

Year & KS4 Indicator step			KS3 History Progress Map				
Yr 7	Yr 8	Yr 9	Application of Knowledge (K1-3)	Explanation of Causation & significance (C4-7)	Use of Historical Source Skills (S8-12)	Historical Interpretations (I3)	Historical Judgments & literacy (J14-17)
		9	<ul style="list-style-type: none"> <li>I can use precise historical terms, facts and dates to support all written work and examples I give.</li> <li>I can write focused and detailed analytical narrative account of events connecting multiple events to a clear outcome.</li> <li>Additional knowledge, independently acquired is applied to support work.</li> </ul>	<ul style="list-style-type: none"> <li>I can precisely and concisely analyse cause/continuity/ change and the contributing factors &amp; categorises to reach judgment</li> <li>Analyse reasons for second order concepts, applying categorisation</li> </ul>	<ul style="list-style-type: none"> <li>I can analyse a wide range of sources to support or challenge a hypothesis</li> <li>I can use criteria (C/N/O/P) and explain how the sources' use is impacted (including limitations) to reach a judgment linked to contextual knowledge</li> <li>Independently select and use historical sources to evaluate and research a historical enquiry</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how and why different historical interpretations have been produced.</li> <li>Use the work of historians to construct and challenge historical enquiries</li> </ul>	<ul style="list-style-type: none"> <li>In my essays I clearly explain how all factors/events are connected and explain this (my line of analysis) throughout all of my answer.</li> <li>Develop focused analysis that never strays from the focus of the topic</li> </ul>
	9	8	<ul style="list-style-type: none"> <li>I can use specific subject terms and topic knowledge to all examples/ work</li> <li>I can write an analytical narrative account connecting multiple events to a clear outcome</li> </ul>	<ul style="list-style-type: none"> <li>I can explain cause/continuity/ change with multiple reasons and link to the contributing factors to reach judgment</li> <li>I can explain with multiple reasons the significance /importance of an event with clear focus on its impact</li> </ul>	<ul style="list-style-type: none"> <li>I can use criteria (C/N/O/P) and explain how the sources' use is impacted (including limitations) to reach a judgment with clear links to my own knowledge</li> </ul>	<ul style="list-style-type: none"> <li>I can explain why different historical exist</li> </ul>	<ul style="list-style-type: none"> <li>In my essays I clearly explain how all factors/events are connected and explain this (my line of analysis) throughout most of my answer.</li> </ul>
9	8	7	<ul style="list-style-type: none"> <li>I can use contextual knowledge to support all work and key terms are accurately applied</li> <li>I can write a narrative account accurately and ensure all events are connected to an outcome</li> </ul>	<ul style="list-style-type: none"> <li>I can explain cause/continuity/ change with at least 3 reasons/examples and reach a clear judgement</li> <li>I can independently categorise types of causes and explanations</li> </ul>	<ul style="list-style-type: none"> <li>I can use a range of criteria (C/N/O/P) and explain how the sources' use is impacted to reach a judgment that links to my own knowledge</li> <li>I can make my own enquiry question directly from a source.</li> </ul>	<ul style="list-style-type: none"> <li>I can accurately explain the reason for the difference between interpretations</li> </ul>	<ul style="list-style-type: none"> <li>In my essays I can clearly link and connect events together to.</li> <li>I can write an essay that has a clear introduction, extent judgment, reasons for and against and a clear conclusion in PEEL paragraphs</li> </ul>
8	7	6	<ul style="list-style-type: none"> <li>I can use contextual knowledge to support most of my answers and I use key terms accurately</li> <li>I can write narrative accounts that are accurate and link most the steps together</li> </ul>	<ul style="list-style-type: none"> <li>I can explain reasons for cause/continuity/ change and make links between the reasons/examples</li> <li>I can link causes of events into different categories</li> <li>I can explain 3 reasons for the importance or significance of an event.</li> </ul>	<ul style="list-style-type: none"> <li>I can decide which criteria (C/N/O/P) is best and explain how the sources' use is impacted (including limitations) to reach a judgment</li> <li>I can make my own historical enquiry question.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the reason for the difference/ similarity between two interpretations</li> </ul>	<ul style="list-style-type: none"> <li>I can write an essay that has a clear introduction, extent judgment, reasons for and against and a clear conclusion in PEEL paragraphs</li> </ul>

7	6	5	<ul style="list-style-type: none"> <li>I can support the majority of examples in my work with contextual knowledge and key terms</li> <li>I can write an accurate narrative of events describing 3+ steps</li> </ul>	<ul style="list-style-type: none"> <li>I can explain reasons for cause/continuity/ change and begin to make links between the reasons/ examples</li> <li>I can identify different types of categories of causes</li> <li>I can explain valid reasons for the importance or significance of an event</li> </ul>	<ul style="list-style-type: none"> <li>I can use a criteria (C/N/O/P) and explain how the sources' use is impacted (including limitations) to reach a judgment</li> <li>I can name a source that could be used for a historical enquiry and explain the reason for that choice</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the differences and similarities between two interpretations</li> </ul>	<ul style="list-style-type: none"> <li>I can give an extent judgment and give multiple reasons for and against in PEEL paragraphs with a clear conclusion and introduction.</li> </ul>
6	5	4	<ul style="list-style-type: none"> <li>I can describe multiple key features of a topic/period/event</li> <li>I can write an accurate narrative account of an event using at least 2 steps</li> </ul>	<ul style="list-style-type: none"> <li>I can explain and link two reasons for cause/continuity/ change</li> <li>I can explain a valid reason for the importance or significance of an event</li> </ul>	<ul style="list-style-type: none"> <li>I can describe the C/N/O/P of a source to reach a judgment on the value / use of sources in an enquiry</li> <li>I can suggest which sources could be used to support a historical enquiry</li> <li>I can make a range of supported inferences from a single historical source</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and name the similarities or differences between two interpretations</li> </ul>	<ul style="list-style-type: none"> <li>I can give an extent judgment and give at least 1 reason for and against in PEEL paragraphs</li> <li>I can reach a clear conclusion</li> </ul>
5	4	3	<ul style="list-style-type: none"> <li>I can use Key terms and some contextual knowledge in my work</li> <li>I can accurately describe a key feature of topic/period/event</li> <li>I can write a brief account of reasons for an event</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the reasons for cause/continuity/ change</li> <li>I can describe reasons for the importance or significance</li> </ul>	<ul style="list-style-type: none"> <li>I can give a judgment on how useful a source is based on its content or origin (criteria)</li> <li>I can make a supported inference from a source</li> </ul>	<ul style="list-style-type: none"> <li>I can describe a sources interpretation with supporting evidence</li> </ul>	<ul style="list-style-type: none"> <li>I can give an extent judgment and give at least 2 reasons in my answer using PEEL paragraphing.</li> </ul>
4	3	2	<ul style="list-style-type: none"> <li>I can describe a key feature of period or event</li> <li>I can use key terms, dates, names in my descriptions</li> </ul>	<ul style="list-style-type: none"> <li>I can describe and link reasons for cause/continuity/ change accurately</li> <li>I can describe the importance of an event</li> </ul>	<ul style="list-style-type: none"> <li>I can name different views within sources</li> <li>I can give a judgement on a sources use based on its content</li> </ul>	<ul style="list-style-type: none"> <li>I can describe a source's interpretations</li> </ul>	<ul style="list-style-type: none"> <li>I can give an extent judgment supported with a reason in a PEEL paragraph.</li> </ul>
3	2	1	<ul style="list-style-type: none"> <li>I can use limited topic knowledge (dates / terms) when answer questions</li> </ul>	<ul style="list-style-type: none"> <li>I can describe at least two reasons or examples of cause/continuity/ change</li> </ul>	<ul style="list-style-type: none"> <li>I can use at least 2 sources when answering questions</li> <li>I can make an inference from a source</li> </ul>	<ul style="list-style-type: none"> <li>I can name a valid interpretation in from a source</li> </ul>	<ul style="list-style-type: none"> <li>I can give a judgment with supported reason in a PEEL paragraph.</li> </ul>
2	1		<ul style="list-style-type: none"> <li>I know different periods of time and how chronology works</li> </ul>	<ul style="list-style-type: none"> <li>I can describe a clear reason for an event</li> </ul>	<ul style="list-style-type: none"> <li>I can reference and use more than one source to support an answer/judgment</li> </ul>	<ul style="list-style-type: none"> <li>I Understand the meaning of the term interpretation</li> </ul>	<ul style="list-style-type: none"> <li>I can give a judgment with a described reason</li> </ul>
1			<ul style="list-style-type: none"> <li>I use key terms in my work</li> </ul>	<ul style="list-style-type: none"> <li>I can give a reason for a change or event</li> </ul>	<ul style="list-style-type: none"> <li>I can understand the differences between primary / secondary sources</li> <li>I can use a source in written work</li> </ul>		<ul style="list-style-type: none"> <li>I can give a judgment to a question in History.</li> </ul>