

## History Assessment Ladder

Grade	Cause and Consequence: Pupils can...	Change and Continuity: Pupils can...	Evidence: Pupils can...	Interpretations: Pupils can...
2	Identify a number of causes of historical events.	Recognise that different historical periods had different rules/beliefs/practices.	Understand that sources are used by historians to find out about the past.	Identify differences in accounts of the past.
2	Identify a number of causes and categorise causes.	Identify and describe some historical changes which took place in. Can describe some broad historical developments and trends (e.g. technological progress).	Understand historians need to interrogate sources to work out what happened in the past Pupils comment on the reliability of sources.	Recognise arguments that people have had about the past are important and that history is made up of different stories about the past. Give simple descriptions of two opposing interpretations.
3	Categorise causes and link groupings of causal factors.	Describe change using features of the period or periods which they are studying. Understand change often happens as a result of events or actions by individuals. Identify not all changes are as important as each other.	Distinguish between information about the past and evidence that historians extract from sources through a process of interrogation, in order to support their claims.	Select and describe the key features of an historical interpretation and begin to talk about the messages it might send to those viewing it.
3	Link categories of causes to form explain why something happened. Use simple knowledge of the event or period to support ideas. Describe one or more of the consequences of an event.	Use language of change to describe the pace or extent of changes. Recognise that a change may be important to one society or group of people.	Use sources to make simple inferences about the past. Understand that historians gather evidence by interrogating information. Use a small group of sources together to make simple inferences and present this as evidence.	Select and describe the key features of a variety of interpretations (visual/written/spoken etc.) and explain the reasons for their construction (e.g. to entertain/to inform/to persuade). Understand that reasons for the construction of an interpretation are linked to the person made the interpretation.
4	Can construct a sound explanation of why something happened. Prioritise some causes as more important.	Use the language of change to talk about developments and how they are measured in different ways (e.g. political, economic, pace, extent). Communicate their understanding of changes by identifying lines of development rather than just 'individual' changes.	Make supported inferences about the past by using a source and its detail. Comment on the utility of a source as well as its reliability. Support comments on utility and reliability by using content from sources. Formulate questions which are loosely based on a line of enquiry.	Link the construction of different interpretations to using different sources. Understands the same event can be explained through different stories (e.g. the abolition of the slave trade as an economic argument; the work of white abolitionists; or a story of slave revolts and resistance).
5	Construct and explain a causal argument using historical knowledge. Show importance of particular causes or groups of causes. Explain why events had certain consequences and recognise that one cause may have multiple/ conflicting consequences.	Explain why some changes are significant or seen as significant depending on perspective. Explain lines of development in which changes work in the same direction, or pull in different directions.	distinguish between utility/reliability. Understand that historians can use 'unreliable' sources as evidence. Support their comments on sources by using source content and sometimes by referencing the provenance of a source, Use general contextual knowledge of the period studied to support their ideas.	Explain how and why an interpretation may have been constructed using points relating to purpose/viewpoint/background/source availability and selection. e.g. 'Historian X wrote this because he was from France').
6	Use knowledge to construct a causal argument supported with contextual knowledge.	Begin to look at lines of development over a long period of time and support a simple argument about change and continuity or significance with examples.	Make judgements supported by using content from sources and backing it up with contextual knowledge. Judge ideas of source nature, origin and purpose.	Explain key features of an interpretation (how and why it has been constructed). uses some relevant contextual knowledge to support evaluation of the interpretation.
7	Construct an argument which shows analysis of a number of features. Build an argument by using accurate information. Explain the consequences of an event by showing some actions/causes may have unintended consequences.	Describe how lines of development often interact with each other, pulling in different directions and affecting the pace, extent and direction of change. Link lines of development to each other rather than engaging in 'case study' repetitions. Construct an explanation of why these changes/developments are significant within the period studied.	Make judgements about the utility of sources. Select criteria for making judgement. Use the content and provenance of sources when making judgements. Use contextual knowledge to support judgements. Ask valid historical questions of sources and explain why certain sources should be used to pursue an enquiry.	Understands interpretations are based on evidence and opinions and that it is possible that the construction of these can vary in quality make claims about validity of different interpretations using relevant contextual knowledge. Can make an overall judgement and attempt to use relevant criteria when evaluating interpretations.
8	Construct a multi-causal explanation. Use accurate and relevant knowledge of the period to support their argument. Precisely use contextual knowledge.	Explain change and continuity and analyse the pace, extent and direction of change. Explain why changes and developments are seen as historically important and begin to describe change over time.	Make judgements about the usefulness of sources by using valid criteria. Use source content and judgements about provenance to decide on source reliability/utility. Use contextual knowledge to validate the criteria and comments made.	Pupils can analyse different interpretations to comment on the evidence and arguments used by their creators. Can make an overall judgement of the validity of the interpretation, using criteria which are mostly clear and relevant. Use some well selected contextual knowledge to support their judgement. Understand they require knowledge of the period when the interpretation is created as well as the period referred to.
9	Construct a multi-causal explanation. Accurately deploy knowledge. Explain how an event may have different consequences depending on focus and scale (e.g. political/social, national/regional).	Explain why historians use change and continuity as historical markers. Understand that different changes are significant according to the beliefs and methods of the historians. Show understanding of significance and the way it changes depending on perspective.	Use a range of sources. Uses both the content and provenance of the sources to support judgements of utility whilst also being aware of issues of reliability. Show excellent contextual knowledge used for source analysis. Apply criteria for judgements on source utility. ask valid historical questions. Select a range of appropriate sources in order to carry out a source enquiry.	Identify the different evidence and arguments used by the creators of different interpretations. Make judgements based on clear criteria, and apply specific contextual knowledge of more than one period (i.e. the period referred to and the period of creation) in order to support these judgements.