

<b>Year 7</b>	<b>Similarity and Difference</b>	<b>Change and Continuity</b>	<b>Significance</b>	<b>Causation</b>	<b>Evidence</b>	<b>Interpretations</b>
<b>1 star Emerging</b>	1. He/She can list different groups of people in the past.	1. He/She can list some changes or things that stayed the same in the past.	1. He/She can give the name of a person or event that is significant to History.	1. He/She can list some causes of an event.	1. He/She can describe a source	1. He/She can describe different interpretations of the past.
<b>2 stars Developing</b>	2. He/She can describe people in the past using some facts.	2. He/She can describe some changes or things that stayed the same in the past, using some facts.	2. He/She can describe a person or event that is significant to History, using some facts.	2. He/She can describe some causes of an event, using some facts.	2. He/She can use a source to answer questions about the past.	2. He/She can describe how interpretations of the past are different, using some examples and facts.
<b>3 stars Secure</b>	3. He/She can come up with ideas to explain why people did certain things in the past, or how different groups were affected.	3. He/She can explain some changes or things that stayed the same in the past. He/She can talk about how fast things changed or what kind of change it was, using some facts.	3. He/She can use some criteria (rules) for working out why something or someone may have been significant to History.	3. He/She can link some of the causes together, using relevant facts.	3. He/She can make inferences about people in the past and the lives they led using detail from sources.	3. He/She knows that people have created these interpretations of the past.  He/She can start to give reasons why interpretations of the past might be different.
<b>4 stars Advanced</b>	4. He/She can come up with ideas to explain why people in the past did certain things, or how different groups were affected, using some relevant facts.	4. He/She can explain changes or things that stayed the same in the past. He/She can talk about how fast things changed and what kind of change it was, using relevant facts.	4. He/She can start to explain why a person or event was significant to History, using some criteria (rules) and some relevant facts.	4. He/She can say which cause I think was the most important and can start to explain this, using relevant facts.	4. He/She can start to compare sources and say how they are similar and different, using examples.	4. He/She can start to explain why these interpretations are different, using some examples and facts.
<b>5 stars Excelling</b>	5. He/She can come up with accurate ideas to explain why people in the past did certain things, or how different groups were affected, using lots of relevant facts.	5. He/She knows that some things can change and other things can remain the same in one time period. I can use a good range of relevant facts.	5. He/She can explain why an event or person was significant to History, using criteria (rules) and lots of relevant facts.	5. He/She can explain which cause I think was the most important, explaining my decision using relevant facts.  He/She can also explain different types of causes such as short term and long term.	5. He/She can compare a range of sources. I can start to make a judgement about which source is most reliable.	5. He/She can explain why interpretations are different, using a set of criteria (rules) and examples and facts.

<b>Year 8</b>	<b>Similarity and Difference</b>	<b>Change and Continuity</b>	<b>Significance</b>	<b>Causation</b>	<b>Evidence</b>	<b>Interpretations</b>
<b>1 star Emerging</b>	1. He/she can describe people in the past using some facts.	1. He/She can describe some changes or things that stayed the same in the past using some facts.	1. He/she can describe a person or event that is significant to History using some facts.	1. He/She can describe some causes of an event using some facts.	1. He/She can use a source to answer questions about the past.	1. He/She can describe how interpretations of the past are different using some examples and facts.
<b>2 stars Developing</b>	2. He/She can come up with ideas to explain why people did certain things in the past, or how different groups were affected.	2. He/She can explain some changes or things that stayed the same in the past. I can talk about how fast things changed or what kind of change it was, using some facts.	2. He/She can use some criteria (rules) for working out why something or someone may have been significant to History.	2. He/She can link some of the causes together using relevant facts.	2. He/She can make inferences about people in the past and the lives they led using detail from sources.	2. He/She know that people have created these interpretations of the past.  He/She can start to give reasons why interpretations of the past might be different.
<b>3 stars Secure</b>	3. He/She can come up with ideas to explain why people in the past did certain things, or how different groups were affected, using relevant facts.  He/She can start to compare these people to those studied in Year 7.	3. He/She can explain changes or things that stayed the same in the past. I can talk about how fast things changed and what kind of change it was, using relevant facts.  He/She can start to compare what we have studied this year to change and continuity in Year 7.	3. He/She can start to explain why a person or event was significant to History, using some criteria (rules) and some relevant facts.  He/She can start to make links with significant events and people studied in Year 7.	3. He/She can say which cause I think was the most important and I can start to explain this, using relevant facts.  He/She can start to compare causes of events with those studied in Year 7.	3. He/She can start to compare sources and say how they are similar and different, using examples.	3. He/She can start to explain why these interpretations are different, using some examples and facts.  He/She can start to compare interpretations with those studied in Year 7.
<b>4 stars Advanced</b>	4. He/She can come up with accurate ideas to explain why people in the past did certain things, or how different groups were affected, using relevant facts.  He/She can compare these people to those I studied in Year 7.	4. He/She knows that some things can change and other things can remain the same in one time period. I can use a good range of relevant facts.  He/She can compare what we have studied this year to change and continuity in Year 7.	4. He/She can explain why an event or person was significant to History, using criteria (rules) and lots of relevant facts.  He/She can make links with significant people and events studied in Year 7.	4. He/She can explain which cause I think was the most important, explaining my decision using relevant facts.  He/She can also explain different types of causes and compare causes of events with those studied in Year 7.	4. He/She can compare a range of sources. I can start to make a judgement about which source is most reliable.	4. He/She can explain why interpretations are different, using a set of criteria (rules) and examples and facts.  He/She can compare interpretations with those studied in Year 7.
<b>5 stars Excelling</b>	5. He/She can explain why people in the past did certain things or how different groups were affected, using a wide range of relevant facts.  He/She can compare these people to those I studied in Year 7.	5. He/She can explain that change and continuity can exist together in History.  He/She can use an excellent range of relevant facts and I can compare what we have studied this year to change and continuity in year 7.	5. He/She can explain why an event or person was or was not significant, using excellent factual detail and criteria.  He/She can make links with significant people and events studied in Year 7.	5. He/She can explain the causes of an event, explaining which cause was most important, using lots of relevant facts.  He/She can explain different types of causes and I can make links with causes studied in Year 7.	5. He/She can explain why a source is or isn't useful or reliable, by beginning to use some rules: what makes a source reliable or useful?	5. He/She can explain why interpretations are different, using a clear set of criteria (rules)  He/She can make connections with interpretations studied in Year 7.

Year 9	Similarity and Difference	Change and Continuity	Significance	Causation	Evidence	Interpretations
<b>1 star Emerging</b>	1. He/She can come up with ideas to explain why people did certain things in the past, or how different groups were affected.	1. He/She can explain some changes or things that stayed the same in the past. I can talk about how fast things changed or what kind of change it was, using some facts.	1. He/She can use some criteria (rules) for working out why something or someone may have been significant to History.	1. He/She can link some of the causes together using relevant facts.	1. He/She can make inferences about people in the past and the lives they led using detail from sources.	1. He/She knows that people have created these interpretations of the past. I can start to give reasons why interpretations of the past might be different.
<b>2 stars Developing</b>	2. He/She can come up with ideas to explain why people in the past did certain things, or how different groups were affected, using relevant facts.  He/She can start to compare these people to those studied in Year 7-8.	2. He/She can explain changes or things that stayed the same in the past. I can talk about how fast things changed and what kind of change it was, using relevant facts.  He/She can start to compare what we have studied this year to change and continuity in Year 7-8.	2. He/She can start to explain why a person or event was significant to History, using some criteria (rules) and some relevant facts.  He/She can start to make links with significant events and people studied in Year 7-8.	2. He/She can say which cause they think was the most important and they can start to explain this, using relevant facts.  He/She can start to compare causes of events with those studied in Year 7-8.	2. He/She can start to compare sources and say how they are similar and different, using examples.	2. He/She can start to explain why these interpretations are different, using some examples and facts.  He/She can start to compare interpretations with those studied in Year 7-8.
<b>3 stars Secure</b>	3. He/She can come up with accurate ideas to explain why people in the past did certain things, or how different groups were affected, using relevant facts.  He/She can compare these people to those I studied in Year 7-8.	3. He/She knows that some things can change and other things can remain the same in one time period. They can use a good range of relevant facts.  He/She can compare what we have studied this year to change and continuity in Year 7-8.	3. He/She can explain why an event or person was significant to History, using criteria (rules) and lots of relevant facts.  He/She can make links with significant people and events studied in Year 7-8	3. He/She can explain which cause they think was most important, explaining their decision using relevant facts.  He/She can also explain different types of causes and compare causes of an event with those studied in Year 7-8.	3. He/She can compare a range of sources.  He/She can start to make a judgement about which source is most reliable.	3. He/She can explain why interpretations are different, using a set of criteria (rules), examples and facts.  He/She can make connections with interpretations studied in Year 7-8.
<b>4 stars Advanced</b>	4. He/She can explain why people in the past did certain things or how different groups were affected, using a range of relevant facts.  He/She can compare these people to those I studied in Year 7-8.	4. He/She can explain that change and continuity can exist together in History. They can use an excellent range of relevant facts.  He/She can compare what we have studied this year to change and continuity in year 7-8.	4. He/She can explain why an event or person was or was not significant, using excellent factual detail and criteria.  He/She can make links with significant people and events studied in Year 7-8.	4. He/She can explain which cause was most important, using lots of relevant facts.  He/She can also explain different types of causes and I can make links with causes studied in Year 7-8.	4. He/She can explain why a source is or isn't useful or reliable, by beginning to use some rules: what makes a source reliable or useful?	4. He/She can explain why interpretations are different, using a clear set of criteria (rules).  He/She can compare these interpretations with those studied in Year 7-8.
<b>5 stars Excelling</b>	5. He/She can make claims and explain why people or groups acted or experienced life differently in the past.  He/She can use a wide range of relevant factual detail. They can make connections to different groups studied in Year 7-8.	5. He/She can confidently explain the balance between things changing and things staying the same during this time period, using lots of relevant facts.  He/She can make links to change and continuity in Year 7-8.	5. He/She can confidently explain why an event or individual was significant, using precise facts.  He/She can make connections with significant events and individuals studied in Year 7-8.	5. He/She can confidently explain the importance of different causes using lots of relevant facts.  He/She can make links with causes of events studied in Year 7-8.	5. He/She can explain why a source is or isn't useful or reliable by coming up with a set of rules for what makes a source useful or reliable.	5. He/She can confidently explain why interpretations are different, using a clear set of criteria (rules) and excellent facts.  He/She can compare these interpretations to those studied in Year 7-8.