



### Skills descriptors

Change and continuity

Knowledge & understanding (causation and significance)

Interpretation

Sources

# History – Change and continuity



YEAR 9

YEAR 8		<b>MASTERING +</b> Students are capable of using skills to a level which is beyond the expectations of a year 9 student.  Students can produce a sustained and well developed judgement about how much something has changed
YEAR 7	<b>MASTERING +</b> Students are capable of using skills to a level which is beyond the expectations of a year 8 student.	<b>MASTERING</b> Students can explain the nature, pace and extent of change across a given period. They can reach a well-supported judgement about how much something has changed, using specific examples.
	<b>MASTERING +</b> Students are capable of using skills to a level which is beyond the expectations of a year 7 student.	<b>MASTERING</b> Students can explain the nature or the extent of change across a given period. Using examples students can reach a judgement about how much something changed.
	<b>MASTERING</b> Students can categorise the change and continuity within a given period. They explain why these changes/continuity occurred.	<b>SECURING</b> Students can explain the nature or the extent of change across a given period. Using examples students can reach a judgement about how much something changed.
	<b>SECURING</b> Students can categorise the change and continuity within a given period. They start to write simple explanations for why these changes/continuity occur.	<b>DEVELOPING</b> Students can categorise the change and continuity within a given period. They explain why these changes/continuity occurred.
	<b>DEVELOPING</b> Students can simply describe a change AND continuity within a given time period.	<b>ACQUIRING</b> Students can describe change AND continuity within a given time period.
<b>ACQUIRING</b> Students can identify areas of change <u>and / or</u> continuity within a given period. Students write a sentence about the change or continuity.		

## History – Knowledge & understanding (causation and significance)

YEAR 9

		YEAR 8		<b>MASTERING +</b> Students are capable of using skills to a level which is beyond the expectations of a year 9 student.  They can produce a sustained and well developed judgement about how much something has changed. They can make links between causes of an event and prioritise them.
YEAR 7		<b>MASTERING +</b> Students are capable of using skills to a level which is beyond the expectations of a year 8 student.	<b>MASTERING</b> Students can link or prioritise causes of an event. They can reach a supported judgement about the most significant cause of an event.	
<b>MASTERING +</b> Students are capable of using skills to a level which is beyond the expectations of a year 7 student.	<b>MASTERING</b> Students can explain a range of causes of an event/person based on relevant evidence. They can reach a judgement about the most significant cause, using specific examples.	<b>SECURING</b> Students can explain a range of causes of an event/person based on relevant evidence. They can reach a judgement about the most significant cause, using specific examples.		
<b>MASTERING</b> Students explain the causes by writing PEE paragraphs. They make a basic judgement about the most significant cause.	<b>SECURING</b> Students explain the causes by writing PEE paragraphs. They make a basic judgement about the most significant cause.	<b>DEVELOPING</b> Students explain the causes by writing PEE paragraphs. They make a basic judgement about the most significant cause.		
<b>SECURING</b> Students describe the causes and briefly start to explain them.	<b>DEVELOPING</b> Students describe the causes and briefly start to explain them.	<b>ACQUIRING</b> Students describe the causes and briefly start to explain them.		
<b>DEVELOPING</b> Students write a narration about the event and do not answer the question.	<b>ACQUIRING</b> Students write a narration about the event and do not answer the question.			
<b>ACQUIRING</b> Students write simple sentences about an event				

YEAR 8		YEAR 9
YEAR 7		<b>MASTERING +</b> Students are capable of using skills to a level which is beyond the expectations of a year 9 student.  Students can evaluate the validity of the different interpretations, forming their own interpretation of an event or person.
	<b>MASTERING +</b> Students are capable of using skills to a level which is beyond the expectations of a year 8 student.	<b>MASTERING</b> Students can read a range of historical sources and infer different interpretations from them. Students thoroughly analyse why the interpretations have the opinion that they the context of the time and analysis of the nature, origin or purpose of the source.
	<b>MASTERING +</b> Students are capable of using skills to a level which is beyond the expectations of a year 7 student.	<b>MASTERING</b> Students can read a range of historical sources and infer different interpretations from them. Students thoroughly analyse why the interpretations have the opinion that they the context of the time or analysis of the nature, origin or purpose of the source.
	<b>MASTERING</b> Students explain in depth the different interpretations of events/people. They are more confident in challenging the extent to which the interpretation is valid.	<b>SECURING</b> Students explain in depth the different interpretations of events/people. They are more confident in challenging the extent to which the interpretation is valid.
	<b>SECURING</b> Students understand that there are different interpretations of events and people. They start to challenge the extent to which the interpretation is valid.	<b>DEVELOPING</b> Students explain in depth the different interpretations of events/people. They are more confident in challenging the extent to which the interpretation is valid.
	<b>DEVELOPING</b> Students understand that there are different interpretations of events and people. They start to challenge the extent to which the interpretation is valid.	<b>ACQUIRING</b> Students understand that there are different interpretations of events and people. They start to challenge the extent to which the interpretation is valid.
	<b>DEVELOPING</b> Students understand that there are different interpretations of events and people. Students can write more detailed paragraphs about the interpretation.	<b>ACQUIRING</b> Students understand that there are different interpretations of events and people. Students can write more detailed paragraphs about the interpretation.
	<b>ACQUIRING</b> Students understand that there are different interpretations of events and people. Students can write simple sentences about the interpretation.	
