

## History Grade Descriptions

	<b>AO1: KNOWLEDGE &amp; UNDERSTANDING</b>	<b>AO2: ANALYSIS &amp; EXPLANATION OF KEY CONCEPTS</b>	<b>AO3: SOURCE ANALYSIS</b>	<b>AO4: INTERPRETATIONS</b>
<b>P</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>identify at least one key feature of the main events, people and periods I have studied.</li> <li>make limited use of key terms and dates.</li> </ul> <p>There may be some inaccuracies.</p>	<p>I can identify at least one:</p> <ul style="list-style-type: none"> <li>example of change and/or continuity between different time periods.</li> <li>cause and/or consequence of an event in history.</li> <li>reason why an historical event/person is significant.</li> </ul> <p>There may be some inaccuracies.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>select at least one important piece of evidence from a primary source.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>identify different ways in which the past has been interpreted.</li> <li>select at least one important piece of evidence from an historical interpretation.</li> </ul> <p>There may be some inaccuracies.</p>
<b>S</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>identify more than one key feature of the main events, people and periods I have studied.</li> <li>make use of key terms and dates but not always accurately.</li> </ul>	<p>I can identify more than one:</p> <ul style="list-style-type: none"> <li>example of change and/or continuity between different time periods.</li> <li>cause and/or consequence of an event in history.</li> <li>reason why an historical event/person is significant.</li> </ul> <p>There may be some inaccuracies.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>select more than one important piece of evidence from a primary source.</li> <li>begin to draw some conclusions about the past.</li> </ul> <p>There may be some inaccuracies.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>identify and describe different ways in which the past has been interpreted.</li> <li>select more than one important piece of evidence from an historical interpretation.</li> <li>suggest at least one reason why historical interpretations may differ.</li> </ul> <p>There may be some inaccuracies.</p>
<b>1</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>identify several key features of the main events, people and periods I have studied.</li> <li>make more frequent use of some key terms and dates with increasing accuracy.</li> </ul> <p>Inaccuracies are less frequent.</p>	<p>I can identify several:</p> <ul style="list-style-type: none"> <li>examples of change and/or continuity between different time periods.</li> <li>causes and/or consequences of an event in history.</li> <li>reasons why an historical event/person is significant.</li> </ul> <p>Inaccuracies are less frequent.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>select more than one important piece of evidence from a primary source and use it to support my enquiry.</li> <li>begin to draw some conclusions about the past and make use of some evidence to support those conclusions.</li> </ul> <p>Inaccuracies are less frequent.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>compare different ways in which the past has been interpreted.</li> <li>select more than one important piece of evidence from an historical interpretation.</li> <li>compare ways in which the past has been interpreted.</li> <li>begin to make judgements on how historical interpretations may differ.</li> </ul> <p>There may be some inaccuracies.</p>

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<b>2</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>identify and begin to describe some of the key features of the main events, people and periods I have studied.</li> <li>make frequent use of most key terms and dates with more consistent accuracy.</li> </ul> <p>The level of accuracy is becoming more consistent.</p>	<p>I can identify:</p> <ul style="list-style-type: none"> <li>more than one example of change and continuity between different time periods.</li> <li>more than one cause and consequence of an event in history.</li> <li>several reasons why an historical event/person is significant.</li> </ul> <p>Accuracy is more consistent.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>make more confident use of primary sources to find evidence to answer questions about the past.</li> <li>begin to draw some conclusions about the past and make more confident use of evidence to support those conclusions.</li> </ul> <p>Accuracy is more consistent.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>suggest some reasons for different interpretations of the past.</li> <li>select several important pieces of evidence from an historical interpretation.</li> <li>begin to make judgements on how historical interpretations may differ.</li> </ul> <p>Inaccuracies are less frequent.</p>
<b>3</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>identify and begin to describe several of the key features of the main events, people and periods I have studied.</li> <li>make frequent use of most key terms and dates with largely consistent accuracy.</li> </ul> <p>The work is largely accurate.</p>	<p>I can identify several:</p> <ul style="list-style-type: none"> <li>examples of change and continuity between different time periods.</li> <li>causes and consequences of an event in history.</li> <li>reasons why an historical event/person is significant.</li> </ul> <p>Accuracy is more consistent.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>make confident use of primary sources to find evidence to answer questions about the past.</li> <li>begin to evaluate sources by making some reference to at least one of the following; provenance, source type, purpose, reliability, utility etc.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>begin to explain how and why different interpretations of the past have arisen by making some reference to the provenance, time, purpose etc.</li> <li>select several important pieces of evidence from an historical interpretation.</li> <li>begin to make judgements on how and why historical interpretations may differ.</li> </ul> <p>Accuracy is more consistent.</p>
<b>4</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>identify and more confidently describe several of the main events, people and periods I have studied.</li> <li>begin to show some contextual understanding.</li> <li>make frequent use of most key terms and dates with largely consistent accuracy.</li> </ul> <p>The work is largely accurate.</p>	<p>I can identify several:</p> <ul style="list-style-type: none"> <li>examples of change and continuity between different time period and begin to offer reasons for change and/or continuity.</li> <li>causes and consequences of an event in history and begin to make links between causes and/or consequences.</li> <li>reasons why an historical event/person is significant and begin to explain significance over time.</li> </ul> <p>Accuracy is largely consistent.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>make confident and consistent use of primary sources to find evidence to answer questions about the past.</li> <li>evaluate sources more confidently by making some reference to at least one of the following; provenance, source type, purpose, reliability, utility etc.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>explain how and why different interpretations of the past have arisen by making confident reference to the provenance, time, purpose etc.</li> <li>make more confident use of historical interpretations to answer questions about the past.</li> <li>make more confident judgements on how and why historical interpretations may differ.</li> </ul>

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<p><b>5</b></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>identify and more confidently describe several of the main events, people and periods I have studied. Contextual understanding is increasing but there may be some inaccuracies.</li> <li>make consistent use of most key terms and dates with largely consistent accuracy.</li> </ul> <p>The work is largely accurate.</p>	<p>I can identify:</p> <ul style="list-style-type: none"> <li>several examples of change and continuity between different time periods and I begin to offer reasons for change and/or continuity.</li> <li>more than one cause and consequence of an event in history making more confident links between causes and/or consequences.</li> <li>several reasons why an historical event/person is significant and begin to explain significance over time.</li> </ul> <p>Accuracy is largely consistent.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>make confident and consistent use of primary sources to find evidence to answer questions about the past.</li> <li>evaluate sources more confidently by making some reference to more than one of the following; provenance, source type, purpose, reliability, utility etc.</li> </ul>	<p>Accuracy is more consistent.</p> <p>I can:</p> <ul style="list-style-type: none"> <li>make confident and consistent use of historical interpretations to answer questions about the past and begin to make reference to the provenance and/or the purpose of the interpretation.</li> <li>make more confident judgements on how and why historical interpretations may differ.</li> </ul> <p>Accuracy is more consistent.</p>
<p><b>6</b></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>identify and more confidently describe several of the main events, people and periods I have studied. My contextual understanding is increasing, there are fewer inaccuracies.</li> <li>make consistent use of most key terms and dates with largely consistent accuracy.</li> </ul> <p>The work is largely accurate.</p>	<p>I can identify several:</p> <ul style="list-style-type: none"> <li>examples of change and continuity between different time periods., begin to offer reasons for change and continuity and begin to analyse the extent of change and/or continuity between time periods.</li> <li>causes and consequences of an event in history and make more confident links between several causes and/or consequences.</li> <li>reasons why an historical event/person is significant and begin to explain significance over time with use of supporting examples/criteria.</li> </ul> <p>Accuracy is largely consistent.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>make confident and consistent use of a variety of different types of primary sources to find evidence to answer questions about the past.</li> <li>evaluate sources more confidently by making some reference to more than one of the following; provenance, source type, purpose, reliability, utility etc.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>make confident and consistent use of historical interpretations to answer questions about the past.</li> <li>make more frequent reference to the provenance and/or the purpose of the interpretation.</li> <li>make more confident judgements on how and why historical interpretations may differ.</li> </ul> <p>Accuracy is largely consistent.</p>
<p><b>7</b></p>	<p>I can:</p> <ul style="list-style-type: none"> <li>identify with considerable accuracy, and more confidently describe, several of the main events, people and periods I have studied.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>identify several examples of change and continuity between different time periods. Begin to offer reasons for change and continuity. Begin to analyse the extent of change and/or continuity between time periods.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>make confident and consistent use of a variety of different types of primary sources to find evidence to answer questions about the past.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>make confident and consistent use of historical interpretations to answer questions about the past.</li> <li>make reference to the provenance and/or the purpose of the interpretation and explain how this affects it.</li> </ul>

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	<ul style="list-style-type: none"> <li>the work is more consistently accurate. Contextual understanding is secure with few inaccuracies.</li> <li>make consistent and confident use of most key terms and dates with largely consistent accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>identify several causes and consequences of an event in history. Make confident links between several causes and consequences.</li> <li>identify several reasons why an historical event/person is significant. Explain significance over time with more confidence and use of supporting examples/criteria.</li> </ul> <p>Accuracy is consistent.</p>	<ul style="list-style-type: none"> <li>evaluate sources more confidently by making more detailed reference to several of the following; provenance, source type, purpose, reliability, utility etc.</li> </ul>	<ul style="list-style-type: none"> <li>make confident judgements on how and why historical interpretations may differ.</li> </ul> <p>Accuracy is consistent.</p>
<b>8</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>identify with considerable accuracy, and confidently describe, several of the main events, people and periods I have studied. The work is consistently accurate. Contextual understanding is secure with few inaccuracies.</li> <li>make consistent and confident use of most key terms and dates with consistent accuracy.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>identify multiple examples of change and continuity between different time periods. Consistently offer reasons for change and continuity. More confidently analyse the extent of change and/or continuity between time periods.</li> <li>identify multiple causes and consequences of an event in history. Make confident links between several causes and consequences.</li> <li>identify multiple reasons why an historical event/person is significant. Confidently explain significance over time with use of supporting examples/criteria.</li> </ul> <p>Accuracy is consistent.</p>	<p>I can:</p> <ul style="list-style-type: none"> <li>make confident and consistent use of a variety of different types of primary sources to find evidence to answer questions about the past.</li> <li>evaluate sources confidently by making more detailed reference to several of the following; provenance, source type, purpose, reliability, utility etc.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>make confident and consistent use of historical interpretations to answer questions about the past. Make frequent reference to the provenance and purpose of the interpretation and explain how this affects it.</li> <li>make confident judgements on how and why historical interpretations may differ.</li> </ul> <p>Accuracy is consistent.</p>
<b>9</b>	<p>I can:</p> <ul style="list-style-type: none"> <li>identify and describe with considerable and consistent accuracy, the main events, people and periods I have studied. Contextual understanding is secure and consistently evident.</li> <li>make consistent and confident use of all key terms and dates with consistent accuracy.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>identify multiple examples of change and continuity between different time periods. Consistently offer reasons for change and continuity. Confidently analyse the extent of change and continuity between time periods.</li> <li>identify multiple causes and consequences of an event in history. Make confident and consistent links between causes and consequences.</li> <li>identify multiple reasons why an historical event/person is significant. Confidently and</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>make confident and consistent use of a variety of different types of primary sources to find evidence to answer questions about the past.</li> <li>evaluate sources confidently and consistently by making more detailed reference to several of the following; provenance,</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>make confident and consistent use of historical interpretations to answer questions about the past. Make detailed reference to the provenance and purpose of the interpretation and explain how this affects it.</li> <li>make confident judgements on how and why historical interpretations may differ.</li> </ul> <p>Accuracy is consistent.</p>

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		consistently explain significance over time with use of supporting examples/criteria. Accuracy is consistent.	source type, purpose, reliability, utility etc.	
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