

| History | Cause and Consequence (why something happens and its effects) | Significance (why importance is applied to events) | Change and continuity (what changes and what stays the same) | Evidential understanding (how we use evidence) | Interpretation (the way we look at something) |
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| Beginning | I can identify some reasons for or impacts of an event. I am beginning to provide some description . I might rely on the teacher to help me. | I can identify some key events or people that I think are important. I am beginning to provide some description . I might rely on the teacher to help me. | I can identify some key features of a theme before and after an event. I am beginning to provide some description . I might rely on the teacher to help me. | I can briefly describe some of the key points in a historical source. I am beginning to provide some description . I might rely on the teacher to help me. | I can identify someone's point of view. I am beginning to provide some description . I might rely on the teacher to help me. |
| Developing | I can describe some of the reasons for an event and give examples of what was happening but I might not explain why these things led to the event. I can state impacts and may describe these. I may need prompts from the teacher. | I can describe key events or people. I can identify some reasons why they are important. I may need prompts from the teacher. | I can describe key differences before and after an event of a theme. I may need prompts from the teacher. | I can give a more detailed description of what sources are saying and may use information from the sources to help me to describe. I may need prompts from the teacher. | I can identify different points of view and may describe different opinions of the same event. I may need prompts from the teacher. |
| Secure | I can describe the reasons for an event in detail and explain how they helped lead to event. I can describe the impacts of an event and explain the consequences. Some of my explanations may be brief . | I can explain several examples of key turning points and will give detailed examples of these. I am beginning to explain the impacts/significance of these events. Some of my explanations may be brief . | I can explain a number of key changes in a theme and give detailed examples of these. I can also explain why some things have stayed the same . Some of my explanations may be brief . | I can make inferences from sources and use my own knowledge to explain aspects of the source. I may judge the utility of the evidence. I will be able to identify the value of different sources for investigations. Some of my explanations may be brief . | I can explain how views differ and give detailed description of this. I may explain why different viewpoints exist. Some of my explanations may be brief . |
| Confident | I can explain in good detail a range of causes. I can give good factual detail to illustrate causes. I may link or prioritise these. I can explain the impacts of an event and can provide good examples to show these. I may either link the impacts or analyse the significance of impacts. I can reach a conclusion . | I can explain the impacts/significance of key events. I may make comparisons between key events, judging their relative significance with a criteria . I may evaluate long-term significance. I can reach a conclusion . | I can explain elements of continuity and change in a theme. I may assess the extent and significance of change. I can reach a conclusion . | I can combine sources and my own knowledge in order to interrogate the evidence. I can consider issues of utility when dealing with sources, including NOP . I will be able to identify the value of different sources for investigations and evaluate how to develop investigations. | I can explain reasons why events have been interpreted in different ways and I may account for these differences. I can reach a conclusion . |
| Exceptional | As <i>confident</i> plus I can give a developed analysis of relationship between causes. I can assess the significance of different impacts and/or analyse the longer-term impacts . I can reach a justified conclusion . I will display a fluent writing style. Will use sophisticated subject specific language . | As <i>confident</i> and I can conclude why some events are more significant than others and evaluate the long-term significance. I will display a fluent writing style. Will use sophisticated subject specific language . | As <i>confident</i> and I can explain the reasons why some changes were more impactful than others. I will display a fluent writing style. Will use sophisticated subject specific language . | As <i>confident</i> , but will comment on the historical context of sources to help explain my answers. I will analyse the extent of utility . I will display a fluent writing style. Will use sophisticated subject specific language . | As <i>confident</i> I can evaluate the reasons for differences in interpretations and explain how this affects the interpretation. I will display a fluent writing style. Will use sophisticated subject specific language . |
| Beyond | As <i>exceptional</i> plus an element of sustained argument . Will use sophisticated subject specific language . | As <i>exceptional</i> and will show awareness of bigger context in terms of how historians judge significance. Will use sophisticated subject specific language . | As <i>exceptional</i> and will show awareness of the process of change and be able to place key changes in bigger context. Will use sophisticated subject specific language . | As <i>exceptional</i> , but students will also show developed skills source analysis in light of valid criteria . Will use sophisticated subject specific language . | As <i>exceptional</i> and will show awareness of how the historical context has affected interpretations and why interpretations change over time . Will use sophisticated subject specific language . |