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| **History Progress Ladder – Year 9** | | | |
| **Grade** | **Knowledge & conceptual understanding** | **Skills** | **QWC** |
| **-6 to +6** | **Key Features**  I can describe the past with increased detail.    **Cause and Consequence**  I am beginning to analyse a wide range of causes and consequences and their impact.    **Analysis and Significance**  I can construct substantiated judgements about the past while making some links/comparisons between factors.    **Change and Continuity**  I can analyse similarities and differences over time. | **Inference**  I can make increasingly complex inferences from a source, deploying historical knowledge.    **Purpose**  I can offer an explanation of the message and intention of a source showing a secure awareness of context.    **Utility**  I can evaluate the usefulness of a source in my enquiry.    **Reliability**  I can analyse and evaluate a wide range of sources, using different criteria.    **Sources and Own Knowledge**  I can consistently use evidence to support my arguments.    **Interpretation and Representation**  I can deploy my historical knowledge to test and compare the validity of contrasting interpretations of the past to make limited conclusions | Confident |
| **-5 to +5** | **Key Features**  I can describe the past in detail.    **Cause and Consequence**  I can explain and link together several causes and consequences of an event    **Analysis and Significance**  I can offer more than one argument to explain why some factors are more important.  I can construct tentative judgements about the past.    **Change and Continuity**  I can explain why there are similarities and differences over time | **Inference**  I can make detailed inferences from a source, deploying historical knowledge.    **Purpose**  I can offer an simple explanation of the message and intention of a source showing an awareness of context    **Utility**  I can explain why a source might be useful to my enquiry    **Reliability**  I can analyse and evaluate several sources.    **Sources and Own Knowledge**  Increasingly, I can use evidence to support my arguments.    **Interpretation and Representation**  I can use my historical knowledge to test and compare the validity of contrasting interpretations or representations of the past. | Competent |
| **-4 to +4** | **Key Features**  I can use a growing range of historical terms to describe features of the past.    **Cause and Consequence**  I can briefly explain and link together a few causes and consequences of an event.    **Analysis and Significance**  I can offer one argument to explain why some are more important.    **Change and Continuity**  I can produce a simple explanation of both similarities and differences between different periods in history. | **Inference**  I can make inferences from a source, making some use of my historical knowledge.    **Purpose**  I can briefly explain the message and intention of a source.    **Utility**  I can give a simple explanation of why a source might be useful to my enquiry.    **Reliability**  I can analyse and offer a simple evaluation of several sources.    **Sources and Own Knowledge**  I can sometimes use evidence to support an argument. | Relevant & developed |
| **3 to +3** | **Key Features**  I can use a range of historical terms to describe some features of the past.    **Cause and Consequence**  I can describe and tentatively link a few causes and consequences of an event.    **Analysis and Significance**  I can offer a simple explanation of why some factors are more important.    **Change and Continuity**  I can offer a reason for both continuity or change over time and describe both similarities and differences between different periods in history. | **Inference**  I can briefly state what I think a source may suggest.    **Purpose**  I can identify and describe the message of a source.    **Utility**  I can give a reason why a source might be useful to my enquiry.    **Reliability**  I can briefly state my doubts about the reliability of a source.    **Sources and Own Knowledge**  I am beginning to use a piece of evidence to support an argument. | Developing |