




## The Grange School KS3 Progress Step Descriptors - History

History 	Descriptors
<b>Progress Step T5</b>	<ul style="list-style-type: none"> <li>• Pupils are working towards the levels.</li> <li>• They may write simple lists or sentences and may express an opinion.</li> </ul>
<b>Progress Step T6</b>	<ul style="list-style-type: none"> <li>• <b>Historical Knowledge:</b> Pupils show their developing understanding of chronology by their realisation that the past can be divided into different periods of time and their use of dates and terms. Pupils show knowledge and understanding of some of the main events, people and changes studied.</li> <li>• <b>Change and Continuity:</b> basic recognition of some of the similarities and differences between these periods</li> <li>• <b>Cause and Consequence:</b> Pupils are beginning to give a few reasons for, and results of, the main events and changes.</li> <li>• <b>Interpretation:</b> Pupils identify some of the different ways in which the past is represented.</li> <li>• <b>Source Skills:</b> Pupils can make simple observations from sources.</li> </ul>
<b>Progress Step 1</b>	<ul style="list-style-type: none"> <li>• <b>Historical Knowledge:</b> Pupils include one or two correct details about the event</li> <li>• <b>Cause and Consequence:</b> Pupils are able to identify one or two causes of an event</li> <li>• <b>Change and Continuity:</b> Pupils are able to identify one or two changes that occurred</li> <li>• <b>Interpretation:</b> Pupils are able to show that sometimes people have different views of the past through their selection of details.</li> <li>• <b>Source Skills:</b> Pupils use sources of information in ways that go beyond simple observations to answer questions about the past.</li> <li>• <b>Communication:</b> Pupils can construct accurate sentences but they might not always link them together. Their spelling or grammar might need improving.</li> </ul>
<b>Progress Step 2</b>	<ul style="list-style-type: none"> <li>• <b>Historical Knowledge:</b> Pupils have included several facts about the event</li> <li>• <b>Cause and Consequence:</b> Pupils are able to identify more than one major cause of the event and have given examples to back them up. Pupils are able to identify more than one consequence of the event and have given examples</li> <li>• <b>Change and Continuity:</b> Pupils begin to offer reasons for different changes and continuities</li> <li>• <b>Interpretation:</b> Pupils are able to give a reason why sometimes people have different views of the past</li> <li>• <b>Source Skills:</b> When finding answers to historical questions, pupils are beginning to use sources as evidence.</li> <li>• <b>Significance:</b> Pupils understand the difference between a 'big point' and a 'little example'</li> <li>• <b>Communication:</b> Pupils are able to construct simple paragraphs which link big points with evidence. They might occasionally make mistakes with spelling or grammar.</li> </ul>
<b>Progress Step 3</b>	<ul style="list-style-type: none"> <li>• <b>Historical Knowledge:</b> Pupils have shown knowledge of multiple aspects of the event and have started to bring in knowledge from their own research</li> <li>• <b>Cause and Consequence:</b> Pupils are able identify, give examples of and explain multiple reasons for an event. They might give more than one example within each paragraph. Pupils are able identify, give examples of and explain multiple consequences of an event. They might give more than one example within each paragraph.</li> <li>• <b>Change and Continuity:</b> Pupils are able to identify, give examples of and explain the extent of change</li> <li>• <b>Interpretation:</b> Pupils are starting to explain why different authors/audiences have different interpretations of the past</li> <li>• <b>Source Skills:</b> Pupils are beginning to evaluate sources to establish evidence for particular enquiries</li> <li>• <b>Significance:</b> Can identify historically significant people, events or changes and can give a reason why, however it may be simple or descriptive and may begin to explain</li> <li>• <b>Communication:</b> Pupils are able to construct paragraphs (PEE). Pupils can explain why each piece of evidence led to the outcome. Pupils' spelling and grammar are good.</li> </ul>



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<p>Progress Step 4</p>	<ul style="list-style-type: none"><li>• <b>Historical Knowledge:</b> Pupils show wide ranging, precise and detailed knowledge of the event.</li><li>• <b>Cause and Consequence:</b> Pupils reach overall judgements about the causes of the event. Pupils may have explained which cause was the most important or linked causes together.</li><li>• <b>Change and Continuity:</b> Pupils can reach overall judgements about the extent of change (and continuity). They are able to explain how great the changes were by using evidence to justify their decisions.</li><li>• <b>Interpretation:</b> Pupils are able to compare and contrast different interpretations of an event or person, showing a well-developed understanding of both perspectives. Pupils investigate historical problems and issues, asking and beginning to refine their own questions.</li><li>• <b>Source Skills:</b> Pupils are able to evaluate sources to establish relevant evidence for particular enquiries.</li><li>• <b>Significance:</b> Can identify historically significant people, events or changes and can give a reason why</li><li>• <b>Communication:</b> Pupils can write complex paragraphs with connectives. They have shown an excellent vocabulary.</li></ul>
<p>Progress Step 5</p>	<ul style="list-style-type: none"><li>• <b>Historical Knowledge:</b> Historical information is developed and balanced. The conclusion is beginning to be more analytical and is almost a judgement</li><li>• <b>Cause and Consequence:</b> Pupils are able to use knowledge relevantly to reach judgements about the relative importance of the causes of an event. Pupils are able to use knowledge relevantly to reach judgements about the relative importance of the consequences of an event. Pupils are able to show how causes linked together. They may have used this to help them to explain why some causes were more important than others</li><li>• <b>Change and Continuity:</b></li><li>• <b>Significance:</b> Pupils are able to reach sophisticated conclusions about the significance of different points within an event or period, comparing or linking events together and considering how they caused change.</li><li>• <b>Source Skills:</b> When establishing the evidence for a particular enquiry, pupils consider critically issues surrounding the origin, nature and purpose of sources.</li><li>• <b>Interpretation:</b> Pupils are able to explain how a person/event has been interpreted differently and explains which interpretation are most reliable</li><li>• <b>Communication:</b> Pupils can write complex paragraphs with connectives. They have shown an excellent vocabulary. Pupils are beginning to use causation language such as 'pivotal, vital, secondary, partially important, underlying, contributed to'</li></ul>
<p>Progress Step 6</p>	<ul style="list-style-type: none"><li>• <b>Historical Knowledge:</b> Pupils are able to use knowledge relevantly to reach sophisticated judgements about the significance of the period.</li><li>• <b>Change and Continuity:</b> Pupils are able to use knowledge of continuity and change.</li><li>• <b>Cause and Consequence:</b> Pupils are able to organise causes or consequences for example as social, political and economic. Pupils can reach sophisticated overall judgements about the causes of an event can explain why one cause is more important.</li><li>• <b>Significance:</b> Pupils might consider 'counter' evidence that weakens some factors. Pupils' explanations about significance are sophisticated. They are able to show the impact at the time and the long-term effects.</li><li>• <b>Source Skills:</b> Pupils are able to evaluate critically a range of sources and reach substantiated conclusions independently.</li><li>• <b>Interpretation:</b> Begin to compare different interpretations critically, identifying motives and purpose of interpretations. Different interpretations of an event are discussed.</li><li>• <b>Communication:</b> Pupils' writing is well structured, with clearly signposted paragraphs and a conclusion. Pupils have shown an excellent vocabulary throughout.</li><li>• Pupils are able to use causation language such as 'pivotal, vital, secondary, partially important, underlying, contributed to'.</li></ul>