

	End of KS2	Year 7	Year 8	Year 9	Year 10	Year 11
Application of knowledge	I can select and use specific key words and dates that are relevant to the question/topic.	I can make at least one point with relevant factual support.	I can write one paragraph with well-selected relevant factual support explained.	I am able to write multiple paragraphs with well-selected relevant factual support explained showing a breadth of knowledge.	Most of my paragraphs have well-selected, relevant factual support showing a breadth and depth of knowledge, some of which has been independently researched.	I am able to consistently select and evaluate the best pieces of precise detail to support different arguments in different topics.
Cause and Consequence (reasons and results)	I can describe events in the past and I can identify reasons why these events happened and also what the results of these events might have been.	I am beginning to explain the causes of events and their consequences. I can suggest links between causes and their consequences.	I can explain the causes and consequences of events in the past, describing the connections between causes and consequences.	I can write developed explanations of the causes of different historical events and their consequences. I make clear links between influential factors - showing how they are interrelated.	I can produce a sustained analysis of the causes and consequences of an event. I make very clear links between influential factors and I confidently assert the significance of various factors.	I can consider causes and consequences thematically over a broad time period. I can sustain a clear assertion and argument about cause and consequence.

<p>Change and Continuity</p>	<p>I can describe different features/events of the past and I can identify things that change and things that stay the same (continuity).</p>	<p>I am beginning to explain why some things have changed and some have stayed the same (continuity).</p>	<p>I can explain change and continuity and I am beginning to explain change and continuity across longer periods of time (synopticity).</p>	<p>I can write developed explanations of change and continuity and I can do this both within and across different time periods (synopticity).</p>	<p>I can produce a sustained analysis of change and continuity across time, placing events and their significance in their wider historical context.</p>	<p>My explanation now uses a wider context using my knowledge of similar events from another period e.g. causes of war.</p>
<p>Sources</p>	<p>I can make basic inferences about parts of a source using some of my own knowledge.</p>	<p>I can infer overall meaning from a source using details from the source and contextual knowledge.</p>	<p>I can make a supported comment about the utility of a source in relation to a question focus either using content or provenance.</p>	<p>I can make supported comments about the utility of sources in relation to a question focus using both content and provenance.</p>	<p>I can make a supported judgement about the utility of a range of sources in relation to a question focus using both content and provenance.</p>	<p>I can find and use sources critically to carry out independent research. I am beginning to incorporate source material seamlessly into my argument.</p>
<p>Interpretations</p>	<p>I know that the past has been remembered by different people in different ways and I can describe different ways the same event has been remembered.</p>	<p>I know that the past has been remembered in different ways. I am able to use some pieces of contextual knowledge to support or challenge an interpretation.</p>	<p>I know that the past has been interpreted in different ways. I am able to use some pieces of contextual knowledge to support and challenge an interpretation.</p>	<p>I can offer judgement on the most feasible interpretation, using my contextual knowledge to support me.</p>	<p>I can fully analyse and explain a range of historical interpretations using my contextual knowledge. I can synthesise aspects of different interpretations in order to produce my own interpretation of events of the past.</p>	<p>I can identify the broad arguments made by academic historians in relation to a given focus point independently. I read historical texts for pleasure outside of the classroom.</p>