You described changes in the 20th century working together to lead to a larger change.
You were able to use a range of keywords about the 20th century. Also, you were able to spell, punctuate and use sophisticated grammar throughout your work.	You were able to use several keywords about the 20th century. Also, you were able to spell, punctuate and use good grammar throughout your work.	You were able to use some keywords about the 20th century. 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 20th century. Also, you were able to spell, punctuate and use good grammar throughout some of your work.
You gave your opinion if you thought World War Two led to the greatest amount of change in the 20th century and explain why you thought this. You described the amount of change and how change depends on the event.	You gave your opinion if you thought World War Two led to the greatest amount of change in the 20th century, also you were able to explain why you thought this and the amount of change.	You gave your opinion if you thought World War Two led to the greatest amount of change in the 20th century and explained why you thought this. Also, you described about the amount of change from that event.	You gave your opinion if you thought World War Two led to the greatest amount of change in the 20th century, and you explained why you thought this.