

History Progress Ladder		A01	A02	A03	A04	Additional Indicators
		Demonstrate knowledge and understanding of the key features and characteristics of the period studied.	Explain and analyse historical events and periods studied using second-order historical concepts.	Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.	Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	
% of total grade		35%	35%	15%	15%	
Old grade	New grade					
	9+ 9	As grade 8 but to an exceptionally high standard. Literacy and depth and breadth of knowledge allows them to exhibit a highly developed grasp of historical skills and arguments.				
A*	9- 8+ 8 8-	Can independently: <ul style="list-style-type: none"> I can use detailed and factual knowledge and understanding to analyse relationships between events, people and changes. I can set these explanations in a wider historical context – either time or place. Select a wide range of relevant knowledge and consistently use historical key words in a 3 factor format with a sustained and detailed conclusion. 	Can independently: <ul style="list-style-type: none"> I can write an answer that evaluates and is critical of the different interpretations of the causes of events. Produce an argument that is constantly focused on the question and structured to focus on the question. 	Can independently: <ul style="list-style-type: none"> I can use sources of information critically and carry out historical research. I can reach substantiated conclusions about my enquiries. 	Can independently: <ul style="list-style-type: none"> I can analyse and begin to explain different historical interpretations in a consistent and detailed manner. 	
A	7+ 7 7- 6+	Can independently: <ul style="list-style-type: none"> I can make sound use of factual knowledge to make links between events. I can analyse reasons for and results of events and changes. 	Can independently: <ul style="list-style-type: none"> I can write answers that cover all the causes and begin to evaluate the significance of the different causes. 	Can independently: <ul style="list-style-type: none"> I can effectively evaluate sources for reliability in context of the question. I can find sources of information for myself and use them critically to answer questions. 	Can independently: <ul style="list-style-type: none"> I can explain how and why different historical interpretations have been produced. Evaluate the strengths and weaknesses of the source. 	
B	6 6- 5+	Can independently: <ul style="list-style-type: none"> I can describe and begin to analyse the different types of events and changes. 	Can independently: <ul style="list-style-type: none"> I understand that there were different types of causes of an event. I can suggest the most important cause. 	Can independently: <ul style="list-style-type: none"> I can use sources of information to help me reach and support a conclusion. 	Can independently: <ul style="list-style-type: none"> I can use several sources of information to help me reach and support a conclusion. I can describe and begin to explain different historical interpretations of events, people and changes. 	

					<ul style="list-style-type: none"> Argue and explain a developed case, using contextual knowledge and provenance for one source. 	
C	5- 4+ 4 4-	Can independently: <ul style="list-style-type: none"> I can describe and make links between events and changes and give reasons for and results of these events and changes. 	Can independently: <ul style="list-style-type: none"> Explain several reasons briefly and show basic links between them. Can give several reasons why things have developed/continued or changed. 	Can independently: <ul style="list-style-type: none"> Explain the strengths and weaknesses of given sources in relation to the question given. 	Can independently: <ul style="list-style-type: none"> I can identify the sources that are useful for answering a question. I can suggest reasons for different interpretations of events, people and changes. Use both content <i>and</i> provenance to explain if a source is 	
D	3+ 3 3-	Can independently: <ul style="list-style-type: none"> I can write a paragraph to describe some of the main events, people and changes in the past in detail. Can write several brief paragraphs explaining several factors/reasons for an event. 	Can independently: <ul style="list-style-type: none"> I can write descriptions of several reasons, using paragraphs. Write one reason for change in detail. 	Can independently: <ul style="list-style-type: none"> I can select and combine information from sources to produce a structured answer. 	Can independently: <ul style="list-style-type: none"> I can explain that the past can be represented or interpreted in different ways. Explain if a source is useful by referring to the content <i>or</i> provenance. 	
E	2+ 2 2-	Can independently: <ul style="list-style-type: none"> Use some accurate knowledge to support my points. Organise my work into paragraphs. I can write sentences about events in the past. 	Can independently: <ul style="list-style-type: none"> I can understand that the past is divided into different time periods. I can tell that there were differences between different times in the past. I can tell that different times in the past had some things that were the same. I can write sentences about one or two causes of an event. 	Can independently: <ul style="list-style-type: none"> I can use a source to help me answer questions in sentences. 	Can independently: <ul style="list-style-type: none"> Select details from the sources. Give simple explanations of the reasons for the differences between the sources in the context of the periods. 	
F	1+	Can independently: <ul style="list-style-type: none"> Write in full sentences which include some relevant information. I can use a few key words. I can tell you about a time before I was born. 	Can independently: <ul style="list-style-type: none"> Make general undeveloped points about a topic. I can give more than one cause of an event. 	Can independently: <ul style="list-style-type: none"> Look at sources at face value. I can answer questions about the past by looking at historical sources. 	Can independently: <ul style="list-style-type: none"> Can give several differences in a written source. 	

G	1 1-	Can independently: <ul style="list-style-type: none"> • Make some general points in small sentences. • Use one or two key words. • I can put 3 events and objects in the correct order they happened / were made. 	Can independently: <ul style="list-style-type: none"> • I can give one cause of an event. • Make general points without focusing on the question. 	Can independently: <ul style="list-style-type: none"> • I can find answers to <i>simple</i> questions in a piece of writing. • Repeat or paraphrase a source. • Make a general comment about the question. 	Can independently: <ul style="list-style-type: none"> • I can identify that two or more sources have different views. 	
U	W+	I can recall some simple facts. Can name different historical periods.	Explain how things have changed and developed in their own life. Give reasons why the present is better than the past.	Can pick out things from a picture source. Can describe where a source has come from.	Can say if a source is positive or not. Describe the difference between a cartoon/painting and photograph source.	
U	W-	Identify the difference between past events in their own lives and the present. Pupils show their developing sense of chronology by using terms concerned with the passing of time.	Can name a historical event. They are beginning to identify some of the different ways in which the past is represented.	Can read a written source. They can identify if a source is about the past.	Can pick out one thing a picture can tell you about the past. They can tell one thing about where the source has come from by looking at the provenance.	