

## KS3 Curriculum Map - History

Primary 6 (Tr6)	Year 7 (1)	Year 8 (2)	Year 9 (3+4)
<p>I can describe a given source and support my description using the evidence from the source.</p>	<p>I can use more than one source to create my description - introductory.</p> <p>I can develop judgements from a source using its nature, origin and purpose and make links between the NOP (Nature, Origin, Purpose) (context) of a source and its content.</p>	<p>I can create inferences from one or more sources (make an interpretation) - introductory.</p> <p>I can explain the significance of the NOP (context) of a source using its provenance and my own knowledge.</p>	<p>I can compare sources to show similarities and/or differences with evidence and explain why these interpretations differ.</p> <p>I can use the sources to create an argument.</p> <p>I can evaluate the utility and reliability of source(s) using contextual knowledge to create an argument.</p>
			<p style="text-align: center;">Extend</p> <p>I can use the sources together with discrimination to create an argument (weight and tone).</p> <p>I can use the sources together with discrimination to create an argument as well as using my own knowledge.</p>
<p>I can briefly list knowledge of an event/person/era in the past.</p> <p>I can understand the concept of chronological narrative.</p> <p>I can place my knowledge in context.</p>	<p>I can describe different events/people/times/eras</p> <p>I can describe similarities and differences.</p> <p>I can explain using factors.</p> <p>I can describe the key events, people and periods.</p>	<p>I can describe different events/people/times/eras using terminology appropriately e.g. empire, civilisation.</p> <p>I can explain similarities and differences.</p> <p>I can analyse using a range of historical factors.</p> <p>I can describe the key events, people and periods in the period I am studying.</p>	<p>I can make informed judgements about different events/people/times/eras.</p> <p>I can explain similarities and differences and use them to make connections and draw contrasts.</p> <p>I can make sustained judgements using various factors and make a substantial conclusion.</p> <p>I can describe the key events, people and periods in the period I am studying and identify where these fit within a chronology.</p>
			<p style="text-align: center;">Extend</p> <p>I can create an analytical enquiry using supported knowledge.</p> <p>I can analyse and make links between events and developments over a time period/theme/idea or between countries</p>

			I can analyse the strengths and weaknesses of different interpretations of an event/change.
I know about changes in history	<p>I can identify several examples of change with a simple description.</p> <p>I can describe examples of change and/or continuity without specifying time periods or comparison across time.</p> <p>I can describe examples of change and/or continuity within a given time period.</p>	<p>I can describe examples of change and/or continuity across given time periods and draw contrasts.</p> <p>I can explain examples of changes and/or continuity within a given time period and make connections.</p> <p>I can explain examples of changes and/or continuity across given time periods with justification.</p>	I can explain examples of changes and/or continuity and their impact across given time periods.
			<p style="text-align: center;">Extend</p> <p>I can evaluate the impact and significance of changes and/or continuity across chosen time periods in depth.</p> <p>I can evaluate trends across time periods in history across both the long and short term.</p>
I can identify several examples of causes and/or consequences without a simple description.	<p>I can identify several examples of causes and/or consequences of an event with a simple description.</p> <p>I can describe examples of causes and/or consequences without exploring links between them.</p>	<p>I can describe examples of causes and/or consequences with simple links between them.</p>	I can describe examples of causes and/or consequences and can begin to explore the links between them.
			<p style="text-align: center;">Extend</p> <p>I can explain examples of causes and/or consequences and begin to consider the long and short term impact.</p> <p>I can evaluate causes and consequences.</p> <p>I can analyse examples of causes and/or consequences and can explain the long and short term impact across time periods.</p>
<p>I can identify and describe a significant person/event, without offering an explanation.</p> <p>I can give reasons why a person or event is significant.</p>	<p>I can give reasons and develop an explanation why a person or event is significant.</p>	<p>I can analyse how a person/event was significant considering their/its short and long term effects.</p> <p>I can analyse why there are contrasting interpretations about the same person/event.</p>	I can analyse why a range of historical interpretations on a significant person or event may differ.
			<p style="text-align: center;">Extend</p> <p>I can explain why different opinions about a significant person or event have been constructed.</p> <p>I can evaluate why views on significance change through time by considering their legacy.</p> <p>I can evaluate why one person/event is more significant than another.</p>