**Below you will find a document we have trialled this year. Ware of the view that progression without levels is to be welcomed, but that it brings challenges. We are trying to strike a balance between topic specific progress, but from which generalisations can be made and which is not too unwieldy. The department is up-to-date with current thinking in this area. Helen Snelson was asked to do a key-note and workshop on progression to Leeds Subject Leaders in February. We also are following and talking with people such as Michael Fordham and Alex Ford. In addition to what is here, we have always been committed to next level progression. So, KS3 preparing for KS4, and KS4 to KS5, and KS5 to university. This informs the expectations we have and helps avoid teaching to the test. So, KS4 write essays and use AS books in Year 11. Also, Y13 uses undergraduate texts and learn to research in the university library.**

**Progress in History: what are we assessing?**

This document is work in progress. It will be used to help students, parents and staff to focus more precisely on how to get better at doing History. It will need reviewing and redrafting as a result of trialling. We hope it will continue the dialogue about what progress in History looks like.

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| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| Who ‘rocked’ Europe in the Ancient World? (7) | Evidence and chronology | AncientWorld | You can place the different ancient civilisations in chronological order. You can also describe to someone how the civilisations overlap in time. You can explain some of the contributions that these civilisations made to modern Europe. You can describe a source using close observation. You can develop questions about the ancient world using the sources. You can make connections between a source and its context in order to use it as evidence about the ancient world. You can identify where there are gaps in our evidence.  | You can not only describe how the civilisations overlap, but explain how they relate to each other in terms of power and influence. You use your pre-learning to inform the questions you develop from the sources. You also bring in your pre-learning about the period to set the sources in their context with little teacher questioning. You can explain what other evidence would enhance your understanding of the KQ.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| How can we use the evidence to learn about life in Medieval England? (7) | Evidence | MedievalEnglandSocial and economic | You can produce a detailed narrative which clearly demonstrates that you:1. Know what we mean by ‘medieval’ in Britain.
2. Can explain how different types of sources can be used together as evidence to help us to understand different aspects of medieval life.
3. Can write a detailed narrative of the medieval period, with few, if any, anachronisms.
 | You explain how different types of sources can be used together as evidence to build up an understanding of the same aspect of medieval life. You also bring in your pre-learning to add richness and texture to your detailed narrative. Your narrative shows that you understand that the medieval period was not the same all the way through.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| ‘Damsels in distress!’ – how well does this describe medieval women? (7) | Evidence and communication | MedievalEuropeWomenSocial | You can write an essay in paragraphs that answers the question, using the guidance and framework provided. You use your observations from the sources to suggest the different roles that women had in medieval Europe. You explain to the reader of your essay how and why the sources have led you to give your overall view about the question.  | Your essay writing does not need the support of a framework. You make interesting observations about the limits of what we can know about different medieval women using the sources we have and using the language of uncertainty. You may bring in pre-learning to inform your views.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| What theories can we draw from our sources about the population of Britain 1700-1900? (7) | Evidence | BritainSocial and economic | You can use some specific parish data and maps to arrive at theories to test about what happened to the population of Britain from 1700-1900. You can then test the accuracy of these theories using contextual material. You can describe some of the agricultural changes of these years, their diverse impact upon people and give some reasons for this.  | You use your pre-learning to help you form well-informed theories, and to help you test these against contextual material. You can explain why the agricultural changes had a diverse impact upon people.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| Was the British Empire great? (8) | Evidence | BritainPolitical Cultural | You understand what is meant by terms such as British Empire, colony and British Commonwealth. You can explain the different ways that we can decide if something is great. You can contribute to class discussion about the origin, nature and purpose of a range of sources to decide how useful they are to your enquiry. You can explain, with examples, why people have diverse views about the British Empire. | You can analyse the relationship between judgements of greatness and the person making the judgement. You have a secure understanding of the territory of the Empire over time. You can analyse the relationship between action and consequence to explain the diversity of views.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| What can we learn about British national identity from art 1500-1930? (8) | Evidence  | BritainCultural  | You can analyse the different elements of a work of art to explain what we can infer from it about British identity. You can use the art as evidence to illustrate common themes and differences across time and suggest some reasons for these. You can work with a partner, and with support, to arrange the works of art and explain your arrangement so that a reader can follow your thinking about what the art can reveal about British identity. | You bring in your pre-learning as context to the art, thus producing your own ideas about what the art reveals about British identity. You understand the limitations of this snapshot using pieces of art and have suggestions about further enquiries you could make to test your theories.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| How can we understand the holocaust as historians? (9)  | Evidence | EuropePoliticalCulturalSocial | You can closely observe source material to create hypotheses in whole class discussion. You can consider the evidence of the period in order to reach well-reasoned conclusions about what sort of people were caught up in the holocaust, their mindset, what choices they had, the nature of the system that put the holocaust in place and how the holocaust developed.  | You bring in your pre-learning to make independent and/or in-depth judgements about the holocaust using the evidence presented. You analyse the relationships between the different parts of the narrative of the period in order to reach your conclusions.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| How can the life of Fritz Haber help us to answer big questions? (9) | Evidence | EuropePoliticalSocialCulturalScientific | You can use evidence from the complex life story of Fritz Haber to draw big conclusions about aspects of life in Europe in the first half of the 20th century. You can suggest further enquiries you could undertake in order to substantiate and expand upon your conclusions.  | You bring in your pre-learning to set your conclusions in a wider context. You are able to judge how typical Fritz Haber was and understand the limitations of using the evidence of just one life to make such generalisations. Your suggestions for further enquiry demonstrate your wider contextual knowledge.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| How does the audience shape the story? (7) | Historical interpretation | OverviewEarly medievalEngland | You have an overview knowledge of how the land that is now England was ruled from the departure of the Romans to 1066. You can explain to a classmate how an interpretation is influenced by the audience it is intended for.  | You bring in pre-learning to add more detail to the overview of this period. You can write an explanation of how the audience affects an interpretation and think of other examples of this for yourself.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| Why is it difficult to find out what really happened at Agincourt? (7)  | Historical interpretation | ParticularMedieval EnglandCultural | You know that the evidence for the battle of Agincourt is fragmentary and that this battle has a place in the folk myth of the English. You can analyse a text in stages, with teacher guidance, in order to work out how it is constructed. You can then explain how the historian has arrived at her/his conclusions from the evidence they have used.  | You can apply this sort of analysis to the construction of other historical interpretations. You are curious about how other historians have used their evidence.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| How and why was Elizabeth I’s image constructed? (7)  | Historical interpretation | TudorEnglandPropaganda | You can define the term propaganda. You can describe how Elizabeth’s propaganda worked and who it was intended for. You can give reasons why Elizabeth used portraits as propaganda.  | You can apply your definition of propaganda to identify it elsewhere. You use your pre-learning to explain why Elizabeth in particular used propaganda and how it was used to support her style of rule.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| How differently has the Gunpowder Plot been interpreted? (8) | Historical interpretation | StuartEnglandCultural | You know that interpretations can vary from person to person and over time. You can explain how and why the evidence has been used, or ignored, to form these interpretations. You can explain how far you agree or disagree with an interpretation.  | You can apply this learning to other situations and make connections between an interpretation, their purpose and the evidence selected.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| Why is Oliver Cromwell so controversial? (8) | Historical interpretation | Civil War and ProtectoratePolitical ParliamentBritain | You can write, with support, a well-structured essay about Cromwell that answers the question. In your essay you show that you understand that interpretations of Cromwell are shaped by the complexity of the man and his times, the source material that survives, the way Cromwell has been used to support English and Irish national stories, and the purpose of the different interpretations.  | You can write your essay without a supporting structure. Your analysis in your essay is in depth, it is focused and gets to the heart of the complexity of the topic. You are starting to use essays as a way to argue your own well-evidenced point of view.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| Why are the Quakers often forgotten in the history of the abolition of the slave trade? (8) | Historical interpretation | Slave TradeQuakers18th/19thC Britain | You can explain how the Quakers deliberate downplaying of their contribution, and the work of Wilberforce’s relatives to raise him up as a hero, has shaped the popular interpretation. You can explain the difference in complexity between the historical and the popular interpretations of the abolition and suggest reasons for this.  | You can connect the role of propaganda surrounding a personality, either used by that person or other people on their behalf, in shaping interpretations in other parts of your history course and the modern world.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| Which interpretation of Churchill do you find most convincing? | Historical interpretation | Churchill20thC BritainWorld history | You can write a persuasive piece of writing which clearly explains what interpretation(s) of Churchill you find most convincing. In order to persuade, you connect the various interpretations to the evidence of Churchill’s life. You do not just focus on your preferred interpretation, but also analyse the strengths and weaknesses of the others. You also consider audience, purpose and the context of interpretations. | Your piece of analysis and depth and coherence. It reaches a conclusion which is well-reasoned and persuasive. You have clearly brought in a wider understanding of Churchill and his context.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| Why did William fight and win at Hastings? (7) | Cause and consequence | MedievalConquestPolitical and militaryEngland | You can describe the events and characters of the key turning point year of 1066. You can write an essay to answer the question. Your essay uses the given framework and you write in well-structured paragraphs. In each paragraph you give a reason which is then developed with an example. You understand that there is no one answer, but that historians debate this question using the evidence.  | You do not need to follow the given essay framework. Your essay paragraphs are coherently organised and flow well to the conclusion. Your reasons are explained and there is evidence of wider reading in your work.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| Why did Britain have an Industrial Revolution? (7) | Cause and consequence | BritainSocial Economic18/19thC | You can explain the term Industrial Revolution. You can organise the causes in a variety of ways, such as short-term/long-term and by theme. You can explain how the causes connect in order to cause the industrial revolution and give reasons for your views about their relative importance.  | Your work on this topic is marked by a depth of knowledge that goes beyond the lesson content. You can analyse the connections between the causes and give in-depth explanation about their relative importance.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| How were British cities transformed for the better in the 19th century? (7) | Cause and consequence | BritainSocialPoliticalTechnological Cultural19thC | You know about the demographic, political, technological and cultural change that occurred in British cities in the 19th century. You can explain the factors that were at work in bringing about positive change, particularly for citizens in poverty. You can explain how these factors connect to cause the changes and the consequences of the change.  | You can explain in depth the inter-connectedness of the factors and are able to make accurate comparisons with other periods of change you have studied and change that happens today.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| Why and with what results did church and state struggle for power? (7) | Cause and consequence | EnglandPowerMonarchyStateChurchReformation | You can use the two case studies of Henry II’s and Henry VIII’s relations with the church to explain the struggle between church and state power. You can compare and contrast the different causes in our two case studies. You know that the state won that battle, but that the consequences were not always straightforward.  | Your explanations using the case studies are informed by pre-learning which gives you a secure sense of period. You can start to explain why the consequences were not always straightforward. You are keen to learn more about church and state relations.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| Why did Parliament execute the king? (7)  | Cause and consequence | EnglandPowerMonarchyParliamentReligion | You can explain the reasons for Charles’ execution following the Civil War. You can organise these and explain how the causes connect to result in Charles’ trial and execution. You can give reasons for your views about their relative importance and speculate as to how things might have been different with different personalities and events.  | Having successfully analysed the connections between the causes of the Industrial Revolution and given in-depth explanation about their relative importance; you are now able to do the same with the more complex topic of the Civil War.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| How did Britain become a democracy? (8) | Cause and consequence | BritainPowerPoliticsProtest | You can explain the term democracy in this context. You know the key events in the development of British democracy. You know that progress was irregular, people are often unwilling to share power and that the progress towards democracy was not certain. You can explain why particular events or people were important and that their importance was not always clear at the time.  | You can analyse the interrelationship between the factors, and give informed opinions about their relative importance, using your pre-learning.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| How did one small town in Germany shape your life? (9) | Cause and consequence | IdeasCultural | You can describe the work of the Weimar giants and explain how they link to people who came before and after them across Europe. You can explain the factors that were present in Weimar which allowed Classicism to flourish. You can explain the impact of the ideas developed upon us today.   | You bring in your pre-learning from other subjects, as well as history, to inform your explanations. You independently see connections and the discussion that can be had about these. You are curious to follow the trail of ideas opened up for yourself.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| Why did a murder lead to war in 1914? (9) | Cause and consequence | PoliticsInternational relationsBritainEuropeWorld20thC | You write an analytical essay, with some support with the structure. In your essay you explain in some depth the causes of the First World War that you think are most important. You confidently categorise these and explain how they interconnect to cause the war. Your essay has a clear judgement which focuses upon the question.  | Your essay stands out because you have structured it yourself and done your own research. This has added to the depth of your analysis and evaluation.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| How did women in Britain campaign for the right to vote? (9) | Cause and consequence | PoliticsWomenBritain19th/20thCSocial and economic | You can explain, with examples, that women had different motivations which moved them to campaign for the vote. You know that women made choices about which causes to focus upon in the fight for equality. You can explain the consequences of their actions for different women. You can explain how these link with other factors to bring about votes for women in Britain.  | Your explanations of motivations, choices, consequences and the interconnections between factors are markedly well-informed. You can make perceptive comparisons with other campaigns for change that you have studied.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| How much did England change for the English after 1066? (7) | Change and continuity | MedievalConquestEnglandPoliticalSocialEconomic | You can describe the different ways in which England was changed by the Conquest. You can explain that different people experienced the Conquest differently. You have your own views about how much change there was in England as a result of the Conquest and you can defend them.  | You can explain that the impact of the Conquest stretches well beyond 1066 and how this shapes the nature of the impact it had.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| What difference did the Black Death really make? (7) | Change and continuity | MedievalEngland SocialEconomic | You can explain the immediate and longer term effects of the plague on England using a village as a case study. You can use complex language to describe this change and continuity (such as ‘uneven’, ‘cataclysmic’, ‘settling down’). You have your own views about whether there was more continuity or change as a result of the Black Death and can substantiate these. | Your pre-learning makes your sense of period more secure. You can explain that forming views about continuity and change is complex e.g. change can eventually become normality, the same change can impact differently etc.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| How has leadership changed as a result of Power to the People? (8) | Change and continuity | BritainPolitical  | You can describe the inter-connections between how the power of kings, parliament and people have changed in Britain. You can describe the progress and speed of the change using examples. You can identify some of the continuities.  | Your substantiating detail is very good and you can explain the inter-connections. You can explain the progress and speed of the change using examples. You have views about the importance of some of the continuities. |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| How did the experience of Empire change the British? (8) | Change and continuity | BritainEmpireSocial Cultural | You can use the case studies to explain the diverse ways in which the Empire changed British people. You can categorise the changes and form your own conclusions about the degree of change and continuity the Empire brought.  | You can explain the degree of change and continuity over time. Your conclusions are well-substantiated and you are confident in your use of language to describe the complexity of change and continuity.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| How far did World War 1 transform lives? (9) | Change and continuity | BritainGermanySocialEconomic | You can use the case studies to explain your views about the extent to which World War 1 changed lives. You can explain the diversity of experience of different people and explain the complexity of the impact of this major event.  | Your well-substantiated conclusions show evidence of independent work to contextualise this enquiry.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| When did life really improve for ordinary people in Britain? (9) | Change and continuity | BritainSocial EconomicTechnology20thC  | You know about technological developments and the state welfare advances in Britain. You can make a persuasive case for the impact your chosen change, using the language of change to explain what sort of change it was, how it relates to other changes and the impact it had.  | Your arguments are very well-substantiated. You analyse the inter-connection between different changes in order to evaluate importance. You demonstrate a clear sense of the historical context and continuities. |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| Would you rather live in a medieval village of town? (7) | Similarity and difference | MedievalEnglandSocial Economic | You know what it was like to live in a medieval English town and can compare and contrast it to life in a medieval English village. You can categorise the similarities and differences and give your own view about the how far life was similar and different.  | You bring in your pre-learning to inform your class work. Your sense of period is very secure and you can explain your understanding that there is variation across the time period we call ‘medieval’. |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| Would you rather live in medieval Baghdad or London? (7) | Similarity and difference | Medieval EnglandWorldSocial Economic | You know what medieval London and Baghdad were like. You compare and contrast the two to arrive at your own reasoned view about which was more advanced. You can defend this view in discussion and understand that such judgements are a matter of opinion.  | You can make comparisons and contrasts across time and are aware that these change over time. You assess the degree difference between London, Baghdad, towns and villages. Your defence of your own position is well-substantiated.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| How diverse was the experience of slavery? (8) | Similarity and difference | 18thCBritainEmpireSocialEconomic | You know about the transatlantic slave trade and the lives of slaves in the Caribbean. You can write a detailed narrative with no anachronisms that clearly shows you know how and can give reasons why people experienced slavery in different ways.  | Your narrative is rich in detail and you also draw on wider factors leading to diversity of experience (e.g. time, geography etc).  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| How far was the period 1901-1914 a ‘Golden Age’? (9) | Similarity and difference | 20thCBritainSocial Economic | You understand the term a Golden Age and some aspects of Edwardian society. You understand that people had diverse experiences of the same period. You can form a judgement about the key question and substantiate your views.  | You bring in your pre-learning to substantiate your judgements and are very confident in your understanding of the extent of generalisation that is possible from the evidence you have.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| What can we learn from individual histories about World War Two? (9) | Similarity and difference | 20thCEuropeanSocialEconomic | You know that there were very diverse experiences of World War Two. You can explain the reasons for these diverse experiences. You draw upon your knowledge of the historical context to help you to do this.  | Your contextual knowledge is extensive and you use it to explain in detail the diversity of experience. You can identify both extrinsic and intrinsic reasons for this diversity.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| How significant is Erfurt to historians? (7) | Historical significance | MedievalEuropeanSocialEconomic | You know about the extent of and motives for travel in medieval Europe. You know some of the particular stories about Erfurt and how they are case studies for medieval life. You can explain how revealing Erfurt is as an example of medieval life. | You not only can explain how revealing Erfurt is about medieval life in Europe, you are also able to draw upon your pre-learning to comment on how remarkable it is..  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| Who was the most significant English monarch 1066-1649? (7) | Historical significance | MedievalTudor & StuartPoliticalEngland | You know the kings and queens of England of this period. With support you can develop a set of criteria for judging historical significance. You can research a monarch and present a case that your monarch meets the criteria to be judged as the most significant. | Your research is in depth, going beyond the resources available in class. As a result your arguments are persuasive. You are also able to explain why other monarchs do not meet the agreed criteria.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| Which were the most significant events in Britain becoming a democracy? (8) | Historical significance | BritainPoliticalProtest | You understand the term democracy in this context. You can apply the key events in Britain’s development as a democracy to the enquiry. You develop your own criteria for assessing the relative significance of the events and present a reasoned argument.  | Your pre-learning helps you to build a well-substantiated argument, which also considers why other events do not meet your convincing criteria.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| How are modern people still linked to the transatlantic slave trade? (8) | Historical significance | BritainEmpireSocialCultural | You know that the slave trade still has resonance today through the way it has shaped people and places. | You are thinking beyond the examples looked at in class to find other examples and assess the extent to which the slave trade is still resonant.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| How is the British Empire significant today? (8) | Historical significance | BritainEmpireSocial PoliticalEconomicCultural | You know that the British Empire has, and is, significant is varied ways. You can explain, using your own criteria, how the significance of the British Empire has changed since the start of the 20th century. You can assess the overall change in the significance of the Empire over the course of the 20th century.  | You use your pre-learning to contextualise this work on the British Empire. You can explain the pace and extent of change in the significance of the Empire over the course of the 20th century.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| Which was the most significant event of World War Two? (9)  | Historical significance | BritainEuropeanEmpireWorldPoliticalMilitary | You know the key events of World War Two from a European perspective. You develop your own criteria to make a well-substantiated case to answer the key question. You are able to explain why other events to not meet your criteria so well.  | Your criteria are very convincing. Your depth of independent and debating skills enable you to make a very persuasive case to answer the key question.  |
| **Key question** | **Key Concept** | **Type of history** | **What we are aiming for at the end of the enquiry** | **Moving beyond the enquiry** |
| Why do some historical stories stay and others disappear? (9) | Historical significance | GermanyPsychological20thC  | You can apply concepts from psychology to explain why some stories are forgotten. You can explain how this impacts upon the work of historians. You can explain what memorials reveal about what a society holds to be significant and how the significance of memorials can change over time.  | You are able to explain in depth how the concepts from this study to other historical time periods and to the modern day.  |