

Humanities Year 8

Test target for Year 8 is:

Students will study the following six units of work throughout Year Eight:

The Industrial Revolution, Jesus then and now, Empire and slave trade, The 5 Pillars of Islam, World War One and an Introduction to Hinduism.

Students shall be formally assessed on three of these; two in History and one in R.E.

Assessment 1 History			Working Towards Target	At Expected Target	Above Expected Target	Test grade
Industrial revolution W/C 2 nd Sept – W/C 14 th October	Historical knowledge					
	Application of Skill					
Overall unit performance						
FFL:	Meeting behaviour for learning standards	Actively engaged in the learning	Regularly complete HWK to a high standard	Completing CWK to a high standard	Is a resilient learner 'Doesn't give up easily'	
Achieved:						

Assessment 2 RE			Working Towards Target	At Expected Target	Above Expected Target	Test grade
5 Pillars of Islam W/C 10 th February – W/C 13 th April	RE Knowledge					
	Application of skill					
Overall unit performance						
FFL:	Meeting behaviour for learning standards	Actively engaged in the learning	Regularly complete HWK to a high standard	Completing CWK to a high standard	Is a resilient learner 'Doesn't give up easily'	
Achieved:						

Assessment 3 History			Working Towards Target	At Expected Target	Above Expected Target	Test grade
World War 1 W/C 20 th April – W/C 8 th June	Historical knowledge					
	Application of Skill					
Overall unit performance						
FFL:	Meeting behaviour for learning standards	Actively engaged in the learning	Regularly complete HWK to a high standard	Completing CWK to a high standard	Is a resilient learner 'Doesn't give up easily'	
Achieved:						

Progress in History across Key Stage 3.

By the end of KS3 all students will be able to;	Students will have a sound factual recall of some significant aspects of History and be able to use a growing variety of key historical terms. Students will have developed their ability to write detailed descriptions and will have started to discuss the importance/significance of historical events and individuals. Additionally students will have used sources and interpretations to gather information.
Most students will be able to;	Students will have a sound factual recall of several significant aspects of History and use a wide variety of key historical terms and concepts. Students will be able to write detailed descriptions and will have started to develop their explanations. Also students can discuss the importance/significance of historical events and individuals. Additionally students will have used sources and interpretations to gather information and make inferences.
Many students will be able to;	Students will have a wide ranging knowledge of many significant aspects of History and use a sophisticated range of key historical terms and concepts. Students will be able to write effective explanations. Also students can analyse the importance/significance of historical events and individuals start to write conclusions. Additionally students will have used sources and interpretations to gather information, make inferences and support them with their growing contextual knowledge.
Some students will be able to;	Students will have a broad understanding of many significant aspects of History and regularly apply a sophisticated range of key historical terms and concepts. They will be able to apply their growing knowledge into different contexts; past and present. Students will be able to write well justified explanations. Also students will be able to effectively analyse the importance/significance of historical events and individuals in order to write balanced conclusions. Additionally students will be able to analyses sources and interpretations in depth.

Progress in Re across Key Stage 3.

By the end of KS3 all students will be able to;	Make sense of beliefs, understand the impact of religion and make connections between religious and non-religious views. Students will identify, describe, explain and analyse different beliefs and concepts in the context of living religions. Examine and explain how and why people express their beliefs in diverse ways. Evaluate and reflect on and enquire into key concepts and questions studied, giving good reasons for their responses.
Most students will be able to;	Students will be able to identify, describe and explain beliefs and concepts in different religions using appropriate vocabulary. Students will be able to explain how and why these beliefs are understood in different ways. Students will explain why religions express beliefs in different ways and appreciate different ways of life. Students will evaluate and reflect on through enquiry, different key concepts and questions. They will challenge ideas studied and their own thinking, whilst articulating beliefs, values and commitments clearly.
Many students will be able to;	Students will be able to identify, describe, explain and begin to analyse beliefs and concepts in different religions using a range of religious and non-religious vocabulary. Students will be able to explain in detail how and why these beliefs are understood in different ways. Students will begin to be able to recognise how and why sources of authority are used. Students will explain why religions express beliefs in different ways and appreciate different ways of life, including within their community and beyond the wider world. Students will evaluate and reflect on through enquiry, different key concepts and questions. They will challenge ideas studied and their own thinking, whilst articulating beliefs, values and commitments clearly. They will make connections between the ideas studied and challenge their own thinking and express their critical responses.
Some students will be able to;	Students will be able to identify, describe, explain and analyse beliefs and concepts in different religions using a wide range of religious and non-religious vocabulary. Students will be able to explain in detail how and why these beliefs are understood in different ways, whilst being able to articulate this clearly. Students will be able to recognise how and why sources of authority are used and be able to interpret them in different ways. Students will explain in depth why religions express beliefs in different ways and appreciate different ways of life, including within their community and beyond the wider world. Students will evaluate and reflect on through enquiry, different key concepts and questions. They will challenge ideas studied and their own thinking, whilst articulating beliefs, values and commitments clearly. They will make connections

between the ideas studied and challenge their own thinking and express their critical responses. Students clearly demonstrate a in depth understanding of religions as living faiths.