



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 different 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	Explain what an interpretation has suggested about an event/ issue/ individual.		Put the events from a historical period/ event into chronological order. 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	Identify the origin of a source and explain where it has come from. Explain the difference between a primary and a secondary source.	Select evidence from sources to support or refute an interpretation	Explain the causes of an event using detailed evidence. Explain key moments/individuals that triggered change	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	Start to explain why the origin of a source means it is or is not reliable.	Explain how interpretations of the same issue/ individual/ event are different.	Explain the causes and consequences of an event and categorise them into long term and short term.	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. Explain how the purpose of sources affects reliability. Link the content of sources to some relevant contextual knowledge.	Explain how and why interpretations about the same issue/ individual/ event may differ.	Evaluate the significance of causes and consequences in relation to a given issue/ event/ individual.	Independently draw accurate timelines. Explain the trends of continuity and change in different categories across historical periods (identifying that there is both change and continuity)	Use detailed evidence to judge the significance of an event/ individual/ issue in relation to a set question.
Year 8			Evaluate the relative significance of the causes and consequences of a given event/ issue/ individual, using detailed evidence to support judgements.	Evaluate the extent of change across many historical periods	Make detailed judgements about the significance of factors using a range of criteria. Arrange factors into order of significance (most to least) and justify decisions with evidence



History Skills Grid

Year 9	Critically evaluate sources, commenting on what makes them both reliable and unreliable, useful and not useful. Link the source content to detailed and relevant contextual knowledge.	Evaluate the value of interpretations when studying a particular issue/ individual/ event.	Make detailed links between the causes and consequences of an event/ issue/ individual, as well as judging the relative significant of long- and short-term causation.	Evaluate the pace of change across many historical periods	Evaluate the relative significance of a number of factors in relation to a set issue. Evaluate the relative significance of long and short term factors in relation to a set issue.
Years 10 and 11	Use the origin, purpose, audience and content of sources to compare the usefulness of sources and to judge which is more useful for studying a given issue. Use content, origin, purpose, and intended audience to distinguish between the utility and reliability of sources Link the content of the source to relevant contextual knowledge to help reach a judgement about its value.	Use the content, origin and purpose of an interpretation to judge its value when studying an event/ individual/ issue. Explain how and why interpretations differ.	Evaluate the relative importance of a cause or consequence 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 judgements about significance using a range of criteria and supporting evidence. Reach a reasoned and substantiated judgement in relation to a set question.
Years 12 and 13	Evaluate the value of multiple primary sources in isolation and when used alongside others to historians when studying a set issue. Critically evaluate the content, origin, audience, purpose and tone of a source in the context that it was produced in to reach a judgement about its value.	Produce an argument in relation to a given issue by analysing and evaluating different interpretations, comparing them, and evaluating their value. Identify the historiographical school of thought each interpretation belongs to and evaluate the impact that this has on value.	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.	Produce and maintain a line of argument which evaluates the relative significance of a number of factors in relation to a given question. Reach a well substantiated and reasoned judgement, drawing on accurate and relevant evidence.