

History

	STRAND 1 Cause & Consequence	STRAND 2 Change & Continuity	STRAND 3 Sources	STRAND 4 Interpretations	STRAND 5 Evaluation & Significance
9	All the steps below, and I can also... - analyse the strengths and weaknesses of causal explanations, throughout which, showing an evaluative line of argument with relevant historical knowledge. - evaluate the relative importance of causes and consequences using specific factual detail.	All the steps below, and I can also... - confidently construct an explanation about change and/or continuity within and across periods of time using relevant and well-selected historical knowledge. - explain and evaluate varying degrees of change and/or continuity over time.	All the steps below, and I can also... - make judgements about the value of sources by using provenance (who created them, when and why) and historical context. Place the sources in the wider context as part of a historical enquiry. - understand the ways in which sources can be further explored and I can consider the limitations of a source.	All the steps below, and I can also... - evaluate why a historian has constructed an interpretation and can make a case for or against the validity of the interpretation-as well as why historians may differ in their interpretations. - use a wide range of knowledge and sources to evaluate these views and make assertive comments on validity. also make comments on the way that these views have been created and how that has influenced the creation and perception of these views.	All the steps below, and I can also... - create a sustained judgement - use relevant and well-selected knowledge to exemplify my points and provide a coherent analysis. - consider a range of factors to make reasoned judgement.
8	All the steps below, and I can also... - use different criteria for evaluating the importance of causes and consequences. - analyse causes and consequences to demonstrate a convincing argument.	All the steps below, and I can also... - clearly create an explanation of change and/or continuity which considers various influencing factors such as pace and significance. - explain why changes are seen as significant and start to apply these to the wider historical context.	All the steps below, and I can also... - use provenance (who created a source, when and why) to judge how useful the source is. - assess how useful a source is for the enquiry.	All the steps below, and I can also... suggest reasons why historians may differ in their interpretations.	All the steps below, and I can also... - set criteria for my own judgements, such as success and failure, as well as themes and factors, e.g. luck. - use detailed and accurate evidence consistently to support a judgement.
7	All the steps below, and I can also... - form a detailed explanation of why something happened - consider the relative importance of causes and consequences, by considering various criteria eg. long-term/short-term.	All the steps below, and I can also... explain the extent of change or continuity both within periods and across time.	All the steps below, and I can also... judge the value of a source by using provenance (who created it, when and why) to explain how useful it is.	All the steps below, and I can also... - consider how valid an interpretation is in the wider historical debate. - use a wide range of knowledge to evaluate these views.	All the steps below, and I can also... use secure knowledge to justify the judgement.
6	All the steps below, and I can also... link causes and valid consequences together in a simple explanation.	All the steps below, and I can also... - start to outline the reasons for historical change and continuity. - show an understanding that not all changes are as important as each other. - make links between periods I have studied and how they fit together.	All the steps below, and I can also... - use sources to make inferences (work out what they suggest) about the past. - start to consider how sources can be investigated to learn more about the past.	All the steps below, and I can also... - start to assess interpretations. - use other interpretations to challenge these views.	All the steps below, and I can also... - make an overall judgement with some justification. - carefully select relevant information that supports and begin to explain why the judgement is important.
5	All the steps below, and I can also... sort causes into multiple categories with some confidence and begin to see how they relate to each other.	All the steps below, and I can also... - consider factors like the rate of change or the significance of these changes. - make links between periods I have studied and show an understanding of how they are similar or different. - begin to explain that some changes are more important than others.	All the steps below, and I can also... - make claims about the past using some selected evidence from sources. - identify how useful different sources are.	All the steps below, and I can also... start to give my own views to support the interpretations with limited knowledge.	All the steps below, and I can also... give overall judgements and begin to identify valid criteria to support these views.
4	All the steps below, and I can also... - describe multiple causes of historical events. - describe a simple chain of consequences. - suggest some causes and consequences of events.	All the steps below, and I can also... describe some changes and continuity which took place in the past.	All the steps below, and I can also... - use my own knowledge to explain details in the sources. - start to make valid comments on why a source is useful for historians.	All the steps below, and I can also... describe the views of interpretations.	All the steps below, and I can also... reach a conclusion and begin to use some knowledge to begin to justify.
3	All the steps below, and I can also... describe causes of historical events.	All the steps below, and I can also... compare the differences and similarities between historical periods and give basic details about them.	All the steps below, and I can also... - make comments on how a source is or is not useful. - use basic knowledge to describe details in the source.	All the steps below, and I can also... identify simple differences in interpretations.	All the steps below, and I can also... start to rank events in order of importance. come up with a simple conclusion using limited historical information.
2	All the steps below, and I can also... produce a simple description of at least one valid cause or consequence of a historical event.	All the steps below, and I can also... describe simple features of different time periods.	All the steps below, and I can also... paraphrase a source.	All the steps below, and I can also... identify the views given in the interpretations.	All the steps below, and I can also... - recall historical events with accuracy and make a simple judgement. - use historical terms in a relevant context.
1	I can... - recall general reasons why something happened in history. - write a sentence identifying a reason, detail or consequence.	I can... - describe simple differences between life in the past and the way we live today. - identify key features of life in the past.	I can... use sources to pick out simple information about the past.	I can... identify an interpretation.	I can... - recall historical events with some degree of accuracy. - use simple historical terms.