

History	Year 9
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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 expertly structured, coherent arguments with substantiated judgements. I can effectively analyse relationships between features of past societies and periods.	I can create consistently developed and well written, explanations of reasons for and results of events and changes set in their wider historical context. I can consistently produce logical, supported and extensive explanations of decisions about historical significance.	I can carry out enquiries independently, evaluating and using sources critically to a high standard. I can analyse and explain different historical interpretations and begin to evaluate them effectively.
M1	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.
S3	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.
S2	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.
S1	I can select, use and explain some relevant, specific examples to produce structured answers using historical terms	I can explain reasons for and results of events and changes. I can explain why	I can begin to use specific contextual knowledge to evaluate sources and identify those that are useful for particular tasks. I can suggest reasons

	in a sophisticated manner. I can explain characteristic features of past societies and periods.	some events, changes and people have been judged more significant than others.	why events, changes and people have been represented in different ways.
D2	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.
D1	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.
E2	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.
E1	I can write about the past using a clear introduction and conclusion.	I can explain the causes or consequences of an event.	I can complete work using evidence and knowledge I have learnt myself.