



Year  
11

### Cause and Consequence

- Explain multiple causes and consequences and attempt analysis.
- Explain how causes and consequences link together

### Change and Continuity

- Begin to analyse the pace, extent or direction of change and the reasons for it

### Using Evidence

- Select mostly appropriate sources to support an historical enquiry.
- Evaluate the usefulness of a source based on content/nature/origin or purpose

### Interpretation

- Describe, partially explain and judge different interpretations using secure subject knowledge
- Begin to question the interpretations, seeking help to check questions are appropriate

### Knowledge

- Recall secure subject knowledge and accurate vocabulary and use them relevantly most of the time.
- Begin to make some explained links between different time periods.
- Identify and research gaps in your knowledge with only a little guidance

### Communication

- Construct a mostly logical account, using mostly relevant and accurate knowledge with some analysis.
- Create a basic plan linked to the question, although not always using it in your final answer.



#### **Cause and Consequence**

- Fully explain 1-2 causes and consequences, including the role of one or more factors.
- Attempt a justified judgement about importance of factors
- Show an awareness that there is a link between cause and consequences

#### **Change and Continuity**

- Begin to explain the pace, extent, type or direction of change and the reasons for it

#### **Using Evidence**

- Select mostly appropriate sources to support an enquiry not necessarily with a wide range.
- Support inferences from sources with relevant extracts.
- Differentiate between the usefulness and reliability of a source and judge its overall usefulness

#### **Interpretation**

- Describe and partially explain interpretations using mostly secure and relevant subject knowledge
- Make a basic judgement about an interpretation having asked your own appropriate questions

#### **Knowledge**

- Recall and use mostly secure subject knowledge and accurate vocabulary
- Make basic links between different time periods.
- identify and research gaps in your knowledge with teacher guidance

#### **Communication:**

- Create a partially explained account with mostly relevant knowledge and attempting analysis
- Create a basic plan linked to the question, not necessarily always using it in your final answer



#### Cause and Consequence

- Explain a cause or consequence and begin to consider the role that factors have in creating change
- Prioritise different changes and consequences and begin to give an explanation for your decision

#### Change and Continuity

- Begin to explain the pace, extent or type of change and the reasons for it

#### Using Evidence

- Select one or two appropriate sources to support an enquiry making inferences from the sources
- Explain the usefulness and reliability of the source, often based on its content and nature

#### Interpretation

- Describe the differences and similarities between interpretations using mostly accurate knowledge
- Make basic judgements about interpretations but necessarily explaining your decision

#### Knowledge

- Recall knowledge and confidently use typical historical vocabulary
- Understand logical chronology and can make some links with mostly correct time periods
- Identify and research gaps in knowledge with support from your teacher

#### Communication

- Create an account with simple explanation and implicit analysis with some organisation
- Use a range of accurate knowledge, clearly linking most of the knowledge used to the question



#### **Cause and Consequence**

- Begin to explain a cause and/ or consequence of a historical event most of the time
- Reach a judgement about the significance of an event not necessarily explaining your decision

#### **Change and Continuity**

- Begin to explain the extent or type of change and the reasons for it

#### **Using Evidence**

- Use a small group of sources to make supported inferences, begin to build a picture of the past
- Make simple cross-referencing statements
- Attempt an explanation of a source's usefulness based on its reliability, nature or content

#### **Interpretation**

- Confidently describe the difference between interpretations and make a simplistic judgement
- Understand interpretations can't be presumed and independently ask mostly relevant questions

#### **Knowledge**

- Recall knowledge and core vocabulary, and mostly accurate time periods
- Identify gaps in your knowledge independently with help to fill the gaps in.

#### **Communication**

- Construct an account that is mostly descriptive with some explanation and attempting organisation
- Consistently use a range of mostly accurate knowledge with some implicit links to the question



#### **Cause and Consequence**

- Partially explain a cause and/ or consequence of a historical event not necessarily consistently
- Reach a judgement about the significance of an event

#### **Change and Continuity**

- Fully describe the extent, pace or type of change and the reasons for it

#### **Using Evidence**

- Make an inference from a source, identify similarities and differences and back up with detail
- Attempt to explain a source's usefulness based on whether it's a primary or secondary source

#### **Interpretation**

- Describe the meaning of interpretations and find similarities and differences between them
- Begin to ask your own questions about interpretations and independently reach a judgement

#### **Knowledge**

- Recall mostly accurate core knowledge and vocabulary with mostly accurate time periods
- Ask questions to check whether or not core knowledge and vocabulary is accurate

#### **Communication**

- Construct a full description of the past attempting organisation and correct spelling and grammar
- Use accurate knowledge that has some range and is mostly relevant