

		History			
Year	GCSE	A01 - Knowledge and understanding	A02 - Explain and Analyse	A03 - Sources	A04 - Interpretations
1		Use some words related to the passing of time- old, new, a long time ago. (before, after, very old)		Observe or handle objects and explain what is was used for in the past.	
		Recognise and retell a story set in the past.	Explain why a story was set in the past.	Ask questions about old and new objects.	
				Use artefacts and pictures to answer questions and find out about the past.	
				Place a few artefacts (5) in chronological order (recent history).	
				Identify things that happened to them when younger.	
2		Describe historical events.	Show an understanding of the concept of nation and a nation's history.	Observe or handle evidence to ask questions and find answers to questions	
		Describe significant people from the past.	Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.	Ask questions such as: What was it like for people? What happened? How long ago?	
		Recognise that there are reasons why people in the past acted as they did.		Use artefacts, pictures, stories, online sources and databases to find out about the past.	
		Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.		Identify some of the different ways the past has been represented.	
		Place events and artefacts in order on a time line. *Give reasons for their order.			
		Label time lines with words or phrases such as: past, present, older and newer.			
		Recount changes that have occurred in their own lives. * Sequence changes and use dates where appropriate.			
3		Place events on a timeline within a specific time in history.	Identify similarities and differences between periods in history.	Use various sources of evidence to answer questions.	
		Use chronological vocabulary to describe events and periods- BC, AD, ancient,		Use various sources to gather information about a period or event in	

4		Describe changes that have happened in the locality of the school throughout history.	Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.	Use evidence to ask questions and find answers to questions about the past.	
		Give a broad overview of life in Britain from ancient until medieval times.	Suggest causes and consequences of some of the main events and changes in history.	Suggest suitable sources of evidence for historical enquiries.	
		Describe the social, ethnic, cultural or religious diversity of past society.	Compare some of the times studied with those of other areas of interest around the world.	Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.	
		Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.	Understand the concept of change over time, representing this, along with evidence, on a time line.		
		Place events, artefacts and historical figures on a time line using dates.			
		Use dates and terms to describe events. (Work out time differences.)			
5	WT 1- 1	I can identify and describe a significant person/event, without offering an explanation	I can identify change and continuity without reason or justification	Appreciate how sources help us to understand more about the present and past.	
		I can briefly list knowledge of an event/person/era in the past	I can identify an example of a cause and/or consequence without reason or justification	Select suitable sources and understand the need to use a range of sources.	
			I can identify several examples of causes and/or consequences without a simple description		
6	1 1+	I can describe different events/people/time/eras using terminology appropriately e.g. Empire, Civilisation	I can describe similarities and differences	I can describe a given source and support my description using the evidence from the source.	
		I can understand the concept of chronological narrative	I can identify several examples of change and/or continuity with a simple		
		I can identify several examples of change with a simple description	I can describe examples of change and/or continuity without specifying		

		I can identify several examples of change and/or continuity with a simple description	I can describe examples of change and/or continuity within a given time		
		I can give reasons why a person or event is significant			
7	2	I can make informed judgements about different events/people/time/eras	I can explain similarities and differences and use them to make connections and draw contrasts	I can use more than one source to create my description – introductory	
		I can place my knowledge in context	I can explain using factors	I can begin to create my own enquiry using supporting knowledge	
		I can describe the key events, people and periods in the period I am studying and identify where these fit within a chronology	I can use Historical terms and concepts with confidence		
			I can describe examples of change and/or continuity across given time periods and draw contrast		
			I can describe examples of causes and/or consequences with simple links between them		
			I can give reasons and develop an explanation why a person or event is significant		
8	3	Demonstrates limited knowledge of key features.	I can create an analytical enquiry using supported knowledge	I can use more than one source to create my description – intermediate.	
		Give some accurate and relevant information of the required features.	I can explain examples of changes and/or continuity within a given time period and make connections	I can analyse why there are contrasting interpretations about the same person/event	
			I can describe examples of causes and/or consequences and can begin to explore the links between them		

			I can analyse how a person/event was significant considering their/its short and long term effects		
9	4	Demonstrates knowledge of key features.	I can analyse using a range of Historical factors I can analyse why a range of historical interpretations on a significant person or event may differ	I can use more than one source to create my description – challenging.	
		Give accurate and relevant information of the required features.	I can analyse and make links between events and developments over a time period/theme/ideas or between countries	I can create inferences from one or more sources (make an interpretation) – introductory.	
			I can explain examples of changes and/or continuity and their impact across given time periods	I can use the sources to create an argument	
			I can evaluate the impact and significance of changes and/or continuity across shoden time periods in depth		
			I can explain examples of causes and/or consequences and begin to		
KS4	5	Demonstrates some knowledge of key features. Give accurate and relevant information of the required features.	I can analyse and compare the key events, people and periods in the period I am studying	I can explain why different opinions about a significant person or event have been constructed	I can analyse the strengths and weaknesses of different interpretations of an event/change
		Demonstrates good knowledge of key features. Accurate and relevant information of the required features with an attempt to directly focus on the question. A generally sustained line of reasoning.	I can evaluate rates of changes and/or continuity across several chosen times periods to justify impact in depth	I can create inferences from one or more sources (make an interpretation) – challenging.	I can make links between the NOP (context) of a source, its content and my own knowledge

Demonstrates extensive knowledge of key features. Extensive information, beyond the stimulus points, is precisely selected to address the question directly.	I can evaluate causes and/or consequences	I can compare sources to show similarities and/or differences with evidence and explain why these interpretations differ.	I can explain the significance of the NOP (context) of a source using its provenance and my own knowledge
Demonstrates extensive knowledge of key features. Extensive information, beyond the stimulus points, is precisely selected to address the question directly.	I can analyse examples of causes and/or consequences and can explain the long and short term within a time period	I can independently create an enquiry using supporting knowledge	I can develop judgements from a source using its Nature, Origin and Purpose and make links between the NOP (context) of a source and its content.
Demonstrates extensive knowledge of key features. Extensive information, beyond the stimulus points, is precisely selected to address the question directly.	I can analyse examples of causes and/or consequences and can explain the long and short term impact across time periods	I can evaluate the reliability and utility of source(s) using contextual knowledge to create an argument.	
	I can make links and developments between different times, periods and themes	I can use the sources with discrimination to create an argument (weight and tone).	
	I can evaluate trends across time periods in history across both the long and short term	I can use the sources together with discrimination to create an argument as well as using my own knowledge	
	I can make sustained judgements using various factors and make a substantial conclusion		
	I can evaluate the nature of change and the variable rate of change		
	I can evaluate the impact of factors as catalysts for change e.g. war, individuals, science and technology		
	I can evaluate cause and/or consequences, and can rank and form overall judgements		

			I can evaluate why views on significance change through time by considering their legacy		
			I can evaluate why one person/event is more significant than another		
			A01	A02	A03
KS5			Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity,	Analyse and evaluate appropriate source material, primary and/or contemporary to the period, within its historical context.	Analyse and evaluate, in relation to the historical context, different ways in which aspects of the past have been interpreted.
			A well-organised and effectively delivered argument. The supporting information will be well-selected, specific and precise	Show a very good understanding of all sources in relation to both content and provenance	

