

GFS Assessment Level	Assessment Criteria		
	Historical Understanding	Causes & Consequence and Significance	Enquiry and Interpretations
M2	I can select, use and explain a broad range of relevant specific examples to produce consistently well-structured, sustained and analytical answers. I can analyse relationships between features of past societies and periods.	I can create consistently developed explanations of reasons for and results of events and changes set in their wider historical context. I can write logical, supported and extensive explanations of decisions about historical significance.	I can carry out enquiries independently, evaluating and using sources critically. I can analyse and explain different historical interpretations and begin to evaluate them.
M1	I can select, use and explain a broad range of relevant specific examples to produce well structured, sustained and analytical answers. I can begin to analyse relationships between features of past societies and periods.	I can use links to analyse reasons for and results of events and changes. I can use and review own criteria to measure and compare the significance of events, changes and people.	I can begin to carry out enquiries independently, evaluating and using sources critically. I can reach some substantiated conclusions independently. I can explain how and why different historical interpretations have been constructed.
S3	I can select, use and explain a broad range of relevant, specific examples to produce detailed, structured answers. I can explain links between characteristic features within and across past societies and periods.	I can identify links between reasons and results of events and changes. I can apply relevant criteria to start measuring and comparing the significance of events, changes and people.	I can use specific contextual knowledge to evaluate sources in view of their content, origin and purpose and use them critically to reach and support conclusions. I can begin to explain why there are different historical interpretations of events, changes and people.
S2	I can select, use and explain some relevant, specific examples to produce structured answers using historical terms in a sophisticated manner. I can explain characteristic features of past societies and periods.	I can explain reasons for and results of events and changes. I can explain why some events, changes and people have been judged more significant than others.	I can begin to use specific contextual knowledge to evaluate sources and identify those that are useful for particular tasks. I can suggest reasons why events, changes and people have been represented in different ways.

S1	I can select and use some relevant, specific examples to produce structured work using a broad range of historical terms. I can describe characteristic features of past societies and periods.	I can describe reasons for and results of events and changes. I can explain why some events, changes and people are historically significant.	I can select and combine information from different sources. I can begin to use specific knowledge to set sources into context. I can compare the different ways in which the past has been represented.
D2	I can use knowledge to describe the main people, events and changes using everyday historical terms. I can begin to select supporting examples.	I can give some reasons for and results of events and changes. I can identify historically significant people and events.	I can make supported inferences from sources to answer questions about the past. I can describe some of the ways the past has been represented.
D1	I can identify how the past has impacted on the present. I can write in paragraphs and use connectives to develop ideas	I can describe the cause and effect of change and over a specific timeline. I can explain the reasons for the significance of an event, person or feature of the past.	I can select relevant details from sources in answers. I can compare the evidence from different sources and compare different interpretations.
E2	I can write about the past using a clear introduction and conclusion. I can write in full sentences, starting to use paragraphs.	I can explain the causes or consequences of an event effectively. I can explain some of the reasons for an event person or feature of the past being significant.	I can gather evidence well in order to support a specific argument.

E1	I can describe and make simple comparisons between different people, events and periods.	I can describe change over a specific timeline. I can begin to explain the causes or consequences.	I can use sources (quotes/descriptions) to answer questions about the past. I can use sentence starters and writing frames effectively.
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