

## 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><b>Explain cause(s)</b> of the main events, people and periods they have studied and <b>begins to judge importance. Explain consequence(s)</b> of the main events, people and periods they have studied and <b>begins to judge importance.</b></p>	<p><b>Explain a range of causes</b> of the main events, people and periods they have studied and <b>makes a judgement about importance. Explain a range of consequences</b> of the main events, people and periods they have studied and <b>makes a judgement on importance.</b></p>	<p><b>Explain a wide range of causes</b> of the main events, people and periods they have studied and <b>makes a supported judgement about importance. Explain a wide range of consequences</b> of the main events, people and periods they have studied and <b>makes a supported judgement about importance.</b></p>	<p>Extensive knowledge about the <b>causes</b> of the main events, people and periods they have studied. Judge the <b>importance of the different causes</b> and <b>begin to explain relationship between them. Begin to develop a line of reasoning.</b></p> <p>Extensive knowledge about the <b>consequences</b> of the main events, people and periods they have studied. Judge the <b>importance of the different consequences</b> and <b>begin to explain relationship between them. Begin to develop a line of reasoning.</b></p>	<p>Extensive and confident knowledge <b>about the causes</b> of the main events, people and periods they have studied. Evaluate the <b>importance of the different causes</b> and <b>explain the relationship between them. A line of reasoning is present.</b></p>	<p>Extensive and confident knowledge <b>about the causes</b> of the main events, people and periods they have studied. Evaluate the <b>importance of the different causes</b> and <b>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.</b></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*

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



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



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



<b>Significance</b>					
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>A Level</b>
<b>Explain</b> reasons why certain events/people are seen as being significant with support from own knowledge.	<b>Reach judgements</b> that have been made about the past regarding significance supported by clear own knowledge.	<b>Make and explain judgements</b> about the past regarding significance supported by clear own knowledge from a range of sources	<b>Analyse and explain a range of judgements</b> about significance supported by clear own knowledge from a wide range of sources. Begin to develop a line of reasoning.	<b>Produce analytical and sustained evaluations</b> regarding significance supported by a depth of own knowledge from a wide range of sources. A line of reasoning is present.	<b>Produce analytical and sustained evaluations</b> regarding significance. <b>A clear line of argument and reasoning</b> 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.

<b>Interpretations</b>					
<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>	<b>Year 10</b>	<b>Year 11</b>	<b>A Level</b>
<p>Explain how interpretations have varied through different perspectives <b>highlighting similarities and differences. Begin to identify and explaining reasons for similarities and/or differences.</b></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 <b>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.</b></p>	<p>Analyse, explain and support a range of judgements and <b>comparisons about different interpretations</b> in history. <b>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.</b></p>	<p><b>Analyse, explain and support a range of judgements</b> about different interpretations in history <b>identifying and explaining reasons</b> for similarities and differences in <b>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.</b></p>	<p><b>Analyse, explain and support a range of judgements</b> about different interpretations in history <b>assessing</b> similarities and differences in <b>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.</b></p>	<p><b>Produce analytical and sustained evaluations</b> regarding different interpretations of the past basing judgements on a <b>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.</b></p>



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

Communicating about the past					
Year 7	Year 8	Year 9	Year 10	Year 11	A Level
<p><b>Select and organise</b> relevant information in order to <b>produce structured work using own knowledge.</b></p>	<p>Select and organise relevant information in order to produce <b>well-structured work reaching conclusions, using relevant own knowledge.</b></p>	<p>Produce <b>coherent work reaching conclusions, using a range of relevant own knowledge.</b></p>	<p>Produce <b>coherent work reaching clear conclusions, using a range of relevant own knowledge.</b></p>	<p>Produce precise and coherent work making use of <b>specific own knowledge</b> and <b>making connections between key events as well as sustaining conclusions. A clear line of reasoning is present throughout.</b></p>	<p>Produce precise and coherent work making use of <b>a depth of specific own knowledge</b> and <b>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.</b></p>