



<p align="center">What progress am I making in Year 9 History? How can I get better in Year 9 History and make progress to the next level?</p>					
Year 9	<u>Acquiring</u> 15%	<u>Developing</u> 35%	<u>Securing</u> 50%	<u>Consolidating</u> 65%	<u>Extending</u> 80%
Cause and consequence	I can explain different causes and consequences and begin to judge them.	I can begin to rank causes and consequences in order of importance by making some links between them.	I can analyse the importance of causes and consequences, and explain how they are linked to evaluate their overall effect.	I can explain the impact of the causes and/or consequence in context of the time period.	I can confidently analyse the impact of causes and consequences, and also assess them in terms of their context.
Change and continuity	I can describe changes and begin to decide how important each is. Understand that a key change in a pattern of events is called a turning-point.	I can explain reasons for change and the results of change. Understand that things can get worse over time (regress) as well as getting better (progress).	I can assess the significance and extent of changes by making direct comparisons of the before and the after.	I can explain the significance of the change and/or continuities in context of the time period.	I can confidently analyse the key changes and continuities and make links between them in terms of their impact on history.
Chronology	I can describe key features from specific time periods, and the order of events in time periods.	I can make links within and across different time periods.	I can understand the chronology of various time periods and begin to explain the effects of different time periods.	I can use knowledge and understanding to make links between the events, people and changes.	I can use extensive knowledge and understanding of chronology to analyse relationships between events and people from history.
Cultural, ethical and religious diversity	I can understand that sometimes people and groups are stereotyped despite their diversity.	I can understand that historical enquiry can challenge stereotypes and can help treat people as individuals.	I can understand that diversity exists even within the stories of individuals.	I can confidently identify the difference between stereotyping and generalisation in history.	I have an extensive understanding of cultural, ethical and religious diversity within history.
Significance	I can assess and judge the significance of events, people and changes.	I can begin to compare the reasons for and against the significance of events and people in history	I can assess the reasons of significance and begin to evaluate short and long term significance.	I can confidently assess the significance of causes, consequences, events and changes.	I can use valid criteria to assess the significance of causes, consequences, events and changes.
Interpretations of history	I can suggest some reasons why people view past events and people differently.	I can explain why people have different views of past events and people; they change because they focus on different things.	I can confidently explain how and why people have different interpretations of the past.	I can begin to judge the value of different interpretations and begin to support with own knowledge.	I can confidently make judgements based on the analysis of different interpretations.
Using evidence (source analysis)	I can make inferences from sources I can begin to judge how useful a source is for my investigation.	I can judge and evaluate how useful and typical a source is. I can use sources to reach conclusions.	I can carefully select relevant information from a source to support an argument.	I can use own knowledge to confidently assess and analyse sources.	I can select precise own knowledge to support the accurate analysis of sources.
Communication	I can select precise words and organise information to create better written answers.	I can organise and communicate my ideas in a clear and convincing way.	I can select, organise and use information to write well-structured explanations.	I can regularly and consistently write to a high level using organised and structured paragraphs.	I can regularly and consistently write to a high level using a range of information and key term to organise and structure my essays.