



History Department Skills Tracker

The History curriculum has been designed to embed key, chronological knowledge in line with the national curriculum and develop through a spiral design, key skills and concepts across key stage 3-5:

Cause and consequence, change and continuity, chronology, significance, interpretation, using evidence and communicating about the past

The document outlines the planned ‘end points’ for each skill development in years 7-A Level. The grade profiles document can be used to extend and support students. [Grade descriptors HISTORY.docx](#)

Cause and Consequence					
Year 7	Year 8	Year 9	Year 10	Year 11	A Level
<p>Explain cause(s) of the main events, people and periods they have studied and begins to judge importance. Explain consequence(s) of the main events, people and periods they have studied and begins to judge importance.</p>	<p>Explain a range of causes of the main events, people and periods they have studied and makes a judgement about importance. Explain a range of consequences of the main events, people and periods they have studied and makes a judgement on importance.</p>	<p>Explain a wide range of causes of the main events, people and periods they have studied and makes a supported judgement about importance. Explain a wide range of consequences of the main events, people and periods they have studied and makes a supported judgement about importance.</p>	<p>Extensive knowledge about the causes of the main events, people and periods they have studied. Judge the importance of the different causes and begin to explain relationship between them. Begin to develop a line of reasoning. Extensive knowledge about the consequences of the main events, people and periods they have studied. Judge the importance of the different consequences and begin to explain relationship between them. Begin to develop a line of reasoning.</p>	<p>Extensive and confident knowledge about the causes of the main events, people and periods they have studied. Evaluate the importance of the different causes and explain the relationship between them. A line of reasoning is present.</p>	<p>Extensive and confident knowledge about the causes of the main events, people and periods they have studied. Evaluate the importance of the different causes and clearly explain the relationship between them. A clear and consistent line of reasoning is presented and sustained throughout the piece of writing and is well supported through a range of evidence.</p>



**HAGLEY CATHOLIC
HIGH SCHOOL**
SEMPER FIDELIS

Semper Fidelis – “Always Faithful”
*Called as God’s family
we strive to achieve our personal best,
by living and learning in Christ*

				Extensive and confident knowledge about the consequences of the main events, people and periods they have studied. Evaluate the importance of the different consequences and explain the relationship between them . A line of reasoning is present throughout.	Extensive and confident knowledge about the consequences of the main events, people and periods they have studied. Evaluate the importance of the different consequences and clearly explain the relationship between them . A clear and consistent line of reasoning is presented and sustained throughout the piece of writing is well supported through a range of evidence.
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**EMMAUS
CATHOLIC MAC**
Our journey with Christ



Change and Continuity					
Year 7	Year 8	Year 9	Year 10	Year 11	A Level
Explain change and continuity within periods.	Explain a range of change and continuity within periods.	Explain a wide range of change and continuity within periods. Begin to consider the nature and extent of change and continuity and identify connections .	Analysis about change and continuity and diversity. Explains the nature and extent of change and continuity. Explains connections that have been made. Identify a range of ‘factors’ in change across time periods.	Sustained analysis about change and continuity and diversity. Examine and compare a range of ‘factors’ in change across time periods and make judgements relating to importance and the nature of change.	Sustained analysis about change and continuity and diversity. Examine and compare a range of ‘factors’ in change across time periods and make judgements relating to importance and the nature of change.



Chronology					
Year 7	Year 8	Year 9	Year 10	Year 11	A Level
<p>Explain a range of events in the correct sequence of when they occurred supported by some own knowledge, making use of key dates and terms. Work produced leads to an overall outcome. Begin to make connections between key events.</p>	<p>Explain a wide range of events in the correct sequence of when they occurred supported by own knowledge, making use of key dates and terms and leading to a clear, overall outcome. Make connections between key events and or individuals.</p>	<p>Explain a wide range of events in the correct sequence of when they occurred supported by clear own knowledge, making use of key dates and terms and leading to a clear, overall outcome. Make a range of connections between key events and or individuals.</p>	<p>Begin to analyse a wide range of events in the correct sequence of when they occurred supported by a clear, depth of own knowledge, making use of key dates and terms and leading to a clear, overall outcome. Make and explain a wide range of connections between key events.</p>	<p>Analyse a wide range of events in the correct sequence of when they occurred supported by a clear, depth of own knowledge, making use of key dates and terms and leading to a clear, overall outcome. Make and explain an extensive range of connections between key events, beginning to reach conclusions about the past.</p>	<p>Analyse a wide range of events across different time periods supported by a clear, depth of precise own knowledge, making use of key dates and terms and leading to a clear, overall outcome. Make and explain an extensive range of connections between key events, reaching and sustaining conclusions about the past.</p>



Significance					
Year 7	Year 8	Year 9	Year 10	Year 11	A Level
Explain reasons why certain events/people are seen as being significant with support from own knowledge.	Reach judgements that have been made about the past regarding significance supported by clear own knowledge.	Make and explain judgements about the past regarding significance supported by clear own knowledge from a range of sources	Analyse and explain a range of judgements about significance supported by clear own knowledge from a wide range of sources. Begin to develop a line of reasoning.	Produce analytical and sustained evaluations regarding significance supported by a depth of own knowledge from a wide range of sources. A line of reasoning is present.	Produce analytical and sustained evaluations regarding significance. A clear line of argument and reasoning is present in the piece of writing and justified throughout the answer, which is well supported with a clear, depth and sustained use of knowledge which has been precisely selected.



Interpretations					
Year 7	Year 8	Year 9	Year 10	Year 11	A Level
<p>Explain how interpretations have varied through different perspectives highlighting similarities and differences. Begin to identify and explaining reasons for similarities and/or differences.</p> <p>Begin to use own knowledge in order to assess the validity of the interpretations.</p>	<p>Explain how interpretations have varied through different perspectives clearly supporting points regarding similarities and differences. Identify and explaining reasons for similarities and/or differences. Use own knowledge in order to assess the validity of the interpretations.</p>	<p>Analyse, explain and support a range of judgements and comparisons about different interpretations in history. Identify and explain a range of reasons for similarities and differences. Use a range of own knowledge in order to assess the validity of the interpretations.</p>	<p>Analyse, explain and support a range of judgements about different interpretations in history identifying and explaining reasons for similarities and differences in objectivity, accuracy and/or focus. Identify and explain a wide range of reasons for similarities and differences. Use specifically selected own knowledge in order to evaluate the validity of the interpretations.</p>	<p>Analyse, explain and support a range of judgements about different interpretations in history assessing similarities and differences in objectivity, accuracy and focus. Assess a range of reasons for similarities and differences. Use specifically selected own knowledge in order to evaluate the validity of the interpretations.</p>	<p>Produce analytical and sustained evaluations regarding different interpretations of the past basing judgements on a wide range of criteria. Assess a wide range of reasons for similarities and differences between the interpretations. Use specifically selected own knowledge in order to evaluate the validity of the interpretations.</p>



Using Evidence					
Year 7	Year 8	Year 9	Year 10	Year 11	A Level
Use the sources as evidence marking supported inferences, selecting information from visual and written records appropriately. Begin to consider issues around the usefulness and reliability of the sources.	Begin to evaluate sources, examining their content or nature, origin or purpose, making supported inference(s). Begin to use some own knowledge in the evaluation of the sources.	Evaluate the sources making supported inferences and consider issues surrounding their content and nature, origin and purpose of sources. Use own knowledge in the evaluation of the sources.	Make a range of supported inferences and evaluate a number of sources based on issues surrounding the content and nature, origin and purpose of sources. Use specifically selected own knowledge in the evaluation of the sources.	Make a wide range of supported inferences and evaluate critically a range of sources based on issues surrounding the nature, origin and purpose of sources and the content of the sources. Begin to explain the impact of the nature, origin or purpose of a source on the value of its content. Use specifically selected own knowledge in the evaluation of the sources. Begin to place source in their historical context.	Make a wide range of supported inferences and evaluate critically a range of sources based on a variety of criteria including content and nature, origin and purpose, reaching conclusion independently. Explain the impact of the nature, origin or purpose of a source on the value of its content. Evaluate a wide range of sources by placing them in their historical context and assessing the strength of their viewpoints as a result.



Communicating about the past					
Year 7	Year 8	Year 9	Year 10	Year 11	A Level
Select and organise relevant information in order to produce structured work using own knowledge.	Select and organise relevant information in order to produce well-structured work reaching conclusions, using relevant own knowledge.	Produce coherent work reaching conclusions, using a range of relevant own knowledge.	Produce coherent work reaching clear conclusions, using a range of relevant own knowledge.	Produce precise and coherent work making use of specific own knowledge and making connections between key events as well as sustaining conclusions . A clear line of reasoning is present throughout.	Produce precise and coherent work making use of a depth of specific own knowledge and making and explaining connections between key events as well as sustaining conclusions . A clear and consistent line of reasoning is present and sustained throughout the answer. Points which go against the overall judgement made are counter argued and weakened with analysis and a depth of knowledge.