



Year
11

Cause and Consequence

- Explain multiple causes and consequence with some analysis.
- Explain causes and consequences across a wider context: period studied or entire country/continent.

Change and Continuity

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

Using Evidence

- Select appropriate sources to support an enquiry, not necessarily with full range or analysed.
- Make explained judgements about the usefulness of sources by considering content and provenance.

Interpretation

- Make a judgement about an interpretation using mostly accurate knowledge in support.
- Use knowledge of a topic to ask questions about and explain differences between interpretations

Knowledge

- Recall secure subject knowledge and relevant vocabulary most of the time.
- Have a sound grasp of chronology and explain links between common factors across time periods.
- Research and fill in gaps in knowledge with little support.

Communication

- Create a coherent, logical account with sound sections of analysis using mostly accurate knowledge.
- Create a functional plan that's shows a reasonable understanding of the question.



Year
10

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.
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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