

Year/Grade			HISTORY PROGRESS MAP: Learning and Assessment Objectives				
Y7	Y8	Y9	Knowledge – I know:	Change and continuity – I can:	Sources – I can	Causation – I can:	Significance – I can:
		9	<ul style="list-style-type: none"> the history of Britain as a coherent, chronological narrative, from the earliest times to the present day how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world 	<ul style="list-style-type: none"> confidently use an extensive bank of historical knowledge to agree and disagree about historical change and continuity, diversity and causation across a wide range of periods and contexts 	<ul style="list-style-type: none"> interrogate a wide range of sources to support or challenge a hypothesis give reasons about sources' usefulness by using detailed contextual knowledge of the time they were produced 	<ul style="list-style-type: none"> evaluate different perspectives about the causes of events using historians and an awareness of other historical events 	<ul style="list-style-type: none"> construct convincing and substantiated arguments and evaluations about historical significance based on a detailed understanding of historical events
	9	8	<ul style="list-style-type: none"> about an extensive range of events, people and places from the Stone Age to the present how to use this knowledge of the past to help me understand wider issues and subjects 	<ul style="list-style-type: none"> construct substantiated analyses about historical change and continuity, diversity and causation compare different periods or places to support a series of arguments 	<ul style="list-style-type: none"> apply a valid criteria to make judgements on how useful sources are for an enquiry use developed reasoning which takes into account how the provenance affects the source's content 	<ul style="list-style-type: none"> construct well-substantiated, analytical arguments about causes Use knowledge from wider historical events and link them to a question 	<ul style="list-style-type: none"> assess a mixture of judgements about what makes someone/ something significant and explain why these different judgements exist
9	8	7	<ul style="list-style-type: none"> about an extensive range of events, people from history. how to analyse similarities and differences between different events, people and places to further my understanding of history 	<ul style="list-style-type: none"> analyse the similarities and differences between events and developments that took place in different countries across history recognise the reasons why progress occurred at different rates in different contexts 	<ul style="list-style-type: none"> critically evaluate a wide range of sources using their content and provenance and use these evaluations to support a judgement about an event or person from history 	<ul style="list-style-type: none"> explain how events may be similar or different across time analyse how short and long term causes interplay to explain events in the past 	<ul style="list-style-type: none"> compare the significance of events and people across different time period and offer reasons for the difference
8	7	6	<ul style="list-style-type: none"> about an increasingly extensive, deep and secure chronology of local, British and world history. how local, national and/or international events or people have influenced or been influenced by each other 	<ul style="list-style-type: none"> explain links between a range of reasons why something has changed or stayed the same over time use language which illustrates the varying levels of change or continuity for an event 	<ul style="list-style-type: none"> consider different perspectives on a source (s) evaluate the reliability of more than one source by considering their origin, nature and purpose 	<ul style="list-style-type: none"> make a clear and well explained judgement of which causes were most influential/significant ask my own questions to investigate causes of historical events 	<ul style="list-style-type: none"> analyse the merits and weaknesses of different viewpoints of yours or other people's interpretations
7	6	5	<ul style="list-style-type: none"> about a wide range of local, British and international history by describing in detail some of the main events, people and periods studied about what has influenced people/events to make them significant 	<ul style="list-style-type: none"> confidently analyse a period of history to identify and explain periods of change show a growing understanding of what has caused change or continuity 	<ul style="list-style-type: none"> evaluate sources using details from it begin to think critically about the reliability of sources by considering their origin, nature and purpose 	<ul style="list-style-type: none"> group causes when explaining what caused an event to happen (e.g. chronologically or linking political or economic factors) begin to consider which causes/ groups were most influential 	<ul style="list-style-type: none"> make judgements about the historical significance of events or people based on my own devised criteria begin to assess the merits and weaknesses of interpretations

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6	5	4	<ul style="list-style-type: none"> how to describe a range of local, British and international history, using dates why some people/events can be more important than others 	<ul style="list-style-type: none"> analyse historical change and continuity within and across periods explain why an event or person has caused something to change or stay the same 	<ul style="list-style-type: none"> begin to explain how and why different interpretations of the past have arisen choose several sources which support an argument 	<ul style="list-style-type: none"> explain how multiple causes effect an event begin to explain how causes can be grouped (e.g. chronologically) describe patterns over time 	<ul style="list-style-type: none"> explain clearly the purpose of an interpretation write my own criteria for making judgements about the significance of an event or person.
5	4	3	<ul style="list-style-type: none"> how to put some local, British and international events, people and periods into a timeline that some people/events can be more important than others 	<ul style="list-style-type: none"> explain what has changed, what has stayed the same and by how much across different periods and within the same periods recognise patterns over time consistently 	<ul style="list-style-type: none"> suggest some reasons for different interpretations of the past choose examples from sources which relate to a question 	<ul style="list-style-type: none"> begin to explain how one event can lead to another 	<ul style="list-style-type: none"> begin to explain clear reasons for different interpretations make judgements using a criteria as to what is/isn't significant
4	3	2	<ul style="list-style-type: none"> how to show some understanding of why things existed at the times they did 	<ul style="list-style-type: none"> assess how much an event or person has changed or stayed the same across different periods begin to recognise patterns over time 	<ul style="list-style-type: none"> describe different opinions from sources 	<ul style="list-style-type: none"> identify and describe both causes and consequences of the main events studied 	<ul style="list-style-type: none"> describe different opinions about events or people from the past
3	2	1	<ul style="list-style-type: none"> about some features of past societies and periods and can identify the dates of some events, people and changes that have happened in those periods 	<ul style="list-style-type: none"> describe several examples of what has changed or stayed the same from past societies begin to judge how much things have changed by 	<ul style="list-style-type: none"> use sources of information to answer questions about the past 	<ul style="list-style-type: none"> describe with some detail at least 3 reasons why an event happened 	<ul style="list-style-type: none"> give reasons why some events, people and changes might be judged as more historically significant than others
2	1		<ul style="list-style-type: none"> the names of a number of different time periods 	<ul style="list-style-type: none"> describe what areas have changed or stayed the same 	<ul style="list-style-type: none"> describe different types of evidence (e.g. what an eye-witness account is or what artefacts are) 	<ul style="list-style-type: none"> give two reasons why an event happened 	<ul style="list-style-type: none"> describe some historical events or people from history that have been identified as significant
1			<ul style="list-style-type: none"> that the past can be divided into different periods of time 	<ul style="list-style-type: none"> Identify how areas have changed or stayed the same 	<ul style="list-style-type: none"> identify examples of sources (e.g. diaries, letters, posters) 	<ul style="list-style-type: none"> give one reason why an event happened 	<ul style="list-style-type: none"> recognise people/events who have been significant