

	Emerging a student whose understanding of the Y9 History skills is still emerging will be able to:	Developing a student who is developing their Y9 History skills will be able to:	Secure a student who is secure in the skills in the Y9 History curriculum will be able to:	Mastered a student who has mastered the skills in the Y9 History curriculum will be able to:
Extended writing and research skills	Write in full sentences and be starting to organise written work into paragraphs. Start to use historical details to explain answers. Use sentence starters and writing frames effectively. Research some information with guidance. Begin to ask questions and contribute to class discussions.	Produce extended writing that shows some organisation into paragraphs. Write in full sentences including some detailed historical facts. Research some information independently. Ask some questions and contribute to class discussions.	Produce extended writing that is very well structured, always using paragraphs, introductions and conclusions effectively. Write detailed answers in their own words using some relevant independent research. Ask excellent questions and make thoughtful contributions to class discussion.	Produce essays that are very well structured and fluently written. Demonstrate evidence of independent research which will be fully integrated into the answer. Contribute to class discussions showing links between topics and own knowledge. Ask good questions.

Knowledge and understanding	Begin to use key terms to do with time. Have some understanding of the key features of the period studied.	Use most of the terms to do with time confidently. Use some more difficult terms when prompted. Show good understanding of the period studied.	Use a wide range of historical terms confidently. Show excellent understanding and detailed knowledge of the key features of the period studied.	Use key terms very confidently including difficult terms such as communism, fascism etc. Show excellent understanding and very detailed knowledge of the key features of the period studied.
------------------------------------	--	--	--	--

Analysis	Identify causes or reasons. Begin to use the term significance.	Understand that some reasons or causes are more important than others. Begin to explain the links between features of the past. Understand that some events are more significant than others.	Write essays that are mainly analytical rather than descriptive. Explain the links between features of the past. Identify the most important reasons or causes. Be able to make a judgement about the significance of events.	Write analytical essays. Show an ability to understand both sides of the argument. Be able to make a clear judgement supported by evidence. Make a confident judgement about the significance of events.
Sources	Use a source to find out about the past and describe what a source says. Start to understand the difference between fact and opinion. Start to use the 5 'W's.	Select relevant detail from sources and start to identify similarities and differences. Say what a source suggests as well as what it actually says. Use the 5 'W's.	Handle sources effectively and begin to understand more difficult sources such as propaganda. Make inferences from sources. Confidently use the 5 'W's.	Make inferences from difficult sources such as cartoons or propaganda.

Interpretations	Describe an interpretation of the past.	Understand that there are different interpretations of the past and begin to understand the reasons why.	Confidently explain why there are different interpretations of the past.	Understand a range of reasons why interpretations of the past differ and understand the way in which history is constructed.
------------------------	---	--	--	--

Notes:

The five 'W's (Who? What? When? Why? Where?) are used to analyse the provenance of a source.

The four skills (Knowledge and understanding, Analysis, Sources, Interpretations) are the skills that students are assessed on at GCSE