



History – Y9 Learning Outcomes

Skill	Foundation	Developing	Securing	Exceeding	Excelling
Chronology	I can point out changes within eras and across periods of time.	I can make more detailed links between different time periods.			
Knowledge	I can write a paragraph describing key events, people or changes in the past.	I am beginning to use key terminology appropriately.	I can make accurate use of key terminology.	I can make detailed, paragraphed descriptions and I am beginning to incorporate information from my own research. The content of my writing is mostly accurate.	I can write detailed, paragraphed descriptions, incorporating information from my own research. The content of my writing is highly accurate.
Cause & Consequence	I can write in details about several causes or consequences.	I can categorise causes or consequences e.g. political, economic, social etc.	I can justify a choice of a most important cause or consequence making links where appropriate.	I can clearly explain why one cause or consequence is more important than another, explaining why others have not been selected. I will identify and explain appropriate links.	I can combine the skills of categorisation and prioritisation to make a substantiated judgement.
Interpretation	I understand that events in the past are seen in different ways by different people.	I can give some reasons why events in the past are seen in different ways by considering the origin and purpose of evidence.	I can explain in more detail why events in the past are seen in different ways by considering the origin and purpose of evidence.	In addition to explaining why different historical interpretations have been produced I am beginning to evaluate the validity of those interpretations.	In addition to explaining why different historical interpretations have been produced, I can thoroughly evaluate their validity before reaching a well-argued conclusion.
Significance	I am beginning to use my own knowledge to explain the significance of a person or an event from the past.	I can use my own knowledge to justify an explanation of the significance of a person or an event from the past.	I understand why different people may have different interpretations of the significance of a person or an event from the past.	I am beginning to evaluate the interpretation of the significance of a person or an event from the past.	I can thoroughly evaluate interpretations of the significance of a person or an event from the past.

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Enquiry	I can combine information from different sources to produce a structured answer.	I can identify which sources are useful for answering a question and explain my choice, by considering the origin and accuracy of the evidence.	I can evaluate sources of information and explain why they can or can't be trusted, by considering the origin and purpose of the evidence.	I can evaluate the utility and reliability of different sources of information. I am starting to reach a convincing conclusion.	I can evaluate the utility and reliability of different sources of information to reach a well-argued conclusion.
Organisation & Communication	I am starting to organise information in paragraphs.	I can select information accurately to produce work structured in paragraphs. Spelling, punctuation and grammar are at a generally good standard. I am beginning to use key terminology relevantly.	I can build on the use of structured paragraphs through the consistent use of good spelling, punctuation and grammar. Key terminology is used accurately to enhance the quality of my writing.	My written work is well-structured with excellent spelling, punctuation and grammar. I use a range of key terminology throughout my writing.	My written work is very well-structured with excellent spelling, punctuation and grammar. A range of key terminology is used throughout. My writing shows flair and may adopt an unorthodox structure which remains highly relevant to the question.