



HAYDOCK HIGH SCHOOL

History Progress Grid

Step	A01: Knowledge Step descriptors	A02: Explain and Analyse events and concepts Including Cause and consequence, and change and continuity.	A03: Evidence Step descriptor	A04: Interpretations Step descriptor
-1	I have started to place a limited number of events in order	I have started to identify that my own life is different from those in the past I have started to identify some causes and consequences of an event. I have started to identify significant people in History	I have started to identify the different types of evidence in History I have started to get information from a source	I have started to identify the different ways the past has been interpreted
1	I can place a limited number of events in order	I can identify that my own life is different from those in the past I can identify some causes and consequences of an event. I can identify significant people in History	I can identify the different types of evidence I can get information from a source	I can identify the different ways the past has been interpreted
1+	I can clearly place a limited number of events in order	I can clearly identify that my own life is different from those in the past I can clearly identify some causes and consequences of an event. I can clearly identify significant people in History	I can clearly identify the different types of evidence I can clearly get information from a source	I can clearly identify the different ways the past has been interpreted



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-2	I have started to describe an event and say why it happened.	I have started to identify some changes and some similarities between now and the past. I have started to describe some causes and consequences of an event I have started to say if I person or event that I have studied is important	I have started to use information to test if a hypothesis (idea) is true I have started to use information as evidence when answering questions about the past	I have started to describe the different ways the past has been interpreted.
2	I can describe an event and say why it happened.	I can identify some changes and some similarities between now and the past. I can describe some causes and consequences of an event I can say if I person or event that I have studied is important	I can use information to test if a hypothesis (idea) is true I can use information as evidence when answering questions about the past	I can describe the different ways the past has been interpreted.
2+	I can clearly describe an event and say why it happened.	I can clearly identify some changes and some similarities between now and the past. I can clearly describe some causes and consequences of an event I can clearly say if I person or event that I have studied is important	I can clearly use information to test if a hypothesis (idea) is true I can clearly use information as evidence when answering questions about the past	I can clearly describe the different ways the past has been interpreted.
-3	I have started to describe events and understand how they fit in chronologically	I have started to recognise and describe how much things have changed and how much they have stayed the same. I have started to suggest some	I have started to investigate historical problems and issues and begin to ask questions about them. I have started decide if a source is useful for an enquiry.	I have started to suggest some reasons for different interpretations of the past.



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		relationships between different causes.		
3	I can describe events and understand how they fit in chronologically	I have started to recognise and describe how much things have changed and how much they have stayed the same. I have started to suggest some relationships between different causes.	I can investigate historical problems and issues and begin to ask questions about them. I can decide if a source is useful for an enquiry.	I can suggest some reasons for different interpretations of the past.
3+	I can clearly describe events and understand how they fit in chronologically	I can clearly recognise and describe how much things have changed and how much they have stayed the same. I can clearly suggest some relationships between different causes.	I can clearly investigate historical problems and issues and begin to ask questions about them. I can clearly decide if a source is useful for an enquiry.	I can clearly suggest some reasons for different interpretations of the past.
-4	I have started to use accurate and relevant information, showing basic and understanding of the period.	I have started to analyse changes and similarities within and across periods I have started to explain relationships between causes.	I have started to investigate historical problems and issues, and ask specific questions about them. I have started to evaluate sources to establish relevant evidence for enquiries	I have started to explain how and why different interpretations of the past have come about.
4	I can use accurate and relevant information is included, showing a basic knowledge and understanding of the period.	I can analyse changes and similarities within and across periods I can begin to explain relationships between causes.	I can investigate historical problems and issues, and ask specific questions about them. I can evaluate sources to establish	I can begin to explain how and why different interpretations of the past have come about.



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			relevant evidence for enquiries	
4+	I can clearly use accurate and relevant information is included, showing basic knowledge and understanding of the period.	I can clearly analyse changes and similarities within and across periods I can clearly explain relationships between causes.	I can clearly investigate historical problems and issues, and ask specific questions about them.	I can clearly explain how and why different interpretations of the past have come about.
-5	I have started to use accurate and relevant information, showing a developed knowledge and understanding of the period.	I have started to analyse the nature and extent of diversity, change and continuity within and across periods I have started to analyse the significance of causes	I can start to investigate historical problems and issues, and ask questions that I rewrite as I investigate further. I have started to critically consider issues surrounding the origin, nature and purpose of sources.	I have started to explain how and why different interpretations of the past have come about.
5	I can use accurate and relevant information is included, showing developed knowledge and understanding of the period.	I can analyse the nature and extent of diversity, change and continuity within and across periods I can analyse the significance of causes.	I can investigate historical problems and issues, and ask questions that I rewrite as I investigate further. I can critically consider issues surrounding the origin, nature and purpose of sources.	I can explain how and why different interpretations of the past have come about.
5+	I can clearly use accurate and relevant information is included, showing developed knowledge and understanding of the period.	I can clearly analyse the nature and extent of diversity, change and continuity within and across periods I can clearly analyse the significance of causes.	I can clearly investigate historical problems and issues, and ask questions that I rewrite as I investigate further. I can critically consider issues	I can clearly explain how and why different interpretations of the past have come about.



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			surrounding the origin, nature and purpose of sources. I can clearly explain how and why different interpretations of the past have come about.	
-6	I have started to use accurate and relevant information, showing a good knowledge and understanding of the period.	I have started to substantially analyse the nature and extent of diversity, change and continuity within and across periods I have started to substantially analyse the significance of causes.	I have started to suggest lines of enquiry into historical problems and issues, and refine my methods of investigation. I have started to evaluate critically a range of sources to reach a substantiated conclusion.	I have started to analyse and explain a range of historical interpretations
6	I can use accurate and relevant information is included, showing a good knowledge and understanding of the period.	I can substantially analyse the nature and extent of diversity, change and continuity within and across periods I can substantially analyse the significance of causes.	I can suggest lines of enquiry into historical problems and issues, and refine my methods of investigation. I can evaluate critically a range of sources to reach a substantiated conclusion.	I can analyse and explain a range of historical interpretations
6+	I can clearly use accurate and relevant information is included, showing a good knowledge and understanding of the period.	I can clearly substantially analyse the nature and extent of diversity, change and continuity within and across periods I can clearly substantially analyse the significance of causes.	I can clearly suggest lines of enquiry into historical problems and issues, and refine my methods of investigation. I can clearly evaluate critically a range of sources to reach a substantiated conclusion.	I can clearly analyse and explain a range of historical interpretations



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-7	I have started to provide accurate and relevant information showing good knowledge and understanding of the required features of the characteristics of the period studied.	I have started to give an explanation is which shows some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation.	I have started to provide a judgement on source utility for a specified enquiry using valid criteria. The judgements are supported by developed comments related to the content of the sources and their provenance. I have started to analyse the source by using a selection of the material to support comments on their utility. I have started to use contextual knowledge to support the comments on their utility.	I have started to provide an explained evaluation agreeing or disagreeing with the interpretation. I have provided good analysis of the interpretation showing the difference of view and deploying this to support the evaluation. Relevant contextual knowledge is used directly to support evaluation. Relevant contextual knowledge is used directly to support the evaluation. An overall judgement is given with some justification and a line of reasoning is generally sustained.
7	I have provided accurate and relevant information showing good knowledge and understanding of the required features of the characteristics of the period studied.	I have provided explanation showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation.	I have provided a judgement on source utility for a specified enquiry using valid criteria. The judgements are supported by developed comments related to the content of the sources and their provenance. I have analysed the source by using a selection of the material to support comments on their utility. I have used contextual knowledge to support the comments on their utility.	I have provided an explained evaluation agreeing or disagreeing with the interpretation. I have provided good analysis of the interpretation showing the difference of view and deploying this to support the evaluation. Relevant contextual knowledge is used directly to support evaluation. Relevant contextual knowledge is used directly to support the evaluation. An overall judgement is given with some justification and a



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				line of reasoning is generally sustained.
7+	I have clearly provided accurate and relevant information showing good knowledge and understanding of the required features of the characteristics of the period studied.	I have clearly give an explanation which showing some analysis, which is mainly directed at the conceptual focus of the question. It shows a line of reasoning that is generally sustained, although some passages may lack coherence and organisation.	I can clearly provide a judgement on source utility for a specified enquiry using valid criteria. The judgements are supported by developed comments related to the content of the sources and their provenance. I can clearly analyse the source by using a selection of the material to support comments on their utility. I can clearly use contextual knowledge to support the comments on their utility.	I have clearly provided an explained evaluation agreeing or disagreeing with the interpretation. I have provided good analysis of the interpretation showing the difference of view and deploying this to support the evaluation. Relevant contextual knowledge is used directly to support evaluation. Relevant contextual knowledge is used directly to support the evaluation. An overall judgement is given with some justification and a line of reasoning is generally sustained.
-8	I have started to use Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied.	I have started to produce an analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured.	I have started to make a Judgement on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance affects the usefulness of the source content.	I have started to provide an explained evaluation reviewing the alternative views in coming to a substantiated judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to



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			The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility	support the evaluation. An overall judgement is justified and the line of reasoning is coherent sustained and logically structured.
8	Accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied.	I have given analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured.	I have made judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance affects the usefulness of the source content. The sources are analysed to support reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.	I have provided an explained evaluation reviewing the alternative views in coming to a substantiated judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation. An overall judgement is justified and the line of reasoning is coherent sustained and logically structured.
8+	I have clearly used accurate and relevant information is precisely selected to address the question directly, showing wide-ranging knowledge and understanding of the required features or characteristics of the period studied.	I have clearly produced an analytical explanation is given which is directed consistently at the conceptual focus of the question, showing a line of reasoning that is coherent, sustained and logically structured.	I can clearly make a judgements on source utility for the specified enquiry are given, applying valid criteria with developed reasoning which takes into account how the provenance affects the usefulness of the source content. The sources are analysed to support	I have clearly provided an explained evaluation reviewing the alternative views in coming to a substantiated judgement. Precise analysis of the interpretations is shown, indicating how the differences of view are conveyed and deploying this material to support the evaluation. An overall



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			reasoning about their utility. Contextual knowledge is used in the process of interpreting the sources and applying criteria for judgements on their utility.	judgement is justified and the line of reasoning is coherent sustained and logically structured.
-9	I am starting to manoeuvre within the chronological framework with ease by showing specific awareness of period and place. I am starting to use historically accurate and relevant vocabulary and it is sophisticated and consistent. I am starting to construct a clear narrative account that is analytical, coherent and logically structured.	I am starting to construct an analytical multi-causal explanation that is directed consistently at the specific question asked. I am starting to have blended understanding of causation with a sophisticated explanation of consequence, including how an event may have different consequences. I am starting to understand that different changes are significant according to the assumptions and methodologies of the historians.	I am starting to make confident use of a range of different sources and I can judge them based on valid criteria for a specific enquiry or for a particular use that they have devised. I am starting to use both the content and provenance of the sources skilfully to support judgements of utility whilst also being aware of issues of reliability.	I am starting to handle different interpretations and I am skilled at identifying the different evidence and arguments used by their creators. I am starting to make judgements based on clear criteria, and apply specific contextual knowledge of more than one period in order to support these judgements
9	I have manoeuvred within the chronological framework with ease by showing specific awareness of period and place. I have used historically accurate and relevant vocabulary and it is sophisticated and consistent. I have constructed a clear narrative account that is	I have constructed an analytical multi-causal explanation that is directed consistently at the specific question asked. I have blended understanding of causation with a sophisticated explanation of consequence, including how an event may have different consequences	I have made confident use of a range of different sources and I can judge them based on valid criteria for a specific enquiry or for a particular use that they have devised. I have used both the content and provenance of the sources skilfully to support judgements of utility whilst also being aware of issues of	I have handled different interpretations and I am skilled at identifying the different evidence and arguments used by their creators. I have made judgements based on clear criteria, and apply specific contextual knowledge of more than one period in order to support



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	analytical, coherent and logically structured.	I have recognised and begin to explain the way in which historians use change and continuity as historical markers. I have understood that different changes are significant according to the assumptions and methodologies of the historians.	reliability.	these judgements
9+	I can clearly manoeuvre within the chronological framework with ease by showing specific awareness of period and place. I can clearly use historically accurate and relevant vocabulary and it is sophisticated and consistent. I can clearly construct a clear narrative account that is analytical, coherent and logically structured.	I can clearly construct an analytical multi-causal explanation that is directed consistently at the specific question asked. I have blended understanding of causation with a sophisticated explanation of consequence, including how an event may have different consequences I can clearly recognised and begin to explain the way in which historians use change and continuity as historical markers. I can clearly understand that different changes are significant according to the assumptions and methodologies of the historians.	I can clearly make confident use of a range of different sources and I can judge them based on valid criteria for a specific enquiry or for a particular use that they have devised. I can clearly use both the content and provenance of the sources skilfully to support judgements of utility whilst also being aware of issues of reliability.	I can clearly handle different interpretations and I am skilled at identifying the different evidence and arguments used by their creators. I can clearly make judgements based on clear criteria, and apply specific contextual knowledge of more than one period in order to support these judgements