

Year 9 History: the Industrial Revolution 1750-1900

The Norman Conquest	Knowledge, Skills, Understanding
Higher	<p>Can explain historical events in detail and analyse their importance within history (population growth, development of factories)</p> <p>Can explain and link reasons for these events, understanding them in their context (reasons for the growth in the population and why factories were needed)</p> <p>Can explain how different types of historical sources are used rigorously to make historical claims and assess their validity (purpose, viewpoint, knowledge of the situation at the time)</p> <p>Can evaluate contrasting interpretations of the past have been constructed and question their reliability (child labour, the success of the revolution, working conditions)</p> <p>Can explain the significance of a historical figure using supporting evidence and the impact of their lives/actions (Richard Arkwright, key inventors)</p> <p>Can explain connections, contrasts and trends over a long period of time by referring to specific historical events from that period (change and continuity in industrial/working processes and the quality of life)</p> <p>Can explain key features of a past civilization and their importance or consequences (inventions and impact, Britain's role as a world power)</p> <p>Can use historical terms and concepts in increasingly sophisticated ways (revolution, business, entrepreneur, agriculture)</p> <p>Can create relevant, highly structured and fully supported accounts that demonstrate evidence of wider research and reading (using source evidence and contextual knowledge)</p>
Intermediate	<p>Can explain historical events in detail (population growth, development of factories)</p> <p>Can explain and link reasons for these events (reasons for the growth in the population and why factories were needed)</p> <p>Can show how different types of historical sources are used rigorously to make historical claims (purpose, viewpoint, knowledge of the situation at the time)</p> <p>Can explain why contrasting interpretations of the past have been constructed (child labour, working conditions)</p> <p>Can explain why a historical figure is significant (Richard Arkwright, key inventors)</p> <p>Can explain connections, contrasts and trends over a long period of time by referring to specific historical events from that period (change and continuity in industrial/working processes and the quality of life)</p> <p>Can explain key features of a past civilization (inventions and impact, Britain's role as a world power)</p> <p>Can use historical terms and concepts in increasingly sophisticated ways (revolution, business, entrepreneur, agriculture)</p> <p>Can create relevant, highly structured and fully supported accounts (using source evidence and contextual knowledge)</p>
Foundation	<p>Can describe the key features of historical events (the causes of the Industrial Revolution)</p> <p>Can explain reasons for these events (Britain's Empire, raw materials)</p> <p>Can show how different types of historical sources are used to make historical claims (different viewpoints and purposes)</p> <p>Can understand why contrasting interpretations of the past have been constructed (child labour, working conditions)</p> <p>Can understand the significance of a historical figure (Richard Arkwright, key inventors)</p> <p>Can explain connections, contrasts and trends over a long period of time (changes in how people worked and their quality of life)</p> <p>Can explain key features of a past civilization (inventions and impact, Britain's role as a world power)</p> <p>Can use historical terms and concepts in sophisticated ways (revolution, business, entrepreneur, agriculture)</p> <p>Can create relevant and fully supported accounts (using source evidence and contextual knowledge)</p>

