

History

Outcomes	Similarity and difference	Change and continuity	Significance	Causation	Evidence	Interpretations
Basic	Recognise and list different groups of people in past societies	List some changes or continuities in past societies	Identify an individual or event which is historically significant	List some causes of an event	Describe a source	Begin to describe different interpretations using limited factual detail
Adequate	Describe the experiences of different groups in past societies using some factual examples	Describe changes or continuities in past societies using relevant factual detail	Describe an event or individual which is significant in history, using some factual detail	Describe the causes of an event using some relevant factual detail	Use sources (quotes and/or descriptions) to answer questions about the past	Describe the similarities and differences between interpretations using relevant factual detail
Secure	Begin to speculate about the motives and experiences of different groups in past societies, e.g 1) Why they acted in certain ways 2) The effects of an event on different groups	Explain changes or continuities in past societies using relevant factual detail. Largely refers to <u>one</u> of the following: 1) Pace of change 2) Speed of change 3) Nature of change	Identify a set of criteria for assessing whether an event or individual can be seen as historically significant	Make links between the causes or consequences of an event, using relevant factual detail	Make inferences from the source, using precise detail contained in the source	Recognise that interpretations of the past are constructed. Begin to suggest reasons why interpretations may differ
Advanced	Speculate about the motives and experiences of different groups in past societies, using precise factual detail	Explain changes or continuities in past societies using a wide range of factual detail. Refers to a <u>combination</u> of: pace of change, speed of change, nature of change	Begin to explain why an event or an individual was historically significant, using criteria and some factual detail	Begin to prioritise causes and support this argument using precise and relevant factual examples	Begin to compare different sources, identifying differences and similarities	Begin to explain why interpretations differ, using some factual detail from the time period in which the interpretation is constructed
Excelling	Explain likely motives and experiences of different groups in past societies using precise factual detail	Can recognise and start to explain that change and continuity are interwoven and both can be present together in history. Use a range of precise factual detail	Explain why an event or individual was significant, using criteria and a range of factual detail.	Explain the causes of an event, prioritising the most important causes and beginning to distinguish between short and long term causes. Use of detailed factual knowledge to support explanation	Cross-reference sources, stating to make judgements about which source is most reliable	Explain why interpretations differ, using clear criteria and some factual detail from the time period in which the interpretation is constructed