

Year 9		Curriculum Checkpoints: What do students know and what can they do?			
	History	Developing	Securing	Flourishing	Excelling
Knowledge of the Past	Historians need to have knowledge of the time periods they are studying.	You can describe some of the key features and characteristics of a time period.	You can show you have a sound understanding of the key features and characteristics of a time period.	You can show you have a good understanding of the key features and characteristics of a time period.	You can show you have an excellent understanding of the key features and characteristics of a time period.
How Historians work	Cause and Consequence Historians need to be able to explain and analyse the causes and consequences of events.	Students can recognise that an event has at least one cause and/or consequence. Students can identify multiple relevant causes and/or consequence of an event. Students can explain how a cause and/or consequence is explicitly connected to an event.	Students can recognise that an event has at least one cause and/or consequence. Students can identify multiple relevant causes and/or consequence of an event. Students can explain how a cause and/or consequence is explicitly connected to an event. Students can begin to establish a hierarchy of importance for causes and/or consequences.	Students can recognise that an event has at least one cause and/or consequence. Students can identify multiple relevant causes and/or consequence of an event. Students can explain how a cause and/or consequence is explicitly connected to an event. Students can establish a hierarchy of importance for causes and/orconsequences. Students can categorise the causes and/or consequences.	Students can recognise that an event has at least one cause and/or consequence. Students can identify multiple relevant causes and/or consequence of an event. Students can explain how a cause and/or consequence is connected to an event. Students can establish a hierarchy of importance for causes and/orconsequences. Students can categorise the causes and/or consequences, and use these to explain different types/areas of cause/consequence.
	Similarity and Difference Historians can recognise how different groups of people had similar/different experiences of the same period or event.	Students can recognise that an event can differing/similar effects on different groups of people. Students can identify and provide a basic explanation of the reasons behind these differences.	Students can recognise that an event can differing/similar effects on different groups of people. Students can identify and provide a developed explanation of the reasons behind these differences.	Students can recognise that an event can differing/similar effects on different groups of people. Students can identify and provide a developed explanation of the reasons behind these differences. Students can also identify different areas/categories of similarity/difference	Students can recognise that an event can differing/similar effects on different groups of people. Students can identify and provide a developed explanation of the reasons behind these differences. Students can also identify different areas/categories of similarity /difference. Students can suggest which group was affected more by a particular event.
	Change and Continuity Historians can explain and analyse change and continuity over time.	Students can explain how examples show change and continuity when studying a time period and can support this with specific factual detail. Students can explain why change or continuity has taken place. Students can make a simple judgement about the most significant reason for change/continuity.	Students can explain how examples show change and continuity when studying a time period and can support this with specific factual detail. Students can explain why change or continuity has taken place. Students can explain a judgement on the most significant reason for change/continuity.	Students can explain how examples show change and continuity when studying a time period and can support this with specific factual detail. Students can explain why change or continuity has taken place. Students can explain a judgement on the most significant reason for change/continuity. Students begin to consider the rate of change and continuity across a period and can identify periods of significant or little change.	Students can explain how examples show change and continuity when studying a time period and can support this with specific factual detail. Students can explain why change or continuity has taken place. Students can explain a judgement on the most significant reason for change/continuity. Students can describe the rate of change and continuity across a period and begins to consider how change/continuity may have affected different groups. Students can explain how far a period shows change or continuity and make a judgement on this.
	Significance Historians can make judgements about the relative importance of events and individuals	Students can accurately describe important people, events and developments from the periods studied. Students can also make accurate statements about why they were important, with supporting evidence. Students are able to explain their significance in different time periods/areas.	Students can accurately describe important people, events and developments from the periods studied. Students can also make accurate statements about why they were important, with supporting evidence. Students are able to explain their significance and how that significance may change over time.	Students can clearly and accurately describe important people, events and developments from the periods studied. Students can also make accurate statements about why they were important, with a range of supporting evidence. Students are able to explain their significance and how that significance may change over time.	Students can clearly and accurately describe important people, events and developments from the periods studied. Students can also make accurate statements about why they were important, with a range of supporting evidence. Students are able to explain their significance and how that significance may change over time. They are also able to discuss the relative importance of different, people, events and developments.
	Using sources Historians use evidence to support their views and analyse sources for usefulness and reliability	Students make valid inferences from sources and always include quotations to support their valid inference. They use sources to support an enquiry question and describe how the provenance of a source may have affected the content of the source.	Students make valid inferences from sources and always include quotations to support their valid inference. They use sources to support an enquiry question and explain how the provenance of a source may have affected the content of the source.	Students make valid inferences from sources and always include quotations to support their valid inference. They use sources to support an enquiry question and explain how the provenance of a source may have affected the content of the source. Students can identify contextual knowledge to comment on the accuracy and/ or reliability.	Students make valid inferences from sources and always include quotations to support their valid inference. They use sources to support an enquiry question and explain how the provenance of a source may have affected the content of the source. Students can explain how contextual knowledge affects the accuracy and reliability of a source to reach a judgement on usefulness.

	<p>Interpretations Historians understand that there are different interpretations of the past and explain why people have different views.</p>	<p>Students can find out what other people have said about the past. Students are able to outline the meaning of an extract and select relevant quotations. Students can make inferences from interpretations and compare how they are different. They can also identify features of the provenance which influence the opinion.</p>	<p>Students can find out what other people have said about the past. Students are able to outline the meaning of an extract and select relevant quotations. Students can make inferences from interpretations and compare how they are different. They can explain features of the provenance which influence the opinion. They can also explain features of the provenance which influence the opinion.</p>	<p>Students can find out what other people have said about the past. Students are able to outline the meaning of an extract and select relevant quotations. Students can make inferences from interpretations and compare how they are different. They can explain features of the provenance which influence the opinion. They can also identify specific factual detail from their own knowledge that supports or challenges the view in the interpretation.</p>	<p>Students can find out what other people have said about the past. Students are able to outline the meaning of an extract and select relevant quotations. Students can make inferences from interpretations and compare how they are different. They can explain features of the provenance which influence the opinion. They can identify specific factual detail from their own knowledge that supports and/or challenges the view in the interpretation. Students use this to make a judgement on how convincing the interpretation is.</p>
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