

History Skills	Y9 Emerging	Y9 Developing	Y9 Securing	Y9 Advancing	Y9 Mastery
Significance	Students can use criteria to explain why events or people are significant and start to understand why some are judged more significant than others.	Students can use criteria to explain why events or people are significant and clearly understand why some are judged more significant than others.	Students are able to explain how people& events impact different people and can start to explain how opinions on significance can vary depending on perspectives.	Students are able to explain how people& events impact different people and can start to explain how opinions on significance can vary depending on perspectives, thereby understanding that any judgment on significance is actually an interpretation.	Students can confidently use well substantiated analytic arguments to evaluate significance, realising that historical significance can vary over time depending on those interpreting it and the context they are working in.
Cause & Consequence	Students are able to identify and explain causes and consequences. They are starting to understand different types of cause and consequence can have differing effects e.g. short and long term.	Students are able to identify and explain causes and consequences. They are starting to understand different types of cause and consequence can have differing effects e.g. short and long term, catalyst and as a result can begin to articulate a view on their importance.	As advancing, but students are also able to explain causes and consequences in detail and are able to identify and explain links between them and prioritise them with sound and substantiated argument.	Students have a sound grasp of the interconnected nature of causes and consequences and can explain the wider implications of different events for different people, can make substantiated judgements about them.	Students have a sound grasp of the interconnected nature of causes and consequences and can explain the wider implications of different events for different people, can make substantiated judgements about them, while also recognising that any causal explanation is itself an interpretation.
Interpretation & Diversity	Students can work out the message of an interpretation by making inferences from it and can suggest reasons for different interpretations of the past.	Students can work out the message of an interpretation by making inferences from it and can suggest reasons for different interpretations of the past, while beginning to recognise the nature and extent of diversity.	Students can assess the value of the interpretation by comparing it to evidence and/or own knowledge. They can also explain confidently how different views have arisen and how these might be shaped by the author, purpose and audience.	Students can assess the value of the interpretation by comparing it to evidence and/or own knowledge. They can also explain confidently how different views have arisen and how these might be shaped by contemporary events, while also referring to the author, purpose and audience.	When exploring interpretations students are also able to construct convincing and substantiated arguments and critically evaluate alternative interpretations, while also being able to consider how the contemporary context might have shaped it.
Evidence	Students are beginning to evaluate evidence using other sources and/or own knowledge and can select and use appropriate information to do this.	As securing, but students are also able to assess evidence and use it with precision to support assertions more critically.	Students can evaluate a range of evidence and engage with and understand its content or provenance to reach a judgement about the source' content/reliability and/or utility.	Students can evaluate a range of evidence and engage with and understand its content and provenance to reach a judgement about the source' content/reliability and/or utility.	Students can critically evaluate a wide range of evidence and engage with its provenance to reach a sophisticated judgement referring explicitly and in detail to the source's context regarding its content/reliability and/or utility.
Change & Continuity	Students can identify examples of change and continuity and can consider if it made things better, worse and if it affected everyone.	Students can identify and describe examples of change and continuity and are starting to be able to explain why these happened and how quickly or slowly the changes took place and what kind of change they were e.g social.	Students are able to explain reasons for continuity and change using accurate and complex examples and are able to explain why these changes happened and how quickly or slowly the changes took place and can classify the changes.	Students demonstrate a developed understanding of change and continuity including features like how much changed, the rates of change and are beginning to differentiate between social 'groups.'	Students demonstrate a complex understanding of change and continuity including features like how much changed, the rates of change and to differentiate between social 'groups.'
Knowledge	Students can demonstrate their secure knowledge of past events through accurate description of events, people and beliefs	Students have a detailed knowledge of past events through accurate description and explanation.	Students have a detailed knowledge of past events through accurate description and explanation and use this to communicate their historical understanding using their knowledge wisely to select appropriate content to make their arguments.	Students have a very detailed knowledge of past events through accurate description and explanation and use this to communicate their historical understanding using their knowledge wisely to select appropriate content to make their arguments.	Students have complicated and nuanced understanding and knowledge of the past which they deploy to make precise and coherent narratives, descriptions, and explanations.