

## History Progression Model

Hist Grade	Y7	Y8	Y9	Predicted GCSE Grade YR10/11
<b>A</b>	<p><i>Chronological knowledge/ Understanding /Historical Terms:</i> Can understand how different periods of British and international history overlap and fit together.</p> <p><i>Similarity &amp; Difference:</i> Beginning to explain and give a few reasons why people in the past had different experiences, ideas, beliefs and attitudes. Can analyse the extent to which these have shaped the world.</p> <p><i>Change &amp; Continuity:</i> Beginning to explain and give reasons for change and continuity, and can analyse the extent of change and continuity within and across different periods.</p> <p><i>Cause &amp; Consequence:</i> Beginning to explain the links between causes and can categorise long and short-term causes.</p> <p><i>Significance:</i> Beginning to recognise why some people, events and changes might be judged as more historically significant than others based on criteria.</p> <p><i>Interpretations:</i> Beginning to explain how and why different interpretations of the past have arisen or been constructed.</p> <p><i>Historical Enquiry/ Using Evidence/ Communicating ideas:</i> Beginning to refine own questions when investigating historical problems. Can evaluate sources to establish relevant</p>	<p><i>Chronological knowledge/ Understanding /Historical Terms:</i> <i>Can explain confidently how different periods of British and international history overlap and fit together.</i></p> <p><i>Similarity &amp; Difference:</i> <i>Can provide a more detailed explanation of why people in the past had different experiences, ideas, beliefs and attitudes, and can evaluate the extent to which these have shaped the world.</i></p> <p><i>Change &amp; Continuity:</i> <i>Can provide a detailed explanation of historical change and continuity, and can analyse and evaluate the extent of change and continuity within and across different periods.</i></p> <p><i>Cause &amp; Consequence:</i> <i>Can provide a detailed explanation and analysis of the causes and consequences of main events and changes in the past.</i></p> <p><i>Significance:</i> <i>Beginning to explain how the significance of people, changes and events has varied according to different perspectives.</i></p> <p><i>Interpretations:</i> <i>Can provide a detailed explanation of how and why different interpretations of the past have arisen or been constructed.</i></p> <p><i>Historical Enquiry/ Using Evidence/ Communicating ideas:</i> <i>Beginning to reflect on the process undertaken, when investigating historical problems.</i></p>	<p><i>Chronological knowledge/ Understanding /Historical Terms:</i> <i>Have extensive knowledge of British and international history, and can link developments that took place in different countries and in different periods.</i></p> <p><i>Similarity &amp; Difference:</i> <i>Reach justified conclusions after a detailed analysis and evaluation of the diverse experiences, ideas, beliefs and attitudes of people in past societies, and how these have shaped the world.</i></p> <p><i>Change &amp; Continuity:</i> <i>Reach justified conclusions after a detailed analysis and evaluation of historical change and continuity within and across different periods.</i></p> <p><i>Cause &amp; Consequence:</i> <i>Reach justified conclusions after a detailed analysis and evaluation of the causes and consequences of main events and changes in the past.</i></p> <p><i>Significance:</i> <i>Can analyse and evaluate different judgements about historical significance.</i></p> <p><i>Interpretations:</i> <i>Can analyse and evaluate a wide range of historical interpretations.</i></p> <p><i>Historical Enquiry/ Using Evidence/ Communicating ideas:</i> <i>Can suggest lines of enquiry into historical problems and issues, refining own methods of investigation.</i></p> <p><i>Can evaluate critically a range of sources</i></p>	<p><b>9, 8, 7 (A/A*)</b></p> <p>Candidates recall, select, organise and deploy detailed historical knowledge effectively and with consistency.</p> <p>They show a thorough understanding of the historical periods, themes and topics studied.</p> <p>They communicate their ideas using historical terms accurately and appropriately.</p> <p>They demonstrate their understanding of the past through developed, reasoned and well substantiated explanations.</p> <p>They make perceptive analyses of the key concepts, features and characteristics of the periods studied, and the interrelationships between them.</p> <p>They evaluate and use critically a wide range of sources of information in an historical context to investigate historical questions, problems or issues independently, and to reach reasoned and substantiated conclusions.</p> <p>They recognise and provide reasoned comments on how and why events, people and issues have been interpreted and represented in different ways, and provide a well-developed consideration of their value in relation to their historical context.</p>

	<p>evidence for particular enquiries, using words such as 'reliable'.</p> <p>Can select and organise relevant information, and make appropriate use of historical terms to produce structured work.</p>	<p><i>Can consider critically issues surrounding the origin, nature and purpose of sources when establishing evidence for an enquiry,</i></p> <p><i>Can select, organise and use relevant information and make appropriate use of historical terms to produce well-structured work, which is likely to be extended writing.</i></p>	<p><i>and reach justified conclusions independently.</i></p> <p><i>Uses historical terms confidently, and is able to reflect on the way in which terms can change meaning according to their context.</i></p> <p><i>Precise, coherent work.</i></p>	
<b>B</b>	<p><i>Chronological knowledge/ Understanding /Historical Terms:</i></p> <p>Can describe events, people and some features of past societies, and can identify their correct time periods.</p> <p><i>Similarity &amp; Difference:</i></p> <p>Beginning to describe why people in the past had different experiences, ideas, beliefs and attitudes, and can begin to assess how much these have shaped the world.</p> <p><i>Change &amp; Continuity:</i></p> <p>Beginning to describe why there is change and/or continuity, and beginning to assess how much change or continuity.</p> <p><i>Cause &amp; Consequence:</i></p> <p>Beginning to suggest links between causes and can recognise long and short-term causes.</p> <p><i>Significance:</i></p> <p>Can apply the criteria for making judgements about the historical significance of events, people and changes.</p> <p><i>Interpretations:</i></p> <p>Can suggest some reasons for different interpretations of the past.</p> <p><i>Historical Enquiry/ Using Evidence/ Communicating ideas:</i></p> <p>Beginning to ask own questions when investigating historical problems and issues.</p> <p>Beginning to evaluate sources to establish evidence for particular enquiries, using</p>	<p><i>Chronological knowledge/ Understanding /Historical Terms:</i></p> <p>Can understand how different periods of British and international history overlap and fit together.</p> <p><i>Similarity &amp; Difference:</i></p> <p>Beginning to explain and give a few reasons why people in the past had different experiences, ideas, beliefs and attitudes. Can analyse the extent to which these have shaped the world.</p> <p><i>Change &amp; Continuity:</i></p> <p>Beginning to explain and give reasons for change and continuity, and can analyse the extent of change and continuity within and across different periods.</p> <p><i>Cause &amp; Consequence:</i></p> <p>Beginning to explain the links between causes and can categorise long and short-term causes.</p> <p><i>Significance:</i></p> <p>Beginning to recognise why some people, events and changes might be judged as more historically significant than others based on criteria.</p> <p><i>Interpretations:</i></p> <p>Beginning to explain how and why different interpretations of the past have arisen or been constructed.</p> <p><i>Historical Enquiry/ Using Evidence/ Communicating ideas:</i></p> <p>Beginning to refine own questions when</p>	<p><i>Chronological knowledge/ Understanding /Historical Terms:</i></p> <p><i>Can explain confidently how different periods of British and international history overlap and fit together.</i></p> <p><i>Similarity &amp; Difference:</i></p> <p><i>Can provide a more detailed explanation of why people in the past had different experiences, ideas, beliefs and attitudes, and can evaluate the extent to which these have shaped the world.</i></p> <p><i>Change &amp; Continuity:</i></p> <p><i>Can provide a detailed explanation of historical change and continuity, and can analyse and evaluate the extent of change and continuity within and across different periods.</i></p> <p><i>Cause &amp; Consequence:</i></p> <p><i>Can provide a detailed explanation and analysis of the causes and consequences of main events and changes in the past.</i></p> <p><i>Significance:</i></p> <p><i>Beginning to explain how the significance of people, changes and events has varied according to different perspectives.</i></p> <p><i>Interpretations:</i></p> <p><i>Can provide a detailed explanation of how and why different interpretations of the past have arisen or been constructed.</i></p> <p><i>Historical Enquiry/ Using Evidence/ Communicating ideas:</i></p> <p><i>Beginning to reflect on the process</i></p>	<p><b>6, 5 (B)</b></p> <p>Candidates recall, select, organise and deploy detailed historical knowledge effectively and with some consistency.</p> <p>They show an excellent understanding of the historical periods, themes and topics studied.</p> <p>They communicate their ideas using historical terms mostly accurately and appropriately.</p> <p>They demonstrate their understanding of the past through developed, reasoned and well supported explanations.</p> <p>They can analyse the key concepts, features and characteristics of the periods studied, and the interrelationships between them.</p> <p>They can analyse and evaluate a wide range of sources of information in an historical context to investigate historical questions, problems or issues independently, and to reach reasoned and supported conclusions.</p> <p>They recognise and provide reasons for how and why events, people and issues have been interpreted and represented in different ways, and can evaluate them in relation to their historical context.</p>

	<p>words such as 'useful'.</p> <p>Work shows greater evidence of structure. Can select information and make appropriate use of historical terms to support and structure work.</p>	<p>investigating historical problems.</p> <p>Can evaluate sources to establish relevant evidence for particular enquiries, using words such as 'reliable'.</p> <p>Can select and organise relevant information, and make appropriate use of historical terms to produce structured work.</p>	<p><i>undertaken, when investigating historical problems.</i></p> <p><i>Can consider critically issues surrounding the origin, nature and purpose of sources when establishing evidence for an enquiry,</i></p> <p><i>Can select, organise and use relevant information and make appropriate use of historical terms to produce well-structured work, which is likely to be extended writing.</i></p>	
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<p><b>C</b></p> <p><i>Chronological knowledge/ Understanding /Historical Terms:</i> Can identify specific people and events, and fit them into a timeline.</p> <p><i>Similarity &amp; Difference:</i> Can describe some of the different experiences, ideas, beliefs and attitudes of people in the past.</p> <p><i>Change &amp; Continuity:</i> Can identify change and continuity within and across different periods.</p> <p><i>Cause &amp; Consequence:</i> Can give several reasons for the causes and consequences of main events and changes in the past.</p> <p><i>Significance:</i> Can describe how some events in the past have had an impact on the present.</p> <p><i>Interpretations:</i> Can describe ways in which the past has been interpreted.</p> <p><i>Historical Enquiry/ Using Evidence/ Communicating ideas:</i> Beginning to use information as evidence to test hypotheses, when finding answers to historical questions.</p> <p>Beginning to select and combine information from different sources.</p> <p>Beginning to produce structured work, e.g. a detailed paragraph, making appropriate use of dates and historical terms.</p>	<p><i>Chronological knowledge/ Understanding /Historical Terms:</i> Can describe events, people and some features of past societies, and can identify their correct time periods.</p> <p><i>Similarity &amp; Difference:</i> Beginning to describe why people in the past had different experiences, ideas, beliefs and attitudes, and can begin to assess how much these have shaped the world.</p> <p><i>Change &amp; Continuity:</i> Beginning to describe why there is change and/or continuity, and beginning to assess how much change or continuity.</p> <p><i>Cause &amp; Consequence:</i> Beginning to suggest links between causes and can recognise long and short-term causes.</p> <p><i>Significance:</i> Can apply the criteria for making judgements about the historical significance of events, people and changes.</p> <p><i>Interpretations:</i> Can suggest some reasons for different interpretations of the past.</p> <p><i>Historical Enquiry/ Using Evidence/ Communicating ideas:</i> Beginning to ask own questions when investigating historical problems and issues.</p> <p>Beginning to evaluate sources to establish evidence for particular enquiries, using words such as 'useful'.</p> <p>Work shows greater evidence of structure. Can select information and make appropriate use of historical terms to support and structure work.</p>	<p><i>Chronological knowledge/ Understanding /Historical Terms:</i> Can understand how different periods of British and international history overlap and fit together.</p> <p><i>Similarity &amp; Difference:</i> Beginning to explain and give a few reasons why people in the past had different experiences, ideas, beliefs and attitudes. Can analyse the extent to which these have shaped the world.</p> <p><i>Change &amp; Continuity:</i> Beginning to explain and give reasons for change and continuity, and can analyse the extent of change and continuity within and across different periods.</p> <p><i>Cause &amp; Consequence:</i> Beginning to explain the links between causes and can categorise long and short-term causes.</p> <p><i>Significance:</i> Beginning to recognise why some people, events and changes might be judged as more historically significant than others based on criteria.</p> <p><i>Interpretations:</i> Beginning to explain how and why different interpretations of the past have arisen or been constructed.</p> <p><i>Historical Enquiry/ Using Evidence/ Communicating ideas:</i> Beginning to refine own questions when investigating historical problems.</p> <p>Can evaluate sources to establish relevant evidence for particular enquiries, using words such as 'reliable'.</p> <p>Can select and organise relevant information, and make appropriate use of historical terms to produce structured work.</p>	<p><b>5, 4 (C)</b></p> <p>Candidates recall, select, organise and deploy historical knowledge with accuracy and relevance. They show sound understanding of the historical periods, themes and topics studied. They communicate their ideas using historical terminology appropriately. They demonstrate their understanding of the past through structured descriptions and explanations of the main concepts, features and characteristics of the periods studied. Their descriptions are accurate and their explanations show understanding of relevant causes, consequences and changes. They evaluate and use critically a range of sources of information in an historical context to investigate historical questions, problems or issues and with some limited guidance, to reach reasoned conclusions. They recognise and comment on how and why events, people and issues have been interpreted and represented in different ways, and provide an appropriate consideration of their value in the historical context.</p>
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<p><b>D</b></p> <p><i>Chronological knowledge/ Understanding /Historical Terms:</i> Can recognise that the past can be divided into different periods of time, using dates and terms, such as, 'Tudor' or 'Medieval period'.</p> <p><i>Similarity &amp; Difference:</i> Can recognise that people in the past would have had different experiences, ideas, beliefs and attitudes.</p> <p><i>Change &amp; Continuity:</i> Can recognise similarities and differences between different periods of time.</p> <p><i>Cause &amp; Consequence:</i> Can give at least 2 reasons for, and results of, events and changes in the past.</p> <p><i>Significance:</i> Can recognise that some events in the past have had an impact on the present.</p> <p><i>Interpretations:</i> Can recognise some of the different ways in which the past is represented.</p> <p><i>Historical Enquiry/ Using Evidence/ Communicating ideas:</i> Can use sources of information in ways that go beyond simple observations to answer questions about the past.</p> <p>Work is unstructured, e.g. sentences do not form a paragraph.</p>	<p><i>Chronological knowledge/ Understanding /Historical Terms:</i> Can identify specific people and events, and fit them into a timeline.</p> <p><i>Similarity &amp; Difference:</i> Can describe some of the different experiences, ideas, beliefs and attitudes of people in the past.</p> <p><i>Change &amp; Continuity:</i> Can identify change and continuity within and across different periods.</p> <p><i>Cause &amp; Consequence:</i> Can give several reasons for the causes and consequences of main events and changes in the past.</p> <p><i>Significance:</i> Can describe how some events in the past have had an impact on the present.</p> <p><i>Interpretations:</i> Can describe ways in which the past has been interpreted.</p> <p><i>Historical Enquiry/ Using Evidence/ Communicating ideas:</i> Beginning to use information as evidence to test hypotheses, when finding answers to historical questions.</p> <p>Beginning to select and combine information from different sources.</p> <p>Beginning to produce structured work, e.g. a detailed paragraph, making appropriate use of dates and historical terms.</p>	<p><i>Chronological knowledge/ Understanding /Historical Terms:</i> Can describe events, people and some features of past societies, and can identify their correct time periods.</p> <p><i>Similarity &amp; Difference:</i> Beginning to describe why people in the past had different experiences, ideas, beliefs and attitudes, and can begin to assess how much these have shaped the world.</p> <p><i>Change &amp; Continuity:</i> Beginning to describe why there is change and/or continuity, and beginning to assess how much change or continuity.</p> <p><i>Cause &amp; Consequence:</i> Beginning to suggest links between causes and can recognise long and short-term causes.</p> <p><i>Significance:</i> Can apply the criteria for making judgements about the historical significance of events, people and changes.</p> <p><i>Interpretations:</i> Can suggest some reasons for different interpretations of the past.</p> <p><i>Historical Enquiry/ Using Evidence/ Communicating ideas:</i> Beginning to ask own questions when investigating historical problems and issues.</p> <p>Beginning to evaluate sources to establish evidence for particular enquiries, using words such as 'useful'.</p> <p>Work shows greater evidence of structure. Can select information and make appropriate use of historical terms to support and structure work.</p>	<p><b>3 (D)</b></p> <p>Candidates recall, select, organise and deploy historical knowledge with some accuracy and relevance. They show reasonable understanding of the historical periods, themes and topics studied. They communicate their ideas using some historical terminology appropriately. They demonstrate reasonable understanding of the past through mostly structured descriptions and explanations of the main concepts, features and characteristics of the periods studied. Their descriptions are mostly accurate and their explanations show some understanding of relevant causes, consequences and changes. They are beginning to evaluate and use critically a range of sources of information in an historical context to investigate historical questions, problems or issues and with some limited guidance, to reach reasoned conclusions. They are beginning to recognise and comment on how and why events, people and issues have been interpreted and represented in different ways, and provide an appropriate consideration of their value in the historical context.</p>
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E	<p><i>Chronological knowledge/ Understanding /Historical Terms:</i> Can show developing knowledge and understanding of the past by using common words and phrases about the passing of time, by placing objects in order.</p> <p><i>Similarity &amp; Difference:</i> Can recognise that their own lives are different from the lives of people in the past and can describe some of the topics, events and people they have studied.</p> <p><i>Change &amp; Continuity:</i> Beginning to identify similarities and differences between different periods of time.</p> <p><i>Cause &amp; Consequence:</i> Beginning to identify reasons for, and results of, events and changes in the past.</p> <p><i>Significance:</i> Beginning to recognise that there are reasons why people in the past acted as they did.</p> <p><i>Interpretations:</i> Beginning to identify some of the different ways in which the past has been represented.</p> <p><i>Historical Enquiry/ Using Evidence/ Communicating ideas:</i> Can observe or handle sources to find answers to questions about the past. Work is unstructured: sentences are written with poor spelling, grammar and punctuation.</p>	<p><i>Chronological knowledge/ Understanding /Historical Terms:</i> Can recognise that the past can be divided into different periods of time, using dates and terms, such as, 'Tudor' or 'Medieval period'.</p> <p><i>Similarity &amp; Difference:</i> Can recognise that people in the past would have had different experiences, ideas, beliefs and attitudes.</p> <p><i>Change &amp; Continuity:</i> Can recognise similarities and differences between different periods of time.</p> <p><i>Cause &amp; Consequence:</i> Can give at least 2 reasons for, and results of, events and changes in the past.</p> <p><i>Significance:</i> Can recognise that some events in the past have had an impact on the present.</p> <p><i>Interpretations:</i> Can recognise some of the different ways in which the past is represented.</p> <p><i>Historical Enquiry/ Using Evidence/ Communicating ideas:</i> Can use sources of information in ways that go beyond simple observations to answer questions about the past.  Work is unstructured, e.g. sentences do not form a paragraph, mistakes with spelling, punctuation and grammar.</p>	<p><i>Chronological knowledge/ Understanding /Historical Terms:</i> Can identify specific people and events, and fit them into a timeline.</p> <p><i>Similarity &amp; Difference:</i> Can describe some of the different experiences, ideas, beliefs and attitudes of people in the past.</p> <p><i>Change &amp; Continuity:</i> Can identify change and continuity within and across different periods.</p> <p><i>Cause &amp; Consequence:</i> Can give several reasons for the causes and consequences of main events and changes in the past.</p> <p><i>Significance:</i> Can describe how some events in the past have had an impact on the present.</p> <p><i>Interpretations:</i> Can describe ways in which the past has been interpreted.</p> <p><i>Historical Enquiry/ Using Evidence/ Communicating ideas:</i> Beginning to use information as evidence to test hypotheses, when finding answers to historical questions.  Beginning to select and combine information from different sources.</p> <p>Beginning to produce structured work, e.g. a detailed paragraph, making appropriate use of dates and historical terms.</p>	<p><b>2, 1 (E/F/G)</b></p> <p>Candidates recall, select and organise some relevant historical knowledge to show some basic understanding of historical periods, themes and topics studied.</p> <p>They communicate their ideas using everyday language.</p> <p>They demonstrate their understanding of the past through description of reasons, results and changes in relation to the events, people and issues studied.</p> <p>They provide limited descriptions of events, issues or periods, including characteristic ideas, beliefs and attitudes.</p> <p>They understand sources of information and, taking them at their face value, begin to consider their usefulness for investigating historical issues and draw simple conclusions.</p> <p>They identify some differences between ways in which events, people or issues have been represented and interpreted, and may identify some of the reasons for these.</p>