



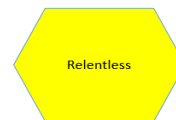
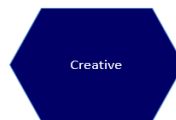
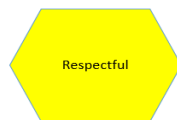
Our Vision:

To develop aspirational learners who strive for excellence academically, creatively and culturally, benefitting from a wide range of opportunities led by inspirational educators.

SHIRLEY HIGH SCHOOL PERFORMING ARTS COLLEGE

KEY STAGE 3 – WORKING AT - HISTORY

Subject	Working Towards	Working At	Working Beyond
History Y7	Students achieve many but not all aspects of the Working At criteria	<p>Historical Knowledge</p> <ul style="list-style-type: none"> Students can select and apply accurate knowledge to support their explanations and arguments <p>Historical Concepts</p> <ul style="list-style-type: none"> Students show basic understanding of second-order concepts (e.g. causes/consequences; use of criteria to assess the extent of change or continuity/ similarity or difference). <p>Source skills</p> <ul style="list-style-type: none"> Students can identify strengths and/or limitations of a source to assess its utility, considering content and/or provenance (nature, origin or purpose). <p>Interpretations</p> <ul style="list-style-type: none"> Students can give reason(s) why an interpretation gives a certain view considering one of: nature, origin or purpose. May suggest why two views differ 	Students consistently achieve criteria for working at and provide examples that show considerable depth and understanding.
History Y8	Students achieve many but not all aspects of the Working At criteria	<p>Historical Knowledge</p> <ul style="list-style-type: none"> Students can select, organise and apply accurate knowledge to support their analyses and arguments. <p>Historical Concepts</p> <ul style="list-style-type: none"> Students show clear understanding of second-order concepts (e.g. causes/consequences; use of criteria to assess the extent of change or continuity/ similarity or difference). <p>Source Skills</p> <ul style="list-style-type: none"> Students can identify strengths and limitations of a source to assess its utility, considering content and some provenance (nature, origin or purpose). 	Students consistently achieve criteria for working at and provide examples that show considerable depth and understanding.





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		<p>Interpretations</p> <ul style="list-style-type: none"> Students can explain why an interpretation gives a certain view considering two of: nature, origin or purpose. Can explain why two views differ. 	
History Y9	Students achieve many but not all aspects of the Working At criteria	<p>Historical Knowledge</p> <ul style="list-style-type: none"> Students can select, organise and apply a range of accurate knowledge to support their analyses and arguments. <p>Historical concepts</p> <ul style="list-style-type: none"> Students show a deeper understanding of second-order concept (e.g. causes/consequences; use of criteria to assess the extent of change or continuity/ similarity or difference). <p>Sources Skills</p> <ul style="list-style-type: none"> Students can analyse strengths and limitations of a source to explain its utility, considering content and some provenance (nature, origin or purpose). <p>Interpretations</p> <ul style="list-style-type: none"> Students can evaluate why an interpretation gives a certain view considering nature, origin and purpose. Students can Justify why two views differ. 	Students consistently achieve criteria for working at and provide examples that show considerable depth and understanding.

