



History Skills Grid

	Evidence	Interpretation	Causation and Consequence	Chronology	Significance
Purpose	Ambitious, capable learners.	Ethical, informed citizens.	Ambitious, capable learners.	Ethical, informed citizens.	Ambitious, capable learners.
What Matters Statement	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future.	Events and human experiences are complex, and perceived, interpreted and represented in different ways.	Human societies are complex and diverse, and shaped by human actions and beliefs.	Human societies are complex and diverse, and shaped by human actions and beliefs.	Human societies are complex and diverse, and shaped by human actions and beliefs.
Nursery and Reception	Learn information about the past through characters and events encountered in books read in class and storytelling			Know some similarities and differences between things in the past and now	
Year 1	Describe the types of evidence we can use to find out about the past.	Explain what is meant by an 'interpretation'.		Sequence events in their own lives. Describe changes within living memory and use these to reveal aspects of change in national life. Know where people and events they study fit within a chronological framework.	Describe events beyond living memory that are significant nationally or globally.
Year 2	Select evidence from stories and sources to describe the key features of events	Describe different interpretations of past events with supporting evidence		Identify similarities and differences between ways of life in different periods. Use a wide vocabulary of everyday historical terms.	Describe the lives of significant individuals who have contributed to national and international achievements. Describe significant events and people in their own locality
Years 3 and 4	Select evidence from sources to answer a historical question	Select evidence from sources to support or refute an interpretation	Explain the causes of an event using detailed evidence. Categorise causes into long term and short term	Provide a clear narrative of the period being studied. Describe what changes and what stays the same between different historical periods.	Explain the reasons why a person/event is significant
Years 5 and 6	Select evidence from a range of sources to answer a historical question	Select evidence to support two different interpretations of a past event	Explain key moments/individuals that triggered change	Explain the trends of continuity and change across historical periods	Use evidence to decide who/which event was most significant
Year 7	Explain why sources are useful based on their content and origin. <i>The source is useful because it tells us...This means... The source is useful in providing the opinion of...He/she was...This is useful because...</i>	Identify an interpretation (from presented material) and the evidence used to support it. Add further evidence to support the interpretation. <i>The interpretation is...The evidence used to support the interpretation is...Further evidence to support the interpretation is...</i>	Explain the relative importance of a cause and identify links with another cause. <i>...was very/not very important in causing...This is because...Evidence to support this is...This links to...</i> Distinguish between the long term and short term causes of an event	Explain the trends of continuity and change in different categories across historical periods (identifying that there is both change and continuity)	Use a criteria to judge relative significance
Year 8		Identify and describe alternative interpretations (to the presented interpretation) and evidence that can be used to support them. <i>Other interpretations are...Evidence to support these is...</i>	Identify and explain the relative importance of a range of causes and explain how these causes link together. <i>Furthermore...was also important...This is because...Evidence for this is...This links to...because...</i>	Evaluate the amount of change across many historical periods	Explain that significance judgements depend on the criteria used. Formulate a criteria and use it to judge significance.



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					Arrange factors into order of significance (most to least) and justify decisions with evidence
Year 9	Explain how and why the purpose of sources reduces usefulness. <i>The purpose of the source is... This reduces usefulness because...</i>	Evaluate the accuracy of interpretations. <i>The author has the benefit of hindsight and thus the interpretation could be considered accurate because... The interpretation is not fully accurate because the author is... He is writing from a particular viewpoint to show... The purpose of the author's work is... Thus the interpretation is not fully accurate because...</i>	Judge relative importance of causes using the links between them. <i>The most important cause is... This is because... (Explain how the causes link together when justifying your conclusion)</i> Use evidence to judge the most important consequences.	Evaluate the pace of change across many historical periods	Evaluate significance judgements using a criteria. Distinguish between short term and long-term significance.
Years 10 and 11	Use purpose to compare the usefulness of sources and to judge which is more useful. Use content, origin, purpose, and intended audience to distinguish between the utility and reliability of sources	Judge the accuracy of an interpretation based on the quality of its supporting evidence (judge the degree of support provided for the view), the existence of opposing interpretations, if the author has the benefit of hindsight, the author's viewpoint, and the author's motive. Explain that interpretations should be viewed as part of a wider historical debate which includes a range of interpretations	Evaluate the relative importance of a cause using detailed evidence, by comparing to the role of other causes and by explaining how all the causes link together	Identify, explain, and evaluate the amount of change over large periods of time (hundreds to thousands of years)	Explain and justify significance judgements using a range of criteria and supporting evidence. Reach a reasoned judgement.
Years 12 and 13	Judge how far contemporary evidence supports a viewpoint by analysing the similarities and differences between this evidence and by using authorship and purpose to explain these differences. Consider the values and assumptions of society from which the evidence is drawn.	Produce an argument for and against an interpretation by explaining the viewpoints of historians, comparing them, and evaluating them. Use these explanations and evaluations to produce your own interpretation.	Produce a line of argument which explains how the causation factors link together. Use this to judge relative importance. Use detailed, precise and relevant evidence to substantiate each part of this argument in analytical essays.	Identify and explain the links between parallel chronologies.	Compare the significance of various events by judging the extent to which evidence supports a criteria and by evaluating arguments concerning this evidence