



## Year 9 DC1 History

Learning Focus	Emerging	Developing	Securing	Mastering	Beyond
KNOWLEDGE	I can show good recall of key topics and time periods and I am able I can show understanding of these topics in relation to a specific enquiry.	I can show good understanding of key topics and time periods and can apply this knowledge to their ideas in relation to a specific enquiry.	I can show good knowledge of key topics/time periods including evidence of SPEND. Which is used to support extended answers to a historical enquiry.	I can show strong consistent recall of key facts and information studied this year and the ability I can use these to support commentary on the different historical enquiries we have studied this year.	I can demonstrate excellent knowledge of key topics/time periods: dates, figures, statistics etc... Can accurately apply this knowledge in support of extended answers towards historical enquiries.
SOURCE ANALYSIS	I can say what can be learned from a source and how they know.	I can make inferences from sources and back this with specific description from the source.	I can make inferences from sources and use contextual information I can explain why it useful for a historian in an explicit enquiry whilst mentioning what the source is or why it was made.	I can make inferences from sources and use contextual knowledge I can explain why a source may be considered useful. Some attempt to talk about the origin of the source is made and why this makes it useful.	I can analyse source utility based on its usefulness towards an enquiry which is supported using source detail and some comment on provenance and contextual information.
CAUSATION	I can say why something has happened and I can use some specific knowledge on this.	I can use multiple reasons I can explain why an event has happened in history.	I can confidently use key facts and evidence I can explain multiple reasons why things have happened in history.	I can demonstrate multiple reasons on the cause on an event with the support of specific	I can demonstrate the capability I can explain why events happen supported by a range of reasons with tentative



Hope



Endurance



Forgiveness



Trust



				knowledge to establish an explicit explanation.	links made between each reason.
SIGNIFICANCE	I can identify things that have long term and short-term significance and why.	I can identify things that have long term and short-term significance and why. I can use significance I can make an argument.	I can explain the long term or short-term significance of something. I can analyse the impact/significance of certain things over events with some comparison between events.	I can analyse how things can have significance over other events/how they are particularly impactful over contemporary times with comparisons made between multiple events. .	I can use specific knowledge to weigh up the significance of events/history in order I can analyse why/how something has happened.
NARRATIVE	I can place events in their correct chronological order and explain why or how they know.	I can recall the chronological order of events and show understanding of how each event moves from one to the other.	I can use evidence of chronology and knowledge of causation/consequences to develop a narrative of an event that shows clear understanding of causation.	I can use knowledge of chronology and causation/consequences to develop a narrative that shows clear links between one event and the next with key evidence given.	I can give a narrative account of an event that shows clear links between the causation and consequence from one event to the next supported by clear use of historical fact.
CONTINUITY / CHANGE	I can identify differences/similarities between time periods with a reason on why.	I can identify differences/similarities between time periods with a reason of how or why that is backed with evidence.	I can identify differences/similarities between time periods and give supporting detail I can show how they are different.	I can explain how/why there are differences between time periods using explicit reference to 'factors'.	I can make use of factors I can explain how or why one time period is different from the previous one and I can compare different time periods.





<p>INTERPRETATION</p>	<p>I can explain why the work of historian may be considered important based on the historians' opinions.</p>	<p>I can identify/recall the work of historians and explain their opinions as well as why their work is important. Can use the opinion of the historian I can make a point.</p>	<p>I can identify/recall the work of historians and explain their opinions as well as why their work is important. Can use historians work to support their own opinions.</p>	<p>I can identify/recall the work of historians and explain their opinions as well as why their work is important. Can use historians work to support their own opinions. Can say why historians have different opinions about topics.</p>	<p>I am starting to show evidence of using historians work fluidly within their own writing I can demonstrate the ability to refer to others works and how they have formed their own opinions. Is beginning I can explain why historians have different opinions including why their opinions may be different.</p>
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