

<b>Year 9 History</b>	<b>Emerging</b>	<b>Developing</b>	<b>Secure</b>	<b>Mastery</b>
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<b>Knowledge</b>	I can recall a few simple examples from the past, sometimes with help.	I can give some accurate examples from the past to support my ideas.	I can recall a range of accurate examples from the past with links between them.	I can confidently and accurately recall a wide range of examples from the past, relevant and meaningful features.
<b>Analysis</b>	I can describe simple changes in the past and are using ideas like cause or change to explain them.	I can give my own opinion about the past, with examples of the concepts.	I can make supported judgments about historical events and periods using second-order concepts such as cause, consequence, or significance.	I can evaluate historical events and periods by using second-order concepts to reach balanced, well-supported judgments that consider different viewpoints.
<b>Sources</b>	I can make supported inferences and can comment on accuracy based on my own knowledge.	I can begin to say if a source might be useful or accurate, mentioning something about who created it or why.	I can evaluate a source's accuracy and usefulness by combining my historical knowledge with an understanding of its nature, origin, and purpose.	I can confidently evaluate the accuracy and usefulness of sources by analysing both my detailed historical knowledge and the source's nature, origin, and purpose, showing clear judgement.
<b>Interpretations</b>	I can suggest simple reasons why people might have different views about a historical event.	I can give my opinion about different interpretations and start to say why they might be different.	I can evaluate different interpretations and provide reasons, using evidence and ideas about perspective or purpose to support my judgements.	I can confidently evaluate interpretations, making well-supported and balanced judgements that explain how and why they differ, considering evidence, perspective, purpose, and context.