



KS3 Progression Grid – History



	STRAND 1 Cause & Consequence	STRAND 2 Change & Continuity	STRAND 3 Sources	STRAND 4 Interpretations	STRAND 5 Evaluation & Significance
9	All the below and... - can analyse the strengths and weaknesses of causal explanations throughout which show an evaluative line of argument with relevant historical knowledge. - can evaluate the relative importance of causes and consequences using specific factual detail.	All the below and... - can confidently construct an explanation about change and/or continuity within and across periods of time using relevant and well selected historical knowledge. - can explain and evaluate varying degrees of change and/or continuity over time.	All the below and... - can make judgements about the value of sources and use different criterias including provenance and context to explain its value. - can place the sources in the wider context as part of a historical enquiry. - can understand the ways in which sources can be further explored and I can consider the limitations a source may present.	All the below and... - can evaluate why an interpretation has been constructed and can make a case for or against the validity of the interpretation- as well as why historians may differ in their interpretations. - can use a wide range of knowledge and sources to evaluate these views and make assertive comments on validity. - can also make comments on the way that these views have been created and how that has influenced the creation and perception of these views.	All the below and... - can create a sustained judgement - can use relevant and well selected knowledge to exemplify my points and provide a coherent analysis. - can consider a range of factors to make reasoned judgement.
8	All the below and... - use different criteria for evaluating the importance of causes and consequences. - To analyse cause and consequence to demonstrate a convincing argument.	All the below and... - can clearly create an explanation of change and/or continuity which considers various influencing factors such as pace and significance. - can explain why changes are seen as significant and start to apply these to the wider historical context.	All the below and... - can use a source to make comments about the content as well as explain ideas about the provenance (nature, origin and purpose) and how this may affect the sources usefulness. - can assess on how a source is useful for this enquiry.	All the below and... can suggest reasons why Historians may differ in their interpretations.	All the below and... - can set criteria for my own judgements, such as success and failure, as well as themes and factors, e.g. luck. - can use detailed and accurate evidence consistently to support a judgement.
7	All the below and... - can form a detailed explanation of why something happened - consider the relative importance of causes and consequences, by considering various criteria eg. long term/short term.	All the below and... can explain the extent of change or continuity both within periods and across time.	All the below and... can weigh up the value of a source based on their usefulness, using the provenance of the source to support.	All the below and... - can consider how valid interpretation is in the wider historical debate. - can use a wide range of knowledge to evaluate these views.	All the below and... Can use secure knowledge to justify the judgement.
6	All the below and... can link causes and valid consequences together in a simple explanation.	All the below and... - can start to outline the reasons for historical change and continuity. - can show an understanding that not all changes are as important as each other. - can make links between periods I have studied and how they fit together.	All the below and... - can use sources to make inferences (assumptions) about the past. - can start to consider how sources can be investigated to learn more about the past.	All the below and... - can start to assess interpretations. - can use other interpretations to challenge these views.	All the below and... - Can an overall judgement with some justification. - carefully select relevant information that supports and begin to explain why the judgement is important.
5	All the below and... can sort causes into multiple categories with some confidence and begin to see how they relate to each other.	All the below and... - can consider factors like the rate of change or the significance of these changes. - can make links between periods I have studied and show an understanding of how they are similar or different. - Begin to explain that some changes are more important than others.	All the below and... - can make claims about the past using some selected evidence from sources. - can identify how useful different sources are.	All the below and... Can start to give my own views to support the interpretations with limited knowledge.	All the below and... can give overall judgements and begin to identify valid criteria to support these views.
4	All the below and... - can describe multiple causes of historical events. - can the simple chain of consequences. - Can suggest some causes and consequences of events.	All the below and... can describe some changes and continuity which took place in the past.	All the below and... - can use my own knowledge to explain details in the sources. - can start to make valid comments on why a source is useful for historians.	All the below and... can describe the views of interpretations.	All the below and... can reach a conclusion and begin to use some knowledge to begin to justify.
3	All the below and... can describe causes of historical events.	All the below and... can compare the differences and similarities between historical periods and give basic details about them.	All the below and... - can make comments on how a source is or is not useful. - can use basic knowledge to describe details in the source.	All the below and... can identify simple differences in interpretations.	All the below and... - can start to rank events in order of importance. - can come up with a simple conclusion using limited historical information.
2	All the below and... can produce a simple description of at least one valid cause or consequence of a historical event.	All the below and... Describe simple features of different time periods.	All the below and... can paraphrase a source.	All the below and... can identify the views given in the interpretations.	All the below and... - can recall Historical events with accuracy and make a simple judgement. - can use historical terms in a relevant context.
1	Can ... - recall general reasons why something happened in history. - write a sentence identifying a reason, detail or consequence.	Can ... - can describe simple differences between life in the past and the way we live today. - can identify key features of life in the past.	Can ... use sources to pick out simple information about the past.	Can ... identify an interpretation.	Can ... - recall Historical events with some degree of accuracy. - use simple historical terms.

