

History Year 10	Emerging	Developing	Securing	Mastering
Knowledge & Understanding	Provides a generalised response showing basic knowledge of the topic. May rely on description with limited development or context.	Demonstrates accurate knowledge and some understanding of the period. Begins to develop explanations with some structure and relevant detail.	Uses accurate and relevant information to explain key features of the period with a generally clear line of reasoning.	Demonstrates clear and well-developed understanding with precise knowledge and context used to support structured explanations.
Chronology	Demonstrates a basic sense of chronological order but may be inaccurate or vague.	Accurately sequences events and begins to connect them across time. Shows awareness of how developments relate.	Organises historical information within a clear chronological framework. Explains how events develop and relate across time.	Uses precise chronological understanding to structure explanation and show how timing and sequence influence broader historical developments.
Cause & Consequence	Identifies some basic causes or consequences with minimal development. May not link causes or explain their significance.	Explains multiple causes or consequences with some clarity. Begins to recognise how factors interact or link.	Analyses how causes or consequences connect within their context. Offers reasoned explanations about importance, supported by accurate knowledge.	Constructs focused arguments about causes or consequences with increasing confidence. Begins to evaluate their impact and significance across time and context.
Change & Continuity	Describes change or continuity with limited detail. May list changes without explanation.	Explains how and why things changed or stayed the same, using historical context and some thematic categories (e.g. political, social).	Analyses the nature and extent of change and continuity across time. Makes clear, reasoned links to multiple factors.	Evaluates patterns and pace of change/continuity using contextual understanding and comparison across periods or themes.

Significance	Identifies events or individuals as significant but with limited explanation or criteria.	Explains why something was significant using appropriate criteria (e.g. impact, legacy). Begins to compare significance across examples.	Analyses significance within historical context, applying clear criteria to compare examples. Supports ideas with relevant knowledge	Makes developed comparisons of significance across time and context. Begins to reflect on changing interpretations or longer-term impact.
Interpretations	Identifies that interpretations differ, but explanation is limited or simplistic.	Explains why interpretations differ using context, purpose, or the historian's viewpoint. Begins to link interpretations to the evidence used.	Analyses how and why interpretations differ with reference to historians' purposes and selection of evidence. Uses contextual understanding.	Begins to evaluate interpretations using insight into historical context, audience, and purpose. Arguments show growing sophistication and recognition of differing viewpoints.
Historical Enquiry	Suggests basic questions and selects simple sources or facts. May rely on description rather than structured enquiry.	Poses relevant questions and uses some appropriate sources. Begins to structure enquiry with developing focus.	Carries out structured enquiry using sources and contextual knowledge. Develops a line of reasoning to support a clear conclusion.	Develops independent lines of enquiry using relevant sources. Begins to construct balanced arguments and reach supported conclusions using a range of evidence.
Using Evidence	Describes what a source says or shows. Makes basic or undeveloped comments about usefulness, often without clear reference to origin or purpose.	Begins to assess utility using content and provenance. Comments may be uneven but show growing awareness of reliability or limitation.	Explains how a source is useful to an enquiry using both content and provenance. Judgements are balanced and linked to the enquiry focus.	Evaluates utility in detail, considering origin, purpose and context. Judgements are supported by reasoning and relevant contextual knowledge.

History Year 11	Emerging	Developing	Securing	Mastering
Knowledge & Understanding	Straightforward or generalised answer provide with some knowledge of the topic shown. May focus on description rather than analysis, with minimal development.	Accurate information is used, which shows some knowledge and understanding of the period. Offers an explanation which includes some analysis; conceptual focus and structure beginning to be sustained.	Accurate and relevant information which demonstrates a clear understanding of the required features of the period/ context. Offers an analytical explanation which is generally sustained and focused.	Demonstrates detailed, accurate knowledge with wide ranging supporting detail and context selected precisely. Offers a conceptually analytical explanation with a coherent and sustained argument.
Chronology	Demonstrates a basic awareness of the chronological order of major events or periods. May describe events in isolation, with limited connection across time or awareness of broader context.	Demonstrates a secure grasp of key chronological sequences and places events with reasonable accuracy. Begins to connect events across time, with some awareness of how developments may relate or build upon each other.	Organises information within a clear chronological framework. Analyses how developments are linked across time, identifying patterns of change and continuity and supporting this with relevant context.	Uses precise chronological understanding to structure sustained historical analysis. Evaluates the significance of timing, duration, and sequence in shaping events and developments across different periods and themes.
Cause & Consequence	Identifies some causes or consequences with limited development. Explanations may be simplistic or descriptive, with little attempt to explore links or relative importance.	Explains multiple causes or consequences with some structure and clarity. Begins to categorise causes (e.g. political, religious) and shows emerging awareness of short- and long-term impacts.	Analyses how causes and consequences interact, with clear reference to context. Develops reasoned arguments about their relative importance, supported by accurate and relevant evidence.	Constructs analytical, sustained arguments about the interplay of causes or consequences. Evaluates their significance with nuanced judgement, considering a range of factors and weighing their impact across time and context.

Change & Continuity	Describes changes or continuities in simple terms. May recognise that change occurred, but with little reference to context or explanation of causes or consequences.	Explains how and why change or continuity occurred, using some historical context. Begins to refer to themes (e.g. political, social) and offers some comparison or judgement.	Analyses patterns of change and continuity across different time periods or themes. Explains the causes and impacts of change or continuity using multiple factors and supports ideas with relevant evidence.	Evaluates the extent, nature and pace of change and continuity with conceptual depth. Constructs sustained arguments about significance and impact, drawing on contextual knowledge and thematic comparisons across time.
Significance	Identifies examples of significance with limited explanation. Comments may be generalised or focused on modern-day relevance without clear historical reasoning.	Explains why certain events or individuals were significant, using appropriate criteria (e.g. impact, change, legacy). Begins to make comparisons between the significance of different examples.	Analyses the significance of people, events or developments within their historical context. Applies multiple criteria to compare significance across time and supports arguments with relevant evidence.	Evaluates historical significance with precision, considering changing interpretations over time. Uses a wide range of criteria and context to construct sustained, comparative arguments about significance within and across periods.
Interpretations	Identifies different interpretations with limited explanation. May describe what the interpretations say but without exploring reasons for differences.	Explains why interpretations differ, using basic references to context, purpose or the evidence selected. Begins to make links between the interpretations and the views or aims of those who produced them.	Analyses how and why interpretations differ, showing awareness of the historian's perspective, purpose, and evidence base. Supports explanations with relevant contextual knowledge.	Evaluates interpretations with sophistication, considering how and why views differ based on context, audience, purpose and the historian's use of sources. Judgements are well-reasoned and show critical insight into historical debate.

Historical Enquiry	Identifies basic questions or topics for enquiry with limited direction. May use sources or information descriptively, with little focus on relevance or purpose.	Poses relevant historical questions and selects appropriate sources or information. Begins to apply these to an enquiry with some structure and limited analysis.	Carries out a structured enquiry using relevant sources and contextual knowledge. Explains the significance and relevance of sources and information to support a clear line of argument.	Leads an independent and coherent historical enquiry, selecting and synthesising evidence with precision. Draws well-supported, balanced conclusions with evaluation of evidence and consideration of multiple perspectives.
Using Evidence	Describes what a source shows or says, with limited or generalised comment on its usefulness. May mention the source's origin but without explanation of its impact on utility.	Begins to evaluate a source's utility using both content and provenance (origin and/or purpose). Comments may be partially developed or lack balance but show emerging understanding of reliability.	Explains how a source is useful for a historical enquiry, considering content in relation to the question and assessing provenance. Makes balanced judgements, showing awareness of limitation and reliability.	Evaluates utility with insight, using detailed consideration of content, context, origin and purpose. Judgements are precise, well-reasoned and consistently linked to the historical enquiry and the nature of the source.