



### KS3 History Progress Descriptors

Key concepts:	Acquiring	Developing	Securing	Extending
<b>Chronology</b>	<p>Can identify a simple range of time periods across a timeline and can use appropriate vocabulary – e.g. name key time periods.</p>	<p>Can place key time periods into chronological order.</p> <p>Can use appropriate dates and vocabulary to demonstrate the passing of time – e.g. demonstrates a working knowledge of BC and AD.</p> <p>Demonstrates knowledge of a broader historical overview by using periods and/or themes.</p>	<p>New knowledge acquired can be placed into its historical context and into a secure chronological framework.</p> <p>Demonstrates an understanding of patterns of change, continuity, etc. in one or more time periods.</p>	<p>Can identify and explain a range of links within and across periods of time.</p> <p>Demonstrates good knowledge of a period being studied. Can identify differing time periods based on key events, people, evidence.</p> <p>Can see where there is more or less progress within time periods and can compare those to others.</p> <p>Able to identify and explain anachronisms.</p>
<b>Communicating History</b>	<p>Able to write simple sentences about the past, which include some relevant historical contextual knowledge.</p> <p>Can identify some historical terms: e.g. change, continuity, cause, consequence, chronology, evidence, etc. but may not be able to consistently use those terms in their correct context.</p>	<p>Some evidence of structured writing (i.e. paragraphs).</p> <p>Points about the past are made and supported with factual evidence but explanation is often lacking.</p> <p>Uses historical terms (relevant to the topic) on a more consistent basis but not always accurately.</p>	<p>Writing is usually well structured – points are made and supported with factual evidence and some attempt has been made at using contextual knowledge to link the evidence back to the question.</p> <p>Writing may include an overall conclusion (where relevant) but judgement is not well justified.</p> <p>Historical terms (relevant to the topic) are used on a consistent basis with increasing accuracy.</p>	<p>Writing is consistently well structured – points relevant to the question are made and supported with factual evidence. Contextual knowledge has been applied well to link the factual evidence back to the questions.</p> <p>A conclusion (where relevant) has been included where a judgement is made and well justified.</p> <p>Historical terms (relevant to the topic) are used accurately throughout written work.</p>
<b>Thinking like a historian</b>	<p>Can identify terms including change &amp; continuity, cause &amp; consequence, similarity &amp; difference and significance and provide some basic understanding of the meaning of some of these terms.</p>	<p>Can provide examples within written work of their understanding of the key terms and can begin to show understanding of where there is change and continuity etc. across time periods.</p> <p>Will be able to provide simple explanations of the significance of events and/or people.</p>	<p>Can make links between (for example) cause and consequence and may provide more than one example of each of the terms, and can apply this across different time periods.</p> <p>Will provide detailed explanations of the significance of events and/or people.</p>	<p>Can make links between a number of causes/changes/similarities etc. and start to rank them. May also be able to make connections between the different elements for example, causes and significance, similarities and consequences. May be able to take a 'bigger picture' approach to see how linking and ranking a number of elements can be applied across time periods.</p>

<b>Investigating the past</b>	Able to demonstrate understanding of the difference between primary and secondary sources of evidence.	Able to utilise primary and/or secondary sources of evidence to gather information about the past.	Able to analyse a wide range of primary and secondary evidence in order to justify claims about, and identify different interpretations of, the past. This may include the nature, origin and purpose of sources.	Able to understand that sources of / interpretations about the past differ; can explain why they differ; and analyse sources/interpretations by using a range of contextual knowledge.
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