

History Department - Skills Mapping Overview		What does this skill look like in...	
Skill	Logo	Year 10	Year 11
Change and continuity		In Year 10, students should have a clear understanding of chronology in terms of the four key time periods from c1000-present. Students will identify and evidence in high levels of detail the changes and continuities across periods of time. Students should be able to explain why changes and continuities occurred, relating this explanation to factors of change, such as the government, monarchy or technology. Students must make comparisons and consider the relationship between causes, and how each has led to changes and continuities to varying degrees. This will be cemented through the consistent use of sustained judgements, which students will support with evaluation. Students continue to evidence and explain changes and continuities through the use of the PEE paragraph writing structure.	Students should be developing greater fluency in the application of all 5 key historical skills. They should be ensuring that they are constructing answers using the correct component parts and applying greater depth of explanation and detailed specific evidence to support.
Causation		In Year 10, students are required to describe causes and consequences in much greater detail, and fully explain their impact. Students should have now cemented their use of the PEE paragraph writing structure when describing and explaining causes and consequences. Students are required to analyse (compare and contrast) and evaluate (the importance of) causes and consequences in their writing, using sustained judgements throughout extended written pieces to evaluate causation, and reiterating this in detailed conclusions.	
Sources		In Year 10, students embed further 'Say it, Prove it' when evaluating sources. Students must evaluate the utility of a source in relation to a particular enquiry. Students must create links between the content of the Source itself and their own detailed and specific own Knowledge. They must also make comments on the Provenance in order to develop a full evaluation of the utility of the source, using PANDA to assist with the deployment of this. Students must use their skills of inference in relation to the utility of the source. Further, they should deepen their understanding of the workings of a historian, and how they follow-up enquiries through their use of primary sources.	
Interpretations		In Year 10, students must be able to identify nuanced arguments from interpretations in relation to a historical enquiry. Students must also be able to accurately support their findings with relevant quotes from the interpretation. Students must reach judgements about interpretations based on their evaluations, and substantiate this throughout their writing. Students must be able to apply relevant and detailed knowledge to interpretations in order to evaluate them. Students must be able to make comparisons between interpretations, and explain which they feel is more valid/convincing. Students must be able to explain the relationship between primary sources and historical interpretations, and use evidence to suggest how one supports the other. They must be able to articulate why some interpretations may differ, with supporting evidence.	
Significance		In Year 10, students must clearly articulate significance through the use of the PEE paragraph writing structure, applying relevant, detailed evidence and developed explanations based on the established criteria. Students must reach judgements based on comparisons between significant historical people and events through. Students must make links between the significance of events (i.e. to explain the significance of one event in relation to another). Further, students should be able to explain, using evidence, the consequences of significant events by being able to connect events that have occurred across a period of time.	