History - Satisfactory - Year 8

Portfolio summary

This portfolio of student work shows that the student can recognise and explain patterns of change and continuity over time (WS2, WS5). The student explains the causes and effects of events and developments (WS2, WS3, WS5). The student identifies the motives and actions of people at the time (WS2, WS5). The student explains the significance of individuals and groups and how they were influenced by the beliefs and values of their society (WS3, WS5, WS6). The student describes different interpretations of the past (WS1, WS3, WS4).

The student sequences events and developments within a chronological framework with reference to periods of time (WS2, WS3, WS5). When researching, the student develops questions to frame a historical inquiry (WS1, WS3, WS6). The student analyses, selects and organises information from primary and secondary sources and uses it as evidence to answer inquiry questions (WS3, WS6). The student identifies and explains different points of view in sources (WS1, WS4). When interpreting sources, the student identifies their origin and purpose, and distinguishes between fact and opinion (WS1, WS4). The student develops texts, particularly descriptions and explanations, incorporating analysis (WS2, WS3, WS4, WS5, WS6). In developing these texts, and organising and presenting the findings, the student uses historical terms and concepts, evidence identified in sources, and acknowledges their sources of information (WS3, WS4, WS5).

Examining sources

Sample summary

Students examined a selection of seen and unseen sources from the early medieval period and were asked to apply their historical inquiry skills to analyse and interpret these sources. They recorded their observations on a teacher-created worksheet. The task was completed in class during one 50-minute lesson.

Achievement standard

Subject

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Worksheet

Annotations

1   **Annotation 1**
Identifies the nature of a source

2   **Annotation 2**
Proposes a use for an object based on observations

Annotations

1   **Annotation 1**
Makes a connection between an object and historical events and people

2   **Annotation 2**
Makes conclusions about an object based on observations

3   **Annotation 3**
Proposes questions for further inquiry

Annotations

1   **Annotation 1**
Summarises information presented in a source

2   **Annotation 2**
Identifies a reason for the creation of a source

3   **Annotation 3**
States ways in which a source may be useful to historians

Description: Castles

Sample summary

Students were asked to write a description of the changes in the design and function of castles in medieval Europe. They worked with their class teacher and the teacher-librarian to locate appropriate written and pictorial source material and were provided with feedback on the structure and content of their text through a process of scaffolded drafting and review. The final text was word-processed and published for classroom display. The entire task, including time for research and finalisation of the description, took place in class over five 50-minute lessons.
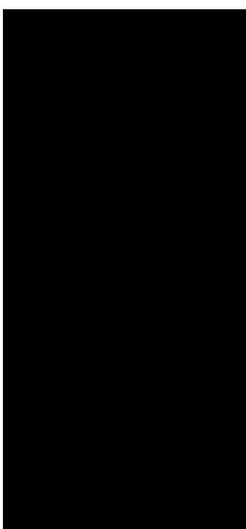
Achievement standard

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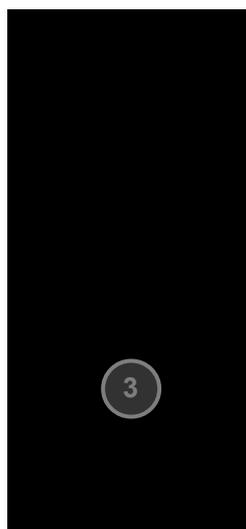
Description

Annotations

1 **Annotation 1**
Gives reasons for the changing forms of castles

2 **Annotation 2**
Describes the key features of early forms of castles

3 **Annotation 3**
Describes the key features of later forms of castles
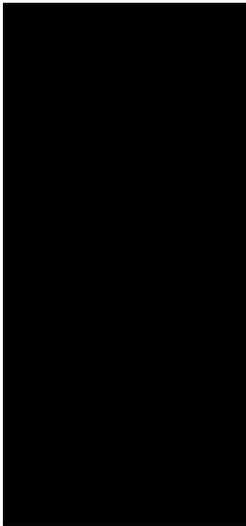
Many of the first stone keeps were rectangular and later circular so the people on top could see around 360°, then there started round towers. Around the top of the thick castle walls crenellations to fire arrows from would be spread around the castle on every level. What used to be a bailey was now the area outside the keep but within the outer walls. Shelters for animals and crafting workshops might be placed against the walls. A moat may surround the castle walls.
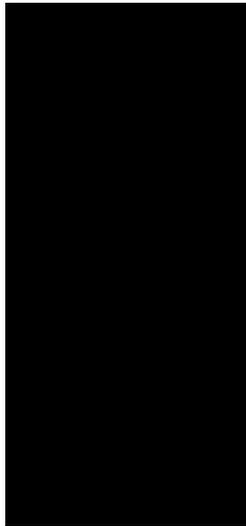
Concentric castles consist of an inner and outer walls. This type of castle was developed in the 12 and 13 centuries and offered the best protection against enemy attacks. The walls were made of thick stone that has crenellations around the top. The keep is the centre piece and was made of stone. The castle would have circular towers

Annotations

1 **Annotation 1**
Uses specific terms to identify and describe the features of castles

2 **Annotation 2**
Places changes in the construction of castles into a chronological context

at every corner for further protection. The inner wall was normally higher. Different types of stone were used in the making of castles like hard chalk/flint/limestone/sandstone. This was the best castle for defence!
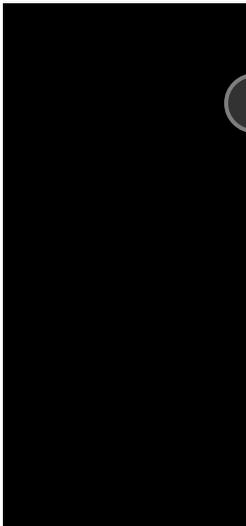
Castles are one of the best and wellconstructed pieces of medieval buildings. Castles were the best form of defence and many different types of castles were formed over the years. This was shown by the motte and bailey, stone keep and concentric castles, and shell keeps as well etc. Although the shell keep were uncommon in Britain they are still of great interest today. Although the introduction of gunpowder made castles weak it was still the best form of defence in the medieval period.

Annotations

1 **Annotation 1**
Makes a simple comparative judgement between different forms of castles

2 **Annotation 2**
Places the use and development of castles into a historical and locational context

Social media: Aztecs and Incas

Sample summary

Students were asked to create a series of social media posts regarding an aspect of the Spanish conquest of the Americas. They were required to choose an appropriate platform incorporating text and images and were provided with teacher-created templates and scaffolds. The task took place at the end of the unit of work and allowed students to focus upon an area of interest, either Aztec or Inca. The students' work was posted and shared on the school's secure intranet. The task was completed in class and at home over a two-week period.

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Social media

Annotations overview

Presents a modified digital solution to communicate historical information
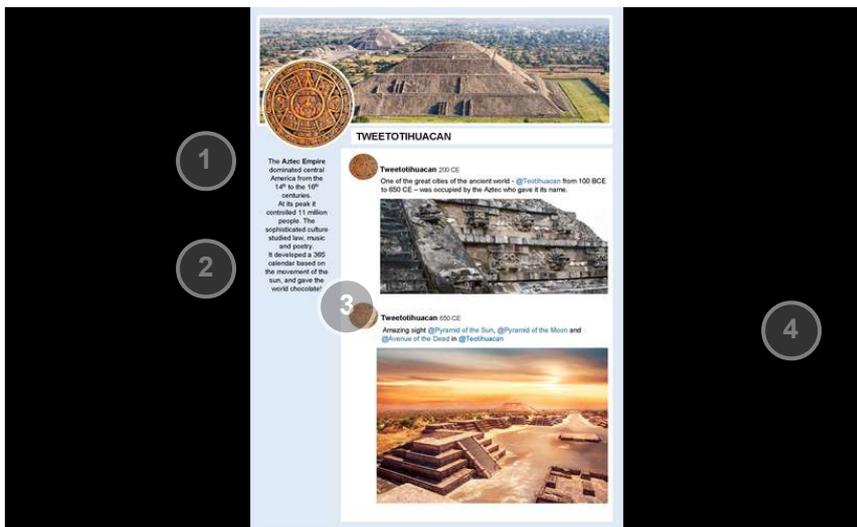
Annotations

① **Annotation 1**
Places events and developments into a chronological context

② **Annotation 2**
Makes simple connections between the past and present

③ **Annotation 3**
Identifies significant places associated with a past civilisation

④ **Annotation 4**
Uses appropriate text structures and indicators to communicate historical information

Annotations

1 **Annotation 1**
Uses appropriate text structures and indicators to communicate historical information

2 **Annotation 2**
Identifies significant people and events associated with a past civilisation

3 **Annotation 3**
Identifies links between the past and present

Source analysis: Vikings

Sample summary

Students examined a teacher-curated collection of primary and secondary sources associated with the life and history of the Vikings. They were asked to select three sources from the collection and write an analysis of each, focusing upon its usefulness and value to historians. The task was completed in class in one 50-minute lesson.

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Analysis

Annotations overview

Interprets and analyses differing perspectives and sources of historical information

Annotations

1   **Annotation 1**
Identifies strengths and weaknesses in a selected source

2   **Annotation 2**
Makes a judgement based on other evidence about the reliability of a source

3   **Annotation 3**
Identifies the value of a source

4   **Annotation 4**
Analyses the perspective of a source

5   **Annotation 5**
Describes how a source could be used by historians to understand the past

Postcard from Angkor Wat

Sample summary

Students were asked to imagine visiting Angkor Wat in Cambodia and to design and write the two sides of a postcard detailing what they had seen and learned at the site. They were provided with a teacher-created template to record their thoughts and observations, and the postcards were printed and displayed in the school library. The task was part of a unit of work on the Khmer Empire and was completed in class over three 50-minute lessons.

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Postcard

Annotations overview

Considers the diversity and contribution of the peoples and countries of Asia

Annotations

1 **Annotation 1**
Uses an appropriate image and text to engage the reader

Annotations

1 **Annotation 1**
Identifies the historical and cultural significance of a site

2 **Annotation 2**
Describes the role played by individuals in the history of a site

3 **Annotation 3**
Identifies a theory for the decline of a civilisation

4 **Annotation 4**
Describes features associated with the construction of a site

5 **Annotation 5**
Uses researched source material as supporting evidence

Comparison: Knight versus samurai

Sample summary

Students compared the life and roles of European knights and Japanese samurai in medieval times. They examined a selection of primary and secondary sources provided by the class teacher and teacher-librarian and summarised their findings on a Venn diagram. Students then wrote a short text to argue who would win a

hypothetical battle between these two types of warrior. The task was completed in class over three 50-minute lessons.
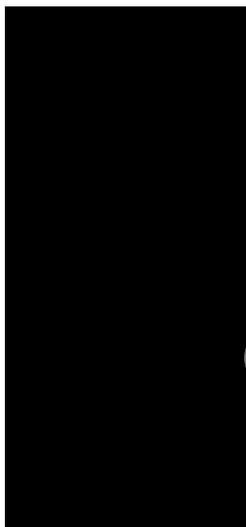
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Comparison

Annotations

1 **Annotation 1**
Proposes an opinion based on investigated sources

2 **Annotation 2**
Supports an opinion based on observations and conclusions

3 **Annotation 3**
Makes generalisations about groups and attitudes from the past
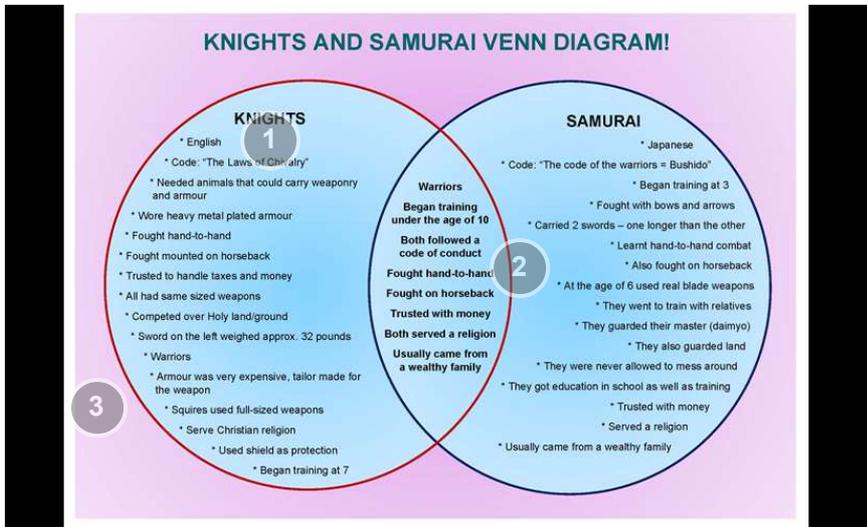
Annotations

1 **Annotation 1**
Records characteristics of groups from the past based on investigated sources

2 **Annotation 2**
Identifies similarities between groups from the past based on investigated sources

3 **Annotation 3**
Uses specific historical terms and concepts