

Year 7 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)
Developing	<p>I can identify some reasons for or consequences of an event. I am beginning to provide some description. I might rely on the teacher to help me.</p> <p>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.</p> <p>I can state consequences and may describe these. I may need prompts from the teacher.</p>	<p>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.</p> <p>I can describe key events or people. I can identify some reasons why they are important. I may need prompts from the teacher.</p>	<p>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.</p> <p>I can describe key differences before and after an event of a theme. I may need prompts from the teacher.</p>	<p>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.</p> <p>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.</p>	<p>I can identify someone's point of view. I am beginning to provide some description. I might rely on the teacher to help me.</p> <p>I can identify different points of view and may describe different opinions of the same event. I may need prompts from the teacher.</p>
	<p>I can describe the reasons for an event in detail and explain how they helped lead to event.</p> <p>I can describe the consequences of an event and explain the consequences. Some of my explanations may be brief.</p> <p>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.</p> <p>I can explain the consequences of an event and can provide good examples to show these. I may either link the consequences or analyse the significance of consequences.</p> <p>I can reach a conclusion.</p>	<p>I can explain several examples of key turning points and will give detailed examples of these. I am beginning to explain the significance of these events. Some of my explanations may be brief.</p> <p>I can explain the significance of key events. I may make comparisons between key events, judging their relative significance with a criteria.</p> <p>I may evaluate long-term significance.</p> <p>I can reach a conclusion.</p>	<p>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.</p> <p>I can explain elements of continuity and change in a theme. I may assess the extent and significance of change.</p> <p>I can reach a conclusion.</p>	<p>I can make inferences from sources and use my own knowledge to explain aspects of the source.</p> <p>I may judge the utility of the evidence.</p> <p>I will be able to identify the value of different sources for investigations. Some of my explanations may be brief.</p> <p>I can combine sources and my own knowledge to interrogate the evidence.</p> <p>I can consider issues of utility when dealing with sources.</p> <p>I will be able to identify the value of different sources for investigations and evaluate how to develop investigations.</p>	<p>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.</p> <p>I can explain reasons why events have been interpreted in different ways and I may account for these differences.</p> <p>I can reach a conclusion.</p>
Extending	<p>I can give a developed analysis of relationship between causes.</p> <p>I can assess the significance of different impacts and/or analyse the longer-term impacts.</p> <p>I can reach a justified conclusion.</p> <p>I will display a fluent writing style. I can use sophisticated subject specific language.</p> <p>I can use an element of sustained argument and use sophisticated subject specific language.</p>	<p>I am confident and I can conclude why some events are more significant than others and evaluate the long-term significance.</p> <p>I will display a fluent writing style.</p> <p>I can use sophisticated subject specific language.</p> <p>I can show awareness of the wider context in terms of how historians judge significance.</p>	<p>I can explain the reasons why some changes were more than others.</p> <p>I can display a fluent writing style.</p> <p>I use sophisticated subject specific language.</p> <p>I show awareness of the process of change and can place key changes in context.</p>	<p>I comment on the historical context of sources to help explain my answers.</p> <p>I can analyse the extent of utility.</p> <p>I can display a fluent writing style.</p> <p>I use sophisticated subject specific language.</p> <p>I also show developed source analysis.</p>	<p>I can evaluate the reasons for differences in interpretations and explain how this affects the interpretation.</p> <p>I can display a fluent writing style.</p> <p>I use sophisticated subject specific language.</p> <p>I show awareness of how the historical context has affected interpretations and why interpretations change over time.</p>



Year 8 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)
Developing	<p>I can describe the reasons for an event in detail and explain how they helped lead to event.</p> <p>I can describe the impacts of an event and explain the consequences. Some of my explanations may be brief.</p> <p>I can explain in good detail a range of causes. I can give good factual detail to explain causes. I may link or begin to evaluate these.</p> <p>I can explain the consequences of an event and can provide good examples to show these. I may either link the consequences or analyse the significance of consequences.</p> <p>I can reach a conclusion.</p>	<p>I can explain several examples of key turning points and will give detailed examples of these.</p> <p>I am beginning to explain the significance of these events. Some of my explanations may be brief.</p> <p>I can explain the significance of key events. I may make comparisons between key events, judging their relative significance. I may evaluate long-term significance.</p> <p>I can reach a conclusion.</p>	<p>I can explain a number of key changes in a theme and give detailed examples of these.</p> <p>I can also explain why some things have stayed the same. Some of my explanations may be brief.</p> <p>I can explain elements of continuity and change in a theme. I may assess the extent and significance of change.</p> <p>I can reach a conclusion.</p>	<p>I can make inferences from sources and use my own knowledge to explain aspects of the source.</p> <p>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.</p> <p>I can combine sources and my own knowledge to interrogate the evidence.</p> <p>I can consider issues of utility when dealing with sources. I will be able to identify the value of different sources for investigations and evaluate how to develop investigations.</p>	<p>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.</p> <p>I can explain reasons why events have been interpreted in different ways and I may account for these differences.</p> <p>I can reach a conclusion.</p>
Securing	<p>I can give a developed analysis of relationship between causes.</p> <p>I can assess the significance of different consequences and/or analyse the longer-term impacts.</p> <p>I can reach a justified conclusion. I will display a fluent writing style. I can use sophisticated subject specific language.</p> <p>I can use an element of sustained argument and use sophisticated subject specific language.</p>	<p>I am confident, and I can conclude why some events are more significant than others and evaluate the long-term significance.</p> <p>I will display a fluent writing style.</p> <p>I can use sophisticated subject specific language.</p> <p>I can show awareness of the wider context in terms of how historians judge significance.</p>	<p>I can explain the reasons why some changes were more significant than others.</p> <p>I can display a fluent writing style.</p> <p>I use sophisticated subject specific language.</p> <p>I show awareness of the process of change and can place key changes in context.</p>	<p>I comment on the historical context of sources to help explain my answers.</p> <p>I can analyse the extent of utility. I can display a fluent writing style.</p> <p>I use sophisticated subject specific language.</p> <p>I also show developed source analysis considering valid criteria.</p>	<p>I can evaluate the reasons for differences in interpretations and explain how this affects the interpretation.</p> <p>I can display a fluent writing style.</p> <p>I use sophisticated subject specific language.</p> <p>I show awareness of how the historical context has affected interpretations and why interpretations change over time.</p>
Extending	<p>I can give a developed complex analysis of relationship between causes. I make a lot of links between causes.</p> <p>I can assess and evaluate the significance of different impacts and analyse the longer-term impacts.</p> <p>I can reach a well detailed, justified conclusion.</p> <p>I will display a fluent writing style.</p> <p>I can use sophisticated subject specific language.</p> <p>I can use an element of sustained argument.</p>	<p>I am confident, and I can conclude why some events are more significant than others and evaluate the long-term significance in detail.</p> <p>I will display a very fluent writing style.</p> <p>I can use very sophisticated subject specific language.</p> <p>I can show very good awareness of bigger context in terms of how historians judge significance.</p>	<p>I can explain in depth the reasons why some changes were more impactful than others.</p> <p>I can display a very fluent writing style.</p> <p>I use very sophisticated subject specific language.</p> <p>I show very good awareness of the process of change and can place key changes in context.</p>	<p>I comment on the historical context of sources showing a very good understanding to help explain my answers.</p> <p>I can analyse the utility very well.</p> <p>I can display a fluent writing style.</p> <p>I use very sophisticated subject specific language.</p> <p>I also show developed source analysis skills.</p>	<p>I can evaluate the reasons for differences in interpretations and explain how this affects the interpretation.</p> <p>I can display a fluent writing style.</p> <p>I use sophisticated subject specific language.</p> <p>I show awareness of how the historical context has affected interpretations and why interpretations change over time.</p>

