

Year 7 Expectations	Year 8 Expectations	Year 9 Expectations	AO1  Demonstrate knowledge and understanding of the key features and characteristics of the periods studied	AO2  Explain and analyse historical events and periods studied using second-order historical concepts:  <ul style="list-style-type: none"> <li>Key concepts: causation, consequence, continuity, change and significance within an historical context</li> <li>Key features and characteristics of the periods studied and the relationship between them</li> </ul>	AO3  Analyse, evaluate and use sources to make substantiated judgements, in the context of historical events studied.  <ul style="list-style-type: none"> <li>A range of source material as part of an historical enquiry</li> </ul>	AO4  Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.  <ul style="list-style-type: none"> <li>How aspects of the past have been interpreted and represented in different ways as part of an historical enquiry</li> </ul>
		<b>Mastered</b>	<ul style="list-style-type: none"> <li>Pupils show their mastery of knowledge and understanding of local, national and international history</li> <li>Pupils use historical terminology confidently, reflecting on the way in which terms can change meaning according to their context.</li> <li>Pupils produce precise and coherent work.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils construct substantiated analyses about historical change and continuity, diversity and causation</li> </ul>	<ul style="list-style-type: none"> <li>Pupils suggest lines of enquiry into historical problems and issues, refining their methods of investigation</li> <li>Pupils evaluate critically a range of sources (by evaluating tone, language and purpose) and reach substantiated conclusions independently</li> </ul>	<ul style="list-style-type: none"> <li>Pupils analyse and explain a range of historical interpretations and different judgements about historical significance</li> </ul>
	<b>Mastered</b>	<b>Extended</b>	<ul style="list-style-type: none"> <li>Pupils show extended knowledge and understanding of local, national and international history</li> <li>Pupils select, organise and use relevant information and make appropriate use of historical terminology to produce well-structured work.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils analyse historical change and continuity, diversity and causation</li> </ul>	<ul style="list-style-type: none"> <li>Pupils investigate historical problems and issues, asking and refining their own questions and beginning to reflect on the process undertaken.</li> <li>When establishing the evidence for a particular enquiry, pupils consider critically issues surrounding the origin, nature and purpose of sources.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils explain how and why different interpretations of the past have arisen or been constructed</li> <li>Pupils begin to explain how the significance of events , people and changes has varied according to historical perspectives.</li> </ul>
<b>Mastered</b>	<b>Extended</b>	<b>Secure</b>	<ul style="list-style-type: none"> <li>Pupils show secure knowledge and understanding of local, national and international history</li> <li>Pupils select, organise and deploy relevant information and make appropriate use of historical terminology to produce structured work.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils begin to analyse the nature and extent of diversity, change and continuity within and across different periods. They begin to explain relationships between causes.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils investigate historical problems and issues, asking and beginning to refine their own questions.</li> <li>Pupils evaluate sources to establish relevant evidence for particular enquiries.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils begin to explain how and why different interpretations of the past have arisen or been constructed.</li> <li>Pupils explore criteria for making judgements about the historical significance of events, people and changes.</li> </ul>
<b>Extended</b>	<b>Secure</b>	<b>Approaching</b>	<ul style="list-style-type: none"> <li>Pupils show that they are approaching a secure knowledge and understanding of local, national and international history</li> <li>Pupils select and deploy information and make appropriate use of historical terminology to support and structure their work.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils describe events, people and some features of past societies and periods in the context of their developing chronological framework.</li> <li>Pupils begin to recognise and describe the nature and extent of diversity, change and continuity, and to suggest relationships between causes.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils investigate historical problems and issues and begin to ask their own questions.</li> <li>Pupils begin to evaluate sources to establish evidence for particular enquiries.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils suggest some reasons for different interpretations of the past and they begin to recognise why some events, people and changes might be judged as more historically significant than others.</li> </ul>
<b>Secure</b>	<b>Approaching</b>	<b>Developing</b>	<ul style="list-style-type: none"> <li>Pupils show that they are developing a secure knowledge and understanding of local, national and international history</li> <li>They begin to produce structured work, making appropriate use of dates and terms.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils describe some of the main events, people and periods they have studied, and by identifying where these fit within a chronological framework.</li> <li>Pupils describe characteristic features of past societies to identify change and continuity within and across different periods and identify some causes and consequences of the main events and changes.</li> </ul>	<ul style="list-style-type: none"> <li>When finding answers to historical questions, they begin to use information as evidence to test hypotheses.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils identify and describe different ways in which the past has been interpreted.</li> </ul>
<b>Approaching</b>	<b>Developing</b>	<b>Beginning</b>	<ul style="list-style-type: none"> <li>Pupils show that they are beginning to increase their knowledge and understanding of the past by using dates and terms, be describing some of the main events, people and periods they have studied and by placing them into different periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils begin to recognise some of the similarities and differences between these periods and are beginning to suggest causes and consequences of the main events and changes.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils use sources to find answers to questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils begin to identify some of the different ways in which the past had been represented.</li> </ul>
<b>Developing</b>	<b>Beginning</b>		<ul style="list-style-type: none"> <li>Pupils show some knowledge and understanding of the past by using common words and phrases about the passing of time, by placing events and objects in order.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils recognise that their own lives are different from the lives of people in the past and by describing some of the topics, events and people they have studied.</li> <li>Pupils begin to recognise that there are reasons why people in the past acted as they did.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils observe or handle sources to find answers to questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils begin to recognise to identify some of the different ways in which the past has been represented.</li> </ul>
<b>Beginning</b>			<ul style="list-style-type: none"> <li>Pupils show emerging knowledge and understanding of the past by recognising the difference between present and past,</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can place a few events and objects in order, by using common words and phrases about the passing of time and by recounting episodes from stories about the past.</li> </ul>	<ul style="list-style-type: none"> <li>They use sources to answer simple questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>