



	Cause and Consequence	Change and Continuity	Historical Evidence	Historical Interpretation
Mastering	I can use knowledge to construct a causal argument. I am attempting to organise my answers using a causal focus to form my argument. I am beginning to place their causal reasoning within a wider contextual knowledge of the period or country studied.	I am beginning to look at lines of development over a long period of time and can select examples to support a simple argument about change and continuity or significance. I am beginning to identify links between different types of change.	I can make some judgements about sources and how they can be used for a specified enquiry and can support these by using precise content from sources and sound contextual knowledge. Ideas of nature, origin and purpose are sometimes reflected in my answers. I am confident in asking historical source questions of my own and can describe the types of sources which would be useful.	I can explain the key features of an interpretation, including how and why it has been constructed. I can make a case for or against an interpretation and use some relevant contextual knowledge to support their evaluation.
Deepening	I am able to construct and explain a causal argument using historical knowledge with which I am becoming increasingly familiar. I understand the importance of selecting knowledge to strengthen their points. I can explain why events had certain consequences and begin to recognise that one cause may have multiple or conflicting consequences. I am beginning to see how causes and consequences overlap and interact.	I am confident in explaining why some changes are significant or seen as significant depending on perspective. I can explain lines of development in which changes work together in the same direction or pull in different directions.	I can distinguish between ideas of utility and reliability, and understand that historians use 'unreliable' sources as valuable pieces of evidence. I can support my comments on sources by using source content and sometimes by referencing the provenance of a source, I use general contextual knowledge of the period studied to support my comments	I can explain how and why an interpretation may have been constructed using points relating to purpose, viewpoint, background, source availability and selection. This may remain quite simplistic (e.g. 'Historian X wrote this because he was from France'). I understand that interpretations should be tested for validity.
Securing	I am more confident in using information to construct a sound explanation of why something happened. I can also prioritise some causes as more important than others. I am beginning to be more selective when deploying historical knowledge to support my explanations	I can talk about developments and how they are measured in different ways (e.g. political, economic, pace, extent). I understand that the historical significance of changes differs depending on the timescale used or the person looking at the change. I can communicate my understanding of changes by identifying lines of development (e.g. religious, political, economic) rather than just individual changes.	I can make supported inferences about the past by using a source and the detail contained within it. I can comment on the utility of a source as well as its reliability. I can support comments on utility and reliability by using content from sources that they are given.	I am able to link the construction of different interpretations to the use of different sources. I have a broad understanding that historians can explain the same event through different stories. I am beginning to explain reasons for different interpretations.
Developing	I can link categories of causes to begin to explain why something happened in history. I am starting to use simple knowledge of the event or period to back up my statements, I understand that events have consequences as well as causes and can describe one or more of the basic consequences of an event	I am beginning to talk about the pace or extent of historical changes. I can recognise that a change may be important to one society or group of people but has little historical significance in another context.	I am beginning to understand that historians gather evidence by interrogating information with a particular purpose. I can use a small group of sources together to make simple inferences and present this as evidence.	I can select and describe the key features of a variety of interpretations and explain the reasons for them. I understand that this is linked to who made the interpretations and can make basic judgements about them.
Emerging	I can categorise causes with some confidence and am beginning to recognise that these groupings of causal factors are interrelated, e.g. a poor harvest can have effects on both the economy and society.	I can describe change using features of the period or periods that they are studying. I understand that change often happens as a result of events or actions by individuals.	I can distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support my claims. I can make simple inferences from sources and understand that some are more useful than others	I explain the key features of a historical interpretation I have a basic understanding that different interpretations are made to provide groups of people with a story about the past.