

History Progression Pathway

Core Skills	Progression Steps				
	Beginning less than 3	Emerging 3 - 4	Developing 5 - 6	Sophisticated 7 -8	Excellence 8+/9
Cause and consequence	<p>I show a basic understanding of causes. I understand that things happen for more than 1 reason. I show some understanding of consequences. I do not understand the relationships between causes and consequences.</p>	<p>I can identify a number of causes. I am beginning to be able to sort these into categories, i.e. short term, economic. I am beginning to show some understanding of links between causes but this is limited. I describe a consequence as a certain outcome.</p>	<p>I can create a causal picture. I can construct a sound explanation of why something happened. I can prioritise causes. I attempt to justify the reasoning behind my choices. I am beginning to construct a sustained argument. I am beginning to be selective in my use of historical knowledge.</p>	<p>I can construct a causal argument which shows analysis of a number of features. I make a sound attempt to build an argument using accurate and relevant knowledge. I can organise an argument and attempt to sustain this. I can confidently use contextual knowledge. I can create a sophisticated explain the consequences of an event by analysing period features. I appreciate that some actions or causes may have had unintended consequences.</p>	<p>I can construct an analytical multi-causal explanation that consistently addresses the specific question asked. I can create a clear, coherent and logically structured argument. I can accurately use knowledge. I use evidence to drive forward an argument that is sustained throughout an answer. I can confidently select contextual knowledge. I blend my understanding of causation with a complex explanation of consequence, including how an event may have different consequences depending on focus and scale (e.g. political/social or national/regional).</p>
Change and continuity	<p>I can identify basic differences between our lives and the lives of people in the past. I will often do not make links between the present and the past, i.e.</p>	<p>I can identify and describe some historical changes that have taken place. I identify change as an event that took place and continuity simply as the absence of a change.</p>	<p>I can use the language of change to talk about developments and how they are measured in different ways (e.g. political, economic, pace, extent).</p>	<p>I can describe how lines of development often interact with each other, pulling in different directions and affecting the pace, extent and direction of change.</p>	<p>I can recognise and begin to explain the way in which historians use change and continuity as historical markers. I understand that different changes are significant according</p>

History Progression Pathway

	<p>problems of the past are not relevant today.</p>	<p>I can describe some broad historical developments and trends, but with little accuracy or linking to chronology.</p>	<p>I understand that the historical significance of changes differs depending on the timescale used or the person looking at the change. I can communicate my understanding of changes by identifying lines of development rather than just individual changes.</p>	<p>I can select examples to support my ideas. I can explain how changes/continuity have developed and are linked. I can construct an explanation of why these changes and developments are significant within the period studied, and how significances may have changed over time.</p>	<p>to the assumptions and methodologies of the historians. I am confident in using this language, combined with an excellent contextual knowledge of the period studied and the developmental question with which they are presented. I will have a good understanding of significance and the way that it changes depending on perspective.</p>
<p>Evidence</p>	<p>I know that historians need to look at evidence find out what happened in the past, but I take information literally. For example, they may believe that a report or relic has its own truth without any interrogation.</p>	<p>I understand that historians need to examine sources to work out what happened in the past. I understand that that historians use sources with the benefit of hindsight. I can comment on the reliability of sources. I tell to resort to the term 'biased'. I have some understanding of how historians build an evidence picture.</p>	<p>I can make supported inferences about the past by using a source and the detail contained within it. I can comment on the utility of a source as well as its reliability, but I may be confused about how these two ideas work together. I can support comments on utility and reliability by using content from sources, but this remains undeveloped. I am able to formulate questions that are loosely based on a line of enquiry, but struggle to explain why this would be an important question to answer.</p>	<p>I can make judgements about the utility of sources for a specified enquiry and can begin to select criteria for making their judgement. I make attempts to use both the content and provenance of sources and mostly use these successfully when making judgements. I demonstrate good contextual knowledge to support some judgements made. I ask valid historical questions of sources and explain why certain sources should be used to pursue an enquiry. However, I need support to proceed with the enquiry.</p>	<p>I make confident use of a range of different sources and are skilled at judging them based on valid criteria that they have devised. I use both the content and provenance of the sources skilfully to support judgements of utility whilst also being aware of issues of reliability. I demonstrate excellent contextual knowledge to analysing the sources and applying criteria for judgements on their utility. I ask valid historical questions and select a range of appropriate sources in order to carry out a source enquiry. I am skilled in coming to their own conclusions for the questions that they ask.</p>

History Progression Pathway

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Interpretation</p>	<p>I can decide what they think about the past (e.g. I think that King John was bad) but I cannot link that to why that idea was created. I can repeat stories that they have been told about the past, but cannot see that these stories are interpretations.</p>	<p>I can recognise that history is made up of different stories about the past. I can give simple descriptions of two opposing interpretations of an event or person, but are still inclined to look for the interpretation that is most 'true'.</p>	<p>I am able to link the construction of different interpretations to the use of different sources. I have a broad understanding that historians can explain the same event through different stories (e.g. the abolition of the slave trade as an economic argument, as the work of white abolitionists, or as a story of slave revolts and resistance). I may still see these interpretations as either right or wrong.</p>	<p>I understand that interpretations are based on evidence and opinions, and that it is possible that the construction of these interpretations can vary in quality, making one better than another. I can make claims about the validity of different interpretations using these ideas and can explain their agreement or disagreement using mostly relevant contextual knowledge. I may be more secure talking about one of the features (e.g. use of different evidence) and leave out or lack confidence in others. I can evaluate interpretations and reach an overall judgements using relevant criteria.</p>	<p>I can confidently handle different interpretations and are skilled at identifying the different evidence and arguments used by their creators. I use this understanding to make judgements based on clear criteria, and apply specific contextual knowledge of more than one period, in order to support these judgements. I can articulate this skill both in discussion and written work.</p>
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