

Outcomes / success criteria	Cause and Consequences (Why something happens and its effects)	Significance (Why importance is applied to events)	Interpretation (The way we look at something)	Change and Continuity (What changes and what stays the same)	Social Diversity (How things differ between different groups of people)	Evidential Understanding (How we use evidence)
Beginning	I can identify some reasons for or impact of an event. I am beginning to provide some description. I may rely on the teacher to help me.	I can identify some key events or people that I think are important. I am beginning to provide some description. I may rely on the teacher to help me.	I can identify someone's point of view. I am beginning to provide some description. I may rely on the teacher to help me.	I can identify some key features of society before and after an event. I am beginning to provide some description. I may rely on the teacher to help me.	I can identify some key events or people and I realise that there are different types of people in society. I am beginning to provide some description. I might rely on the teacher to help me.	I can briefly describe some of the key points in a historical source. I am beginning to provide some description. I may rely on the teacher for help.
Developing	I can describe some of the reasons for an event and give examples for why it is happening, but I might not explain why these things led to the event. I can state impacts and may describe these. I may need prompts from the teacher.	I can describe key events or people. I can identify some reasons why they are significant. I may need prompts from the teacher.	I can identify different points of view and may describe different opinions of the same event. I may need prompts from the teacher.	I can describe key differences between society, before and after the event. I may need prompts from the teacher.	I can describe some differences or similarities between different groups of people in society. I may need prompts from the teacher.	I can give more detailed description of what sources are saying and may use information from the sources to help me describe these. I may need prompts from the teacher.
Secure	I can describe the reason for an event in detail and explain how they helped lead to event. I can describe the impact of an event and explain the consequences. Some of my explanations may be brief.	I can explain several examples of key turning points and will give detailed examples of these. I am beginning to explain the impacts/significance of these events. Some of my explanations may be brief.	I can explain a range of points of view and give detailed descriptions of these. I may explain why different viewpoints exist. Some of my explanations may be brief.	I can explain a number of key changes in society and give detailed examples of these. I can also explain why some things have stayed the same. Some of my explanations may be brief.	I can explain the difference in experiences for different groups. I can give comparative examples to show this. Some of my explanations may be brief.	I can make inferences from sources and use my own knowledge to explain aspects of the source. I may judge the accuracy / utility of the evidence. Some of my explanations may be brief.
Confident	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. I can explain the impacts of an event and can	I can explain the impacts/significance of key events. I may make comparisons between key events. I may evaluate long-term significance.	I can explain reasons why event have been interpreted in different ways and I may account for these differences. I can reach a conclusion.	I can explain the elements of continuity and change in society. I may assess the extent and significance of change. I can reach a conclusion.	I will explain the reasons why people had similar or different experiences. I will make analytical comparisons between groups within society. I can reach a conclusion.	I can combine sources and my own knowledge in order to interrogate evidence. I can consider issues of accuracy and utility when dealing with sources, and I may

	provide good examples to show these. I may either link the impacts or analyse the significance of impacts. I can reach a conclusion.	I can reach a conclusion.				consider issues of provenance. I can reach a conclusion.
Exceptional	As confident plus, I can give a developed analysis of a relationship between causes. I can assess the significance of different impacts and/or analyse the longer-term impacts. I can reach a justified conclusion. I will display a fluent writing style.	I can conclude why some events are more significant than others. I will display a fluent writing style.	I can analyse the historical context of the interpretation and explain how this affects the interpretation. I will display a fluent writing style.	I can explain the reasons why some changes were more impactful than others. I will display a fluent writing style.	I can analyse diversity along thematic lines such as a religion, class or geography. I will display fluent writing style.	I can reach a supported conclusion and will comment on the purpose/ context of sources to help explain my answers. I will display a fluent writing style.
Beyond	As an exceptional plus, there is an element of sustained argument. I will use sophisticated subject specific language.	I will show awareness of bigger content in terms of how historians judge significance.	I will show awareness of how and why interpretations change over time, depending on context and perspective.	I will show awareness of the process of change and be able to place key changes in bigger context.	I will show awareness of the importance of individual's perspective.	I show developed skills in cross referencing sources and source analysis in light of valid criteria.