

History

Outcomes	Similarity and difference	Change and continuity	Significance	Causation	Evidence	Interpretations	On course for GCSE grade
Basic	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 one 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 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	1-3
Adequate	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 combination of: pace of change, nature of change, speed of change Begin to make comparisons with change and continuity studied in Year 7 and 8	Begin to explain why an event or an individual was historically significant, using criteria and some factual detail Begin to make comparisons with historically significant people or events studied in Year 7 and 8	Begin to prioritise causes and support this argument using precise and relevant factual examples Begin to make comparisons with causation studied in Year 7 and 8	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 Begin to make comparisons with interpretations of the past studied in Year 7 and 8	3-5
Secure	Explain likely motives and experiences of different groups in past societies using precise factual detail Make links and comparisons with similarity and difference in Year 7 and 8	Can recognise and start to explain that change and continuity are interwoven and both can be present together in history. Use a wide range of precise factual detail Make links and comparisons with change and continuity studied in Year 7 and 8	Explain why an event or individual was/was not significant, using criteria and a wide range of factual detail. Make comparisons with significant events and people studied in Year 7 and 8	Explain the causes of an event and begin to distinguish between short and long term causes. Use detailed factual knowledge to support explanation Make links and comparisons with causation studied in Year 7 and 8	Cross-reference sources, stating to make judgements on 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 Make links with interpretations studied in Year 7 and 8	4-6
Advanced	Reach conclusions on why people or groups acted or experienced life differently in past societies, using a range of factual detail. Draw upon some prior knowledge from different groups of peoples studied in Year 7 and 8	Can explain that change and continuity are interwoven and both can be present together in history. Use a wide range of precise factual detail Make clear comparisons to change and continuity studied in Year 7 and 8	Explain why an event or individual was/was not significant, making reference to significant events and individuals studied in Year 7 and/or Year 8 Use detailed factual knowledge to support argument.	Explain the causes of an event, prioritising causes and distinguishing between short and long term causes Use a range of factual detail to support argument Make links with causation studied in Year 7 and 8	Explain why a source is or isn't useful or reliable, by beginning to use criteria for utility/reliability	Explain why interpretations differ, using clear criteria and a range of factual detail from the time period in which the interpretation is constructed Explain comparisons with interpretations studied in Year 7 and 8	6-8
Excelling	Make comparisons on why people or groups acted or experienced life differently in past societies: 1) With reference to prior knowledge of different groups studied in Year 7 and 8 2) Using a range of precise factual detail	Confidently explain the balance between continuity and change during a particular time period, making reference to different historical periods studied in Year 7 and 8 Use detailed factual knowledge to support argument	Confidently explain why an event or individual was/was not significant, making reference to significant events and individuals studied in Year 7 and 8 Use detailed factual knowledge to support argument.	Explain the causes of an event, confidently prioritising causes and using a range of precise factual detail to support this argument. Make links with causation studied in Year 7 and 8	Explain why a source is or isn't useful or reliable by developing a clear set of criteria for utility/reliability	Confidently explain why interpretations differ, using clear criteria and an excellent range of factual detail from the time period in which the interpretation is constructed Explain comparisons and differences with interpretations of the past studied in Year 7 and 8	7-9