

HISTORY

	Concept 1	Concept 2	Concept 3	Concept 4	Concept 5	Concept 6
	Knowledge & Understanding	Using Evidence	Cause and consequence	Change and continuity	Historical interpretation	Historical significance
1 Establishing	Learners can identify the past is different from the present	Learners can identify and differentiate between the types of evidence; primary and secondary.	Learners can identify one event may influence another.	Learners are able to understand that over period of time the life of the people in the period of study either stayed the same or changed.	Learners understand there are different views of the past and sources can have different views.	Learners can identify that an event, issue or individual is important.
2 Embedding	Learners can show an understanding, using facts, to show life was different in the past to what it is now.	Learners can identify the different forms of primary and secondary evidence; oral, visual, textual, physical.	Learners can give more than one cause of an event.	Learners are able to identify how a certain group of peoples' lives changed over the period of History they are studying.	Learners start to make judgements about interpretations of the past. Learners may consider how and why interpretations may differ.	Learners can describe in simple terms why an event, issue or individual is important.
3 Developing	Learners are able to identify different periods of time and briefly describe events they have studied. Their knowledge is limited and possibly inaccurate in places.	Learners can take information from a source to learn about a topic. They are able to use the source as evidence about the historical content.	Learners can describe more than one cause of an event and can begin to identify how one of the causes influenced the event more than the others in minimal detail.	Learners are able to differentiate between groups in society whose lives changed and those whose lives stayed the same over a particular period of time.	Learners will be able to describe why there are different interpretations of an event, person or historical period. Learners start to make judgements about interpretations (including how and why interpretations may differ).	Learners are able to describe in detail why an event, person or issue is important in History. Learners may be able to describe a few reasons why an event, person or situation is important

<p>4 Secure</p>	<p>Learners are able to describe people or events they have studied in the past.</p> <p>Their knowledge is limited but accurate.</p>	<p>Learners can identify the provenance of a source: who made it, when was it made, where was it made, what is the purpose of the source, can we trust the source.</p> <p>This will be in simple statements.</p>	<p>Learners can describe more than one cause of an event and can begin to explain how the causes influenced the event giving limited but accurate detail.</p> <p>Learners can identify the consequences and begin to show links between the two.</p>	<p>Learners are able to differentiate between the groups whose lives changed and those whose lives stayed the same over a particular period of time and they are able to give brief reasons as to why this was.</p>	<p>Learners make judgements about interpretations (including how and why interpretations may differ).</p> <p>Learners may be able to consider the historical context of the events studied and how this would be relevant.</p>	<p>Learners are able to explain why they think an event, person or issue is important in History and support this with evidence from elsewhere.</p> <p>Learner could use historical sources or interpretations to support their understanding.</p>
<p>5 Competent</p>	<p>Learners are able to explain in detail people or events they have studied in the past.</p> <p>Learners are now able to include some key terms used accurately and some dates.</p>	<p>Learners can apply at least 3 pieces of evidence to create and support their own interpretation of a topic.</p> <p>e.g. Queen Elizabeth was the best Tudor Queen because...</p>	<p>Learners are able to show links between many of the causes and the consequences of a particular event.</p> <p>Learners can include accurate detail and explain their points clearly.</p>	<p>Learners are able to explain in detail why some groups' lives stayed the same and why some changed over a particular period of History.</p> <p>Learners are able to highlight reasons why this happened in the historical context they have been learning about.</p>	<p>Learners can explain the motives for different interpretations. They may be able to accurately identify where the author's bias is and why that may be.</p> <p>Learners can accept they can be contradicting but correct.</p>	<p>Learners are able to support their view of why something or someone is important but they are also able to see there may be other interpretations that contradict this and explain why that is the case.</p>
<p>6 Confident</p>	<p>Learners are able to explain in depth about people or events they have studied in the past.</p>	<p>Learners can use evidence to support both sides of an interpretation and can evaluate the importance of that interpretation in</p>	<p>Learners are able to explain in depth the causes and consequences of an event, they are able to show links between them and they can</p>	<p>Learners are able to discuss the pace of change that occurs over a particular period of History and explain the reasons for it.</p>	<p>Learners can evaluate and make reasoned judgements about interpretations (including how and why interpretations may differ) in context</p>	<p>Learners are able to present more than one interpretation of why an event, issue or person are historically important.</p>

	Learners use key terms regularly and accurately and include specific dates and names to support their explanations.	order to reach a conclusion or judgement.	begin to see and explain different interpretations of these events.	Learners can prioritise this reasons and explain their importance.	of historical events studied. Learners' judgements will be comprehensive and fully aware of the limitations and usefulness of the interpretations they are using.	Learners will also be able to evaluate their argument.
7 Advanced	Learners are able to explain in depth people or events they have studied in the past using specialist vocabulary precisely. Learners support their answers with specific examples and have enhanced their classroom learning by including their own research.	Learners can identify the provenance of a source and use this to understand and explain the bias. Learners can explain the meaning of a source in relation to own knowledge and the context of the history they are writing about.	Learners are able to be analytical with regards to the causes and consequences of events. Learners are able to explain and prioritise the causes and consequences and evaluate their importance in detail.	Learners are able to discuss in detail the pace and impact of change that happens over a particular period in History. Learners explain the reasons for change and will come to an overall conclusion using supporting evidence.	Learners begin to understand that history is a construct and influenced by a variety of factors. Learners will understand there are a number of factors which influence historians and the way they write about events, people and issues in history. e.g. motive, bias, time in which it is written.	Learners are able to understand historical significance can be the construction of those who have presented the event, issue or individual in a particular why and they are able to explain this in detail in their work.
8 Exceptional	Learners are able to explain in depth people or events they have studied in the past using a wide range of specialist	Learners can identify the provenance of the source and use it to explain bias and support their analysis.	Learners can write an answer that analyses the various causes and consequences of the events they have studied and evaluate different	Learners are able to discuss a number of factors influencing change and continuity in a particular historical period and use	Learners understand and can explain in detail that history is a construct and is sometimes written or reported in a	Learners are able to understand historical significance can be the construction of those who have

	<p>vocabulary. They support their answers with specific examples and have enhanced their classroom learning by including their own research.</p> <p>The learners writing is engaging and appropriate to the period studied.</p>	<p>Learners can extract deeper meanings from source analysis and evaluation in relation to a topic and provide in-depth explanations. (This symbol suggests that...)</p>	<p>interpretations to reach a balanced and substantiated conclusion.</p> <p>Learners write fluently, including subject specific vocabulary.</p>	<p>evidence to support their comprehensive conclusion.</p>	<p>particular why for deliberate purposes.</p> <p>Learners will understand and be able to explain that history it comes from personal beliefs, background, values and reasons for writing by the historians they study.</p>	<p>presented the history.</p> <p>Learners are able to evaluate the significance of an event using multiple sources and come to a comprehensive conclusion.</p>
<p>9 Beyond</p>	<p>Learners are able to explain in depth people or events they have studied in the past using a wide range of specialist vocabulary.</p> <p>Learners support their answers with specific examples and have enhanced their classroom learning by including their own research.</p> <p>Their writing is engaging appropriate to the period studied. In addition, their</p>	<p>Learners can identify provenance of a number of sources and can use the provenance to analyse and evaluate the usefulness of a source to a particular topic.</p> <p>The learners can also use their own knowledge to supplement a judgement in relation to that topic.</p>	<p>Learners are able to discuss a complex variety of causes and consequences for historical events.</p> <p>The learners will be able to draw complex conclusions about the impact of the causes and consequences and support their argument with historical interpretations as evidence.</p>	<p>Learners are able to prioritise the factors that resulted in change or continuity in a particular period of history.</p> <p>Learners will be able to use a variety of arguments and interpretations to discuss the impact of the changes and draw their own well supported conclusions.</p>	<p>Learners can use the historical context to correctly infer from an interpretation influences about the time in which they were written, and what the interpretation reveals about not only the interpretation but also the author, the influences of the interpretation and how this affects the topic as a whole.</p>	<p>Learners are able to understand historical significance can be the construction of those who have presented the history.</p> <p>Learners are able to evaluate the significance of an event using multiple sources to support their overall view and conclude their argument in a balanced and substantiated way.</p>

	writing shows an awareness of other cultures, societies or people relevant to the topic studied, demonstrating a broad historical knowledge.					
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