The Grange School KS3 Progress Step Descriptors - History

History	Descriptors
Progress Step T6	• ***Communication:*** Communicates in simple sentences and statements • ***Knowledge:*** I can show some knowledge and understanding of some of the main events, people and changes studied **HISTORICAL SKILLS** • ***Change and Continuity:*** I am able to identify one or two changes that occurred • ***Cause and Consequence:*** I am beginning to give a few reasons for, and results of, the main events and changes • ***Significance:*** I can identify possible reasons for the importance of events/people in the past, but I may be generalised and unspecific • ***Source Skills:*** I can make simple observations from sources • ***Interpretation:*** I can identify some of the ways in which the past is represented
Progress Step 1	• ***Communication:*** I can construct accurate sentences, but I may not always link them together. My spelling or grammar might need improving • ***Knowledge:*** I have included one or two correct details about the event **HISTORICAL SKILLS** • ***Change and Continuity:*** I am beginning to offer reasons for different changes and continuities • ***Cause and Consequence:*** I can identify one or two causes of an event • ***Significance:*** I can give a general reason for the importance of events/people. I can add a general description but there is no precise information that develops the point • ***Source Skills:*** I can go beyond simple observations and use information from a source to answer questions about the past • ***Interpretation:*** I am able to show that sometimes people have different views of the past through their selection of details
Progress Step 2	• ***Communication:*** I can construct simple paragraphs which link big points with evidence. I might occasionally make mistakes with spelling/grammar • ***Knowledge:*** I have included several facts about the event **HISTORICAL SKILLS** • ***Change and Continuity:*** I am able to identify, give examples of and explain the extent of change • ***Cause and Consequence:*** I am able to identify more than one major cause/consequence of the vent and can give examples to back them up • ***Significance:*** I can understand the difference between a 'big point' and a 'little example' • ***Source Skills:*** I am beginning to use sources as evidence • ***Interpretation:*** I am able to give a reason why sometimes people have different views of the past
Progress Step 3	• ***Communication:*** I can construct PEE paragraphs. I can explain why each piece of evidence led to the outcome. My spelling/grammar is good • ***Knowledge:*** I have shown knowledge of multiple aspects of the event and have started to bring in knowledge from their own research **HISTORICAL SKILLS**

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	• ***Change and Continuity:*** I am able to reach an overall judgement about the extent of change and continuity • ***Cause and Consequence:*** I am able to identify, give examples of and explain multiple causes / consequences for an event. I might give more than one example within each paragraph. • ***Significance:*** I 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 • ***Source Skills:*** I am beginning to evaluate sources to establish evidence for particular enquiries • ***Interpretation:*** I am starting to explain why different authors/audiences have different interpretations of the past
Progress Step 4	• ***Communication:*** I can write complex paragraphs with connectives. I have shown an excellent vocabulary • ***Knowledge:*** I have shown wide ranging, precise and detailed knowledge of the event **HISTORICAL SKILLS** • ***Change and Continuity:*** I can reach an overall judgement about the extent of change/continuity. I can explain how great the changes were by using evidence to justify my opinion • ***Cause and Consequence:*** I can reach an overall judgement about the causes/consequences of an event. I may have explained which cause/consequence was the most important or linked causes/consequences together • ***Significance:*** I can identify historically significant people, events or changes and can give a reason why • ***Source Skills:*** I am able to evaluate sources to establish relevant evidence for particular enquiries • ***Interpretation:*** I am able to compare and contrast different interpretations of an event or person, showing a well developed understanding of both perspectives. I can investigate historical problems and issues, asking and beginning to refine their own questions
Progress Step 5	• ***Communication:*** I can write complex paragraphs with connectives. I have shown excellent vocabulary. I am beginning to use causation language • ***Knowledge:*** My historical knowledge is developed and balanced. My conclusions are beginning to be more analytical and include a judgement **HISTORICAL SKILLS** • ***Change and Continuity:*** I can describe in detail changes and continuities across a period. I can assess the extent of change across a period and can come to a conclusion about the overall extent of change. I can start to analyse the importance of different turning-points • ***Cause and Consequence:*** I am able to use knowledge relevantly to reach judgements about the relative importance of the causes/consequences of an event. I am able to show how causes/consequences link together. I may be able to explain why some causes/consequences were more important than others • ***Significance***: I am 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. • ***Source Skills:*** I can establish the evidence for a particular enquiry, considering issues surrounding the origin, nature and purpose of sources • ***Interpretation***: I can explain how a person/event has been interpretated differently and explains which interpretation are most reliable
Progress Step 6	• ***Communication:*** My writing is well structured, with clearly signposted paragraphs and a conclusion. I have shown excellent vocabulary. I am able to use causation language • ***Knowledge:*** I am able to use knowledge relevantly to reach sophisticated judgements about the significance of the period **HISTORICAL SKILLS**

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	• ***Change and Continuity:*** I am able to use knowledge of continuity and change to assess the importance of a turning-point in a period and are also able to assess the extent of progress • ***Cause and Consequence:*** I am able to organise causes/consequences for example as social, political and economic. I can reach sophisticated overall judgements about the causes/consequences of an event can explain why one cause/consequence is more important • ***Significance***: I might consider 'counter' evidence that weakens some factors. My explanations about significance are sophisticated. I can show the impact at the time and the long-term effects. • ***Source Skills:*** I am able to evaluate critically a range of sources and reach substantiated conclusions independently • ***Interpretation***: I am beginning to compare different interpretations critically, identifying motives and purpose of interpretations. Different interpretations of an event are discussed