

History

	Knowledge			Skills		
	Cause and Consequence <i>(why something happens and its effects)</i>	Change, continuity and chronology <i>(what changes, what stays the same and in which order)</i>	Cultural, ethnic and religious diversity <i>(how things differ between different groups of people)</i>	Significance <i>(why importance is applied to events)</i>	Interpretation <i>(the way we look at something)</i>	Evidential understanding <i>(how we use evidence)</i>
R1	I can identify some reasons or impacts but not developed. I can begin to provide some description . I will rely upon teacher support.	I can identify some key features of society before and after event. I can begin to provide some description . I can sequence events. I will rely upon teacher support.	I can identify some key events or people. I can begin to provide some description . I will rely upon significant teacher support.	I can identify some key events or people of significance. I will rely upon teacher support.	I can Explain that the past can be shown in different ways by different people.	I can use sources of information to answer questions about the past .
R2	I can describe some of the reasons and give a limited range of examples of what was happening but will not explain why these things led to event. I can state impacts and may describe these. I may need prompts from a teacher.	I can describe key differences between society before and after event. I may need prompts from teacher. I can divide the past into different periods of time.	I can identify some key events or people. I can begin to provide a more detailed description . I will rely upon some teacher support.	I can identify some key events or people of significance and begin to provide some description . I will rely upon teacher support.	I can identify some different points of view and may describe opinions. I may need prompts from teacher .	I can briefly describe some basic elements of the source content. I can begin to provide some description . I will rely upon teacher support.
R3	I can describe some of the reasons and give a range of examples of what was happening but will only briefly explain why these things led to event. I can state impacts and may begin to describe these. I may need fewer prompts from teacher	I can explain a number of key changes in society and give examples of these. I can begin to identify some similarities and differences between periods of time.	I can explain the difference in experiences for different groups. Will begin to give some comparative examples to show this.	I can describe key events or people. I can identify some reasons why they are significant. I may need prompts from teacher	I can identify a number of different viewpoints and describe opinions I can identify a point of view. Will begin to provide some basic description . I will rely upon teacher support	I can describe some basic elements of the source content. Will begin to provide some description . I can rewrite parts of the source. Will rely upon teacher support

History

F1	I can describe the reasons in detail and explain how they helped lead to event but <i>may be brief</i> . I can state impacts and describe these.	I can explain a number of key changes in society and give detailed examples of these. I can identify key similarities and differences between periods of time.	I can explain the difference in experiences for different groups. I can begin to give more detailed comparative examples to show this.	I can begin to explain a few examples of key turning points and begin to able to describe these. I can begin to explain the impacts/significance of these events.	I can identify a number of different viewpoints and describe opinions I can identify a point of view. I can provide some basic description with a greater degree of independence .	I can make inferences from sources and use own knowledge to explain aspects of content studied.
F2	I can explain in good detail a range of causes. Will give good factual detail to illustrate causes. I can <i>begin to link or prioritise</i> these. I can explain the impacts of event and will provide good examples to show these. I can begin to either link the impacts or analyse the significance of impacts.	I can explain elements of continuity and change in society, beginning to assess the extent and significance of change. I can describe the features of past societies and periods.	I can identify and begin to explain people had similar or different experiences. I can begin to make comparisons between groups within society.	I can explain several examples of key turning points and will be able to give more detailed examples of these. I can develop explanation of the impact/significance of these events.	I can explain a range of viewpoints and give a detailed description of these. I can begin to explain why different viewpoints exist.	I can make more complex inferences from sources and use own knowledge to explain aspects of content studied I can begin to judge the accuracy/utility of the evidence.
F3	I can explain in good detail a range of causes. I can give good factual detail to illustrate causes. I can <i>begin to link or prioritise</i> these. I can explain the impacts of event and will provide good examples to show these. I can begin to either link the impacts or analyse the significance of impacts. I can reach conclusions .	I can explain in some detail elements of continuity and change in society, with developing assessment of the extent and significance of change. I can describe in detail features of past societies.	I can explain reasons why people had similar or different experiences. I can make analytical comparisons between groups within society	I can begin to explain the impact/significance of key events. Explain which events, people and changes could be judged as more important than others and attempt some reasons why	I can begin to explain reasons why events have been interpreted in different ways and will begin to give reasons for these differences .	I can make detailed inferences from sources and increasingly use own knowledge to explain aspects of content studied I can judge the accuracy/utility of the source and evaluate strengths and weaknesses of sources through examining reliability and utility in order to support an argument .

History

A1	As with F3 plus: I can give 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 with some evidence . I can display a fluent writing style.	As F3 plus: I can begin to explain the reasons why some changes were more impactful than others. I can explain why there are similarities and differences between periods.	As F3 plus: I can analyse diversity along thematic lines such as religion, class or geography.	As F3 plus: I can begin to make comparisons between key events . I can make judgements as to the events'; relative significance within a criteria .	I can explain reasons why events have been interpreted in different ways and will begin to give reasons for these differences . I can evaluate which interpretations are the most valid .	I can identify the nature, origin and purpose of a source I can combine sources and own knowledge in order to interrogate the evidence. I can consider issues of accuracy and utility when dealing with sources, but will also consider issues of provenance .
A2	As with A1 plus: I can give 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 with quite detailed relevant evidence . I can display a fluent writing style.	As A1 plus: I can explain the reasons why some changes were more impactful than others. I can prioritise impacts . I can explain different societies and periods from British and International History and make links between features within and across different periods.	As A1 plus: I can analyse and evaluate diversity along thematic lines such as religion, class or geography.	As with A1 plus: I can conclude why some events, people and changes could be judged as more significant than others	As A1 plus: I can further analyse the historical context of the interpretation and explain how this affects the interpretation.	As with A1 plus: I can reach a supported conclusion and will comment on the purpose and context of the sources to help explain their answers.
A3	As with A2 plus: I can add an element of sustained argument . I can accurately use sophisticated subject specific language . SPAG excellent.	As A2 plus: I can show awareness of the process of change and be able to place key changes in bigger context. I can compare what life was like in different places and times and confidently select the similarities and differences.	As A2 plus: I can show an awareness of the process of change and be able to place key changes in a bigger context.	As with A2 plus: I can show an awareness of the wider context in terms of how historians judge significance .	As A2 plus: I can show awareness of how and why interpretations change over time depending on context and perspective, which leads to different interpretations of events in History.	As with A2 plus: I can also show developed skills in cross-referencing sources and source analysis in light of valid criteria

