

History Year 7	Emerging	Developing	Securing	Mastering
Chronology	Can identify key events with support.	Can identify major events with support. Begins to describe major developments.	Can sequence and describe major events within different historical periods. May describe and begin to explain major developments.	Demonstrates a clear understanding of the order of major and supporting events. Begins to describe developments/ turning points across topics.
Cause & Consequence	Identifies causes/ consequences of key events.	Can describe some causes and basic consequences. May offer a judgement on the most important cause.	Can describe and begin to explain some links between causes. Identifies some key differences in types of causes. May make a simple judgement about the most important cause	Explains links between causes. Begins to consider relative importance of causes offering a judgement
Change & Continuity	Identify keys changes with support.	Can identify changes within a time period. May make a simple judgement about most significant change.	Describes key changes and is able to state the differences across a period using simple historical terms. May make some judgements about the most significant change.	Explains how and why change occurred with reference to specific factors. Offers judgements about the most significant change.
Significance	Can select the most important aspect of the topic.	Identifies examples of significance in the past with support.	Recognises multiple examples of significance from the past. Is able to make a judgement/comparison of significance of different events.	Explains why certain events or people were significant using set criteria. Is able to make a judgement and comparison of significance of different events.

Interpretations	This skill is not independently assessed in Year 7.	This skill is not independently assessed in Year 7.	This skill is not independently assessed in Year 7.	This skill is not independently assessed in Year 7
Historical Enquiry	Can identify a key method used in historical enquiry.	Can identify some methods of historical enquiry with support.	Can identify some ways to conduct an historical enquiry. Suggests questions to investigate historical issues.	Can identify and apply some approaches for conducting an historical enquiry. Selects some appropriate sources to investigate an historical question.
Using Evidence	Is able to identify historical source/s that support their argument.	Is able to identify historical source/s to create a simple historical argument with support.	Can independently use sources that support their historical argument. Describes what a source shows.	Demonstrates an ability to select appropriate sources and begins to apply them to historical questions.

History Year 8	Emerging	Developing	Securing	Mastering
Chronology	Can identify major events with support. Begins to describe major developments. May offer some brief explanation.	Can sequence major events and some key historical periods. May describe and begin to explain major developments.	Demonstrates a clear understanding of the order of key events. Begins to explain developments/ turning points across topics.	Demonstrates a good understanding of the order of historical events. Explains how events in one period can impact others in range of themes. Can make links with previous topics.
Cause & Consequence	Can describe some causes and basic consequences. May offer a judgement on the most important cause.	Briefly explains some links between causes. Identifies some key differences in types of causes. Makes a simple judgement about the most important cause	Explains links between causes and with some categorisation (e.g. political, economic). Begins to consider relative importance of causes offering a judgement	Analyses how causes interact and assesses short/long-term impacts. Gives some evaluation of the relative importance of causes and consequence with some attempts at sustained judgement
Change & Continuity	Can identify changes within a time period.	Describes key changes and is able to state the differences between/across a period using simple historical terms. May make simple judgements	Explains how and why change occurred with reference to specific factors. Offers initial judgements about the most significant change.	Analyses patterns of change and continuity across different themes (e.g. society, government). Explains why things changed or stayed the same using multiple factors and makes clear judgements about the most significant change and its impact.
Significance	Identifies examples of significance in the past with support.	Recognises multiple examples of significance from the past.	Explains why certain events or people were significant using set criteria.	Demonstrates a clear understanding of the criteria of significance and applies it to discussion of different events and compares them,

		May offer brief judgements as to the significance of individual events	Is able to make a judgement/ comparison of significance of different events.	referring to historical context.
Interpretations	Can identify an interpretation of the past.	Identifies differing interpretations of the past. May offer some comment on the reasons for the differences	Demonstrates an understanding of some interpretations and offers some discussion of the reasons for these. Explains why interpretations differ using context/purpose.	Demonstrates a clear understanding of different interpretations/reasons why these have arisen. Analyses how interpretations are shaped by historians' perspectives/evidence.
Historical Enquiry	Can identify some methods of historical enquiry with support.	Can identify some ways to conduct an historical enquiry. Suggests questions to investigate historical issues.	Can identify and apply some approaches for conducting an historical enquiry. Selects relevant sources to investigate an historical question.	Demonstrates a clear understanding of the approaches need to make an historical enquiry. Structures an argument using relevant sources/context.
Using Evidence	Is able to identify historical source/s to create a simple historical argument with support.	Can independently use sources that support their historical argument. Describes what a source shows and begins to assess its value.	Demonstrates an ability to select appropriate sources and begins to apply them to historical questions. May consider source utility.	Makes thoughtful judgements in source selection and application to address an historical selection. Explains source utility using content, origin, and purpose.

History Year 9	Emerging	Developing	Securing	Mastering
Chronology	Can sequence major events and some key historical periods. May describe some developments.	Demonstrates a clear understanding of the order of key events. Begins to explain developments and turning points across topics.	Demonstrates a good understanding of the order of historical events. Explains how events in one period influence others across time. Makes links between topics.	Demonstrates a clear command of the chronology of events, including more minor but impactful changes. Evaluates long-term patterns and historical shifts using precise chronology.
Cause & Consequence	Briefly explains some links between causes. Identifies some key differences in types of causes. Makes a simple judgement about the most important cause	Explains links between multiple causes and categorises them (e.g. political, economic). Begins to consider relative importance of causes, referencing at least two causes	Analyses how causes interact and assesses short and long-term impacts. Gives some evaluation of the relative importance of causes and consequence with reasoned judgement	Analyses in depth how causes interact, making sophisticated judgements about the short and long-term impact Evaluates the relative importance of causes and consequences with well-supported judgement.
Change & Continuity	Describes key changes and is able to state the differences between/across a period using simple historical terms. May make simple judgements	Explains how and why change occurred with reference to specific factors. Begins to offer judgements about the most significant change.	Analyses patterns of change and continuity across different themes (e.g. society, government). Explains why things changed or stayed the same using multiple factors and makes clear judgements about the most significant change.	Evaluates the pace and extent of change across periods with historical insight. Explains why things changed or stayed the same using a range of factors and makes sophisticated judgements about the most significant change.

Significance	Recognises multiple examples of significance from the past. May offer brief judgements as to the significance of individual events	Explains why certain events or people were significant using set criteria. Is able to make some judgements about the comparison of significance of different events	Demonstrates a clear understanding of the criteria of significance and applies it to discussion of a range of events. Compares the significance of different events using historical context.	Demonstrates a sophisticated understanding of the criteria to judge and explain significance with reference to other events/ counter-factual ideas Evaluates significance over time and across societies using detailed argument.
Interpretations	Identifies and describes differing interpretations of the past. May offer some comment on the reasons for the differences	Demonstrates an understanding of some interpretations and offers some discussion of the reasons for these. Explains why interpretations differ using context and purpose.	Demonstrates a clear understanding of different interpretations and the reasons why these have arisen. Analyses how interpretations are shaped by historians' perspectives and evidence.	Demonstrates a sophisticated understanding of different interpretations and how those developed. Evaluates interpretations with critical insight, using provenance and wider historical knowledge.
Historical Enquiry	Can identify some ways to begin an historical enquiry Suggests questions to investigate historical issues.	Can identify and apply some approaches for conducting an historical enquiry. Selects and uses relevant sources to investigate a historical question.	Demonstrates a clear understanding of the approaches need to make an historical enquiry Structures an argument using relevant sources and contextual knowledge.	Demonstrates a strong understanding of how to make an historical enquiry Leads independent enquiry with well-supported conclusions and consideration of multiple viewpoints.
Using Evidence	Can independently identify sources that support their historical argument. Describes what a source shows and begins to assess its value.	Demonstrates an ability to select appropriate sources and begins to apply them to historical questions. Explains source utility using content, origin, and purpose.	Makes thoughtful judgements in source selection and application to address an historical selection. Analyses bias, reliability, and usefulness in historical context	Makes well-reasoned and considered judgement in the application of appropriate sources to an historical question. Critically evaluates a range of sources to support

			Can recognise when to apply discussions of provenance	complex historical arguments. Can apply considerations of provenance appropriately
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