

General Descriptor	Cause and Consequence descriptor	Change and Continuity descriptor	Evidence descriptor	Interpretations descriptor	Structuring and Organising Knowledge descriptor	Using historical vocabulary descriptor	Chronological Understanding descriptor
I can show some basic knowledge of what I have studied. I can describe what sources say. I am not able to organise information into a clear sequence. I can use some historical words. I do not have a clear sense of chronology yet.	I can give some general reasons for why something happened in history.	I can describe simple features of the past and present but cannot always identify the differences.	I can use sources to pick out simple information about the past.	I can repeat stories and legends about the past which I have been told.	I know some things about events in the past but cannot put them into a story.	I can remember some historical words but sometimes muddle their meanings.	I can recall the year that something happened in history but I'm not sure how to put this into a bigger picture.
I am able to identify some causes and basic similarities and differences. I can give my opinion and I am starting to make some inferences from sources. I show a basic knowledge of the past and can use some historical words. I have a general knowledge of periods of time but do not know how these fit together.	I can identify at least one cause of a historical event.	I can describe simple differences between life in the past and the way we live today.	I can recognise that a historian uses sources to find out about the past.	I can give my opinion about a figure or event from the past.	I can tell some simple stories about the past.	I can remember some historical words which are relevant to the period I am studying.	I can talk about the period when things I have studied happened (e.g. Greeks, Romans) but struggle to place these in the correct order.
I can show generalised historical knowledge, using everyday language, and basic understanding of key features and characteristics. I can show some understanding of change and continuity. I can give some basic reasons why an event / person is important. I can use some examples to support my points. My answers show some organisation and I can give an opinion with some support. I can use sources to identify to identify similarities and differences	I can identify two or more causes of a historical event and show some understanding of their relationship to each other.	I can recognise the different rules, beliefs and ideas of historical periods and give basic details about them.	I can recognise that a historian uses sources to gather evidence about the past but I am keen to look for what is 'true' or 'false'.	I can pick out simple difference in stories about the past and recognise that historians and others have disagreed about figures and events I have studied.	I can tell simple stories about different periods of history that I have studied.	I can remember a range of historical vocabulary relevant to the period I am studying and can use them to describe some things about the past.	I know some words about time such as year, decade and century and can sometimes use these when talking about the history I am studying. I can place some historical events in order.
I am able to categorise causes. I am able to show some understanding of change. I show some understanding that sources are not always trustworthy and that some are more reliable than others. I can use interpretations to explain what impression they give and why they differ. I can produce a well organised narrative of the past. I use a range of historical vocabulary and show some understanding of chronology.	I can sort causes into categories with some confidence and begin to see how they relate to each other.	I can describe simple changes which took place in the past and identify some broad historical trends and continuities.	I can recognise that some sources may not be as useful as others and that a historian must consider the evidence they find before repeating it as fact.	I know that history is made up of different stories about the past and can give a simple description of two opposing interpretations of something I have studied.	I can write a narrative of events in the past and I begin to use supporting details.	I can remember historical vocabulary from more than one period I have studied and can begin to see similarities and differences in the language used.	I can use simple chronological words in my work and apply them to periods I am familiar with. I can construct a simple timeline of the periods I have studied.
I am able to categorise causes. I am able to show some understanding of change. I show some understanding that sources are not always trustworthy and that some are more reliable than others. I can use interpretations to explain what impression they give and why they differ. I can produce a well organised narrative of the past. I use a range of historical vocabulary and show some understanding of chronology.	I can link groups of causes together to begin to form an explanation about why something happened in history. I can explain simple consequences and link them to events.	I can describe changes in the past using simple features of historical periods to support my ideas. I have a basic understanding that not all changes are as important as each other.	I can make claims about the past using some selected evidence from sources. I understand that some sources are more reliable than others but put these in simple categories.	I can select key features of an interpretation and describe the overall impression it gives about a figure or event in history. I have some understanding that interpretations are different because of their purpose.	I can write a descriptive narrative of events in the past and attempt to use factual detail in my writing.	I can remember historical vocabulary and try use it in my work to show my understanding of different historical periods and countries. I know that language changes between periods and countries but I am not always sure how.	I can use my chronological knowledge to help explain what I know about history with some accuracy. I can construct a timeline with some understanding about short and long periods of time.
I am able to categorise causes and show how these link together. I am able to explain change and can show understanding of nature and extent of change. I show some understanding that sources are not always trustworthy and that some are more reliable than others. I can make inferences from sources and use them to ask questions. I can use interpretations to explain why they were made and why they differ. I show awareness that different historians will produce different accounts of the past. I can produce a well organised narrative of the past and link events together in an analytical way. I use a range of historical vocabulary and show understanding of chronology. I have a simple picture of the past and where events fit into it.	I can form a simple causal explanation of why something happened and begin to think about which was the most important cause.	I can use ideas about the pace or extent of change to describe changes both within periods and across time. I can begin to identify bigger lines of development and make simple comments on the significance of changes.	I can make supported inferences about the past using the detail of a source and my historical understanding. I am beginning to be able to ask my own questions about sources, and their usefulness and reliability.	I know that one reason historians have different interpretations is that they may use different sources to build a picture of the past.	I can write a narrative account of the past which attempts to analyse the key events and is becoming more organised. I use mostly accurate knowledge to support some of my ideas.	I can use mostly accurate historical vocabulary in my work and have some confidence when using words that are new to me or the topic I am studying. I am beginning to recognise that terms can change within a period as well as across time and place.	I can use my knowledge of chronology with more confidence when looking at a new period or topic in history. I have a simple historical picture of the past which helps with my overall understanding.
I can show mostly accurate and appropriate historical knowledge and understanding. I can show a clear understanding of key features and characteristics of the time I am studying. I can produce answers which are well structured and show a line of reasoning. I can provide some evaluation to reach reasoned judgements. I am able to use a range of sources, in context, to investigate historical issues and I can explain why interpretations differ	I can construct a causal explanation which begins to show some argument and use some simple historical knowledge to support my ideas. I can recognise that something may have more than one or conflicting consequences.	I am confident when describing the pace, extent or features of change and can begin to explain why changes are seen as significant depending on perspective. I can recognise different lines of development across periods (e.g. religious, economic, political).	I can use a source to make comments about the content as well as simple ideas about the provenance (nature, origin and purpose). I understand that an unreliable source can sometimes be useful to a historian.	I can give a simple explanation of why an interpretation was constructed with reference to purpose, viewpoint and source selection. I am beginning to think about which interpretations are more valid than others.	I can write a narrative account of the past which is well organised and shows some basic analysis of the events included. I can use knowledge so that it builds the narrative rather than just being added on.	I can use accurate historical vocabulary in my work and have a growing confidence when using words that are new to me or the topic I am studying. I know that similarity and difference can exist within a period or society but lack confidence when using different words or terms.	I can use my chronological knowledge to help explain what I know about history and begin to understand that historians make generalisations about the past.
I can produce work which shows clear explanation of causes, change, continuity and significance. I can make judgements about sources and ask follow-up questions. I can assess how valid an interpretation is. I can produce an analytical narrative account, which is linked. I use accurate historical language. I have a good understanding of chronology.	I can organise a causal explanation which attempts to show a line of argument throughout and some relevant historical knowledge.	I can use some knowledge of the periods I have studied to begin to support an argument about change and continuity or significance.	I can make judgements about sources and begin to explain how they are useful to particular enquiries. I am gaining confidence in asking follow up questions about sources and beginning to link this to using other sources.	I can explain how and why an interpretation has been constructed and can make a general case for or against the validity of the interpretation.	I can write a narrative account of the past which includes some sound analysis and tries to focus on a particular question. I can select relevant knowledge which has some links with the topic and particular question.	I regularly use accurate historical vocabulary in my work and adapt to using new language with ease. I can show some awareness of similarity and difference when using language about a historical period in my work.	I can use my chronological understanding to form a sound explanation of the history I have studied, and can start to research with some independence. I can challenge generalisations which have been made about the past.
I can produce work which shows clear explanation of causes, change, continuity and significance and show a detailed knowledge of period. I can explain how and why causes link together can make judgements about sources and combine content and provenance to explain how useful sources are, using my knowledge to support this analysis. I can assess how valid an interpretation is and reach a judgement about this using my historical knowledge. I can produce an analytical narrative account, which is linked and uses relevant knowledge. I use accurate historical language. I have a good understanding of chronology.	I can construct a causal argument using mostly relevant historical knowledge and analyse consequences by looking at key features of the period.	I can use my knowledge of lines of development to explain how they work together to construct a simple argument about why changes are significant in a period I have studied.	I can combine my understanding of source content and provenance to begin to select criteria for judging the utility of a source. I can also use some contextual knowledge to support my judgements.	I can use my knowledge of the way history is written to give a more balanced view of the validity of interpretations I study. I can attempt an overall judgement about the validity of an interpretation but this lacks support.	I can write a narrative account which includes sound analysis and shows some links between the key features of the answer. I can select knowledge which is relevant and use it to enhance the narrative in my work.	I mostly use accurate and relevant historical vocabulary and show that I understand historical language across different periods and the language of how history works (i.e. causation, interpretations etc.). I have a sound awareness of similarity and difference in my work.	I can begin to use my chronological understanding to build an overall picture of the past based partly on my own research. I am beginning to make my own supported generalisations when answering historical questions.
I can show detailed and comprehensive knowledge of change, continuity and significance and I am able to produce detailed explanations which show a clear understanding of the question. I show a sophisticated understanding of key features and characteristics of the periods I am studying. I can produce answers which show a clear line of argument. I can critically analyse and evaluate and I am able to reach reasoned, substantiated judgements. I can use a range of sources to investigate historical issues and I can explain how and why interpretations differ	I can construct an analytical causal argument which is mostly focused on the question asked, and uses accurate and relevant knowledge to support my ideas.	I can use my knowledge of lines of development to construct an organised explanation of change and continuity considering the pace, extent and direction of change. I can explain why different events are seen as historically significant and begin to consider why this might change over time.	I can use relevant contextual knowledge to explain the utility of a source with reference to content and provenance. I can ask questions about sources and begin to pursue enquiries about sources with some independence.	I can analyse different interpretations by commenting on the evidence and methods used by historians. I can use mostly sound contextual knowledge to support my reasoning of interpretations.	I can write a narrative account which is analytical throughout and shows some understanding of the relevant historical concept (e.g. causation, change). I can select accurate and relevant information which shows a sound understanding of the period.	I use accurate and relevant historical vocabulary throughout my work and can begin to link this with ideas about history when tackling longer pieces of writing. My arguments and knowledge are beginning to work together rather than being written separately.	I can use my chronological understanding to build an overall picture of the past and I am beginning to have a sense of the period. I can use knowledge from other subjects (e.g. art or music) to enhance my understanding of history.
I can show detailed and comprehensive knowledge of change, continuity and significance and I am able to produce detailed, analytical explanations which show a clear understanding of the question. I precisely select knowledge to support points made. I can explain the impact of events on different groups / countries. I can confidently use a range of sources and can develop my own enquiries. I can produce answers which show a clear line of argument and use sophisticated historical vocabulary. I can critically analyse and evaluate and I am able to reach reasoned, substantiated judgements. I can use a range of sources to investigate historical issues and I can explain how and why interpretations differ. I have a strong understanding of chronology and sense of period.	I can construct an analytical causal argument which is clearly directed at the question asked with precisely selected supporting knowledge. I can explain how consequences differ depending on the questions a historian asks.	I can confidently construct an explanation about change and continuity within and across periods of time using relevant and well selected historical knowledge. I can explain why different groups of people and different historical periods have changing ideas about historical significance.	I can confidently use a range of different sources to comment on utility with reference to a particular enquiry I am given and to construct an enquiry of my own. I can select relevant sources for a follow up enquiry and use precise contextual knowledge to explain my ideas.	I can confidently handle different interpretations and explain how and why they have been created by historians. I know that history is a discipline based on argument and can identify argument in the historical interpretations I use.	I can write a narrative account of a period which is analytical throughout and shows that I have thought about the relevant historical concepts. I use precise historical knowledge to support and enhance the narrative.	I show a sophisticated use of historical vocabulary throughout my work and use it to show a connection to my overall understanding of historical ideas.	I can confidently use my chronological knowledge when talking about the past and have a strong sense of period when writing about the periods I am studying. I understand where it is appropriate to generalise and where more detail is needed.