



STEPS TO SUCCESS FOR KEY STAGE 3..... HISTORY



STEPS	STRAND 1 Knowledge	STRAND 2 Cause & Consequence	STRAND 3 Change & Continuity	STRAND 4 Sources	STRAND 5 Interpretations	STRAND 6 Evaluation & Significance	EOK S4 Estimate
9	<p>All the below and ...</p> <ul style="list-style-type: none"> can achieve 100% in knowledge assessments. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can explain multiple causes or consequences, using the PEE structure. can make links between factors with a strong conclusion which prioritises the main / most important cause or consequence, with valid justification. can evaluate the relative importance of causes and consequences by selecting valid criteria to justify the relative importance of events, ensuring the argument is clear and consistent throughout. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can explain multiple changes or continuities, using the PEE structure. can make links between factors with a strong conclusion which explains the pace and significance of change/continuity, recognising trends and nuances such as the impact that these events had on different groups of people. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can make valid inferences from a source about an enquiry and can support these with carefully selected contextual knowledge, to explain how useful a source is. can confidently select elements of the provenance, explaining how this affects the source's utility. can consider both strengths and limitations of a source to weigh up its utility, and place the source in the wider context as part of a historical enquiry. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can provide a detailed understanding of a historian's opinion by selecting a range of relevant quotes, comparing these to my own views with detailed, relevant contextual knowledge. can select elements which I agree and disagree with to reach a strong conclusion about how convincing the interpretation is overall, placing it within the wider historical debate. can suggest how and why the historians' interpretations may differ. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can explain multiple important people/events, using the PEE structure. can evaluate the most significant example, carefully selecting relevant information to support my view. can set criteria for my judgement, to help justify the relative importance of other factors. can give a developed line of thought which is sustained throughout, to help reach a fully substantiated judgement in the conclusion. 	9
8	<p>All the below and ...</p> <ul style="list-style-type: none"> can achieve 95% in knowledge assessments. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can explain multiple causes or consequences, using the PEE structure. can make links between factors with a strong conclusion which prioritises the main / most important cause or consequence, with valid justification beginning to consider criteria such as 'turning points' or 'triggers' to evaluate the relative importance of events. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can explain multiple changes or continuities, using the PEE structure. can make links between factors with a strong conclusion which explains the pace and significance of change/continuity. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can make valid inferences from a source about an enquiry and can support these with carefully selected contextual knowledge, to explain how useful a source is. can confidently select elements of the provenance, explaining how this affects the source's utility. beginning to explain ways in which the source is limited, but understand that an unreliable source can still be useful. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can provide a detailed understanding of a historian's opinion by selecting a range of relevant quotes, comparing these to my own views with detailed, relevant contextual knowledge. can select elements which I agree and disagree with to reach a strong conclusion about how convincing the interpretation is overall, placing it within the wider historical debate. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can explain multiple important people/events, using the PEE structure. can evaluate the most significant example, carefully selecting relevant information to support my view. can set criteria for my judgement, to help justify the relative importance of other factors. 	8
7	<p>All the below and ...</p> <ul style="list-style-type: none"> can achieve 90% in knowledge assessments. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can explain multiple causes or consequences, using the PEE structure. can make links between factors and form a conclusion which prioritises the main / most important cause or consequence, with some justification. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can explain multiple changes or continuities, using the PEE structure. can start to outline the reasons why these changes / continuities occurred and can consider the rate of change or significance of each example. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can make valid inferences from a source about an enquiry and can support these with carefully selected contextual knowledge, to explain how useful a source is. can confidently select elements of the provenance, explaining how this affects the source's utility. beginning to explain ways in which the source is limited. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can provide a detailed understanding of a historian's opinion by selecting a range of relevant quotes, comparing these to my own views with relevant contextual knowledge. can select elements which I agree and disagree with to begin to reach a conclusion about how convincing the interpretation is overall. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can explain multiple important people/events, using the PEE structure. can evaluate the most significant example, carefully selecting relevant information to support my view can begin to compare the relative importance of other factors. 	7
6	<p>All the below and ...</p> <ul style="list-style-type: none"> can achieve 80% in knowledge assessments. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can explain multiple causes or consequences, using the PEE structure. can make links between factors and begin to prioritise the main / most important cause or consequence, but it may lack justification. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can explain multiple changes or continuities, using the PEE structure. can start to outline the reasons why these changes / continuities occurred and am beginning to show an understanding that not all changes/continuities are as important as each other. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can make valid inferences from a source about an enquiry and begin to support these claims with contextual knowledge, to explain how useful the source is. can confidently select elements of the provenance of a source, explaining whether this supports or hinders the source's utility. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can identify a historian's opinion from an interpretation and support this with a relevant quote. can compare this to my own views, by selecting some relevant contextual knowledge to begin to explain why I agree or disagree. can begin to recognise counter arguments / secondary opinions of a historian to provide a more developed understanding of their opinion. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can explain multiple important people/events, using the PEE structure. can evaluate the most significant example, carefully selecting relevant information to support my view. 	6
5	<p>All the below and ...</p> <ul style="list-style-type: none"> can achieve 70% in knowledge assessments. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can explain multiple causes or consequences, using the PEE structure. beginning to sort them into categories and see how they relate to each other. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can explain multiple changes or continuities, using the PEE structure. can start to outline the reasons why these changes / continuities occurred. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can make valid inferences from a source about an enquiry and begin to support these claims with contextual knowledge, to explain how useful the source is. beginning to select elements of the provenance of a source, to consider how this affects its utility. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can identify a historian's opinion from an interpretation and support this with a relevant quote. can compare this to my own views, by selecting some relevant contextual knowledge to begin to explain why I agree or disagree. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can explain multiple important people/events, using the PEE structure. beginning to evaluate the most significant example, with some justification. 	5
4	<p>All the below and ...</p> <ul style="list-style-type: none"> can achieve 60% in knowledge assessments. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can begin to explain multiple causes or consequences, using the PEE structure. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can begin to provide multiple similarities or differences, explaining how these show a 'change' or 'continuity' between two periods. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can make a valid inference from a source about what it can tell a historian about an enquiry, explaining how this is useful or not useful. beginning to select elements of the provenance of a source, to consider how this affects its utility. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can identify a historian's opinion from an interpretation and support this with a relevant quote. can begin to give my own views in relation to the historian's, and support my ideas with some limited contextual knowledge. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can begin to explain two or more important people/events, using the PEE structure. can provide a conclusion on the significance of these examples, but this may not be fully justified. 	4
3	<p>All the below and ...</p> <ul style="list-style-type: none"> can achieve 50% in knowledge assessments. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can describe two or more causes or consequences of an event, linking them to the question. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can describe two or more valid similarities or differences between life 'before' and 'after' an event. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can begin to make an inference from a source about what it can tell a historian about an enquiry. can make comments about how this is useful or not useful but it is not always fully justified. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can identify a historian's opinion from an interpretation and support this with a relevant quote. can begin to give my own views in relation to the historian's, but this may lack justification. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can describe two or more important people/events, supporting this with accurate and relevant historical information. 	3
2	<p>All the below and ...</p> <ul style="list-style-type: none"> can achieve 40% in knowledge assessments. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can describe at least one valid cause or consequence of an event. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can describe at least one valid similarity or difference between life 'before' and 'after' an event. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can paraphrase a source and begin to link it to the enquiry, making a comment showing how it can be useful to a historian. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can identify a historian's opinion from an interpretation and support this with a relevant quote. 	<p>All the below and ...</p> <ul style="list-style-type: none"> can describe at least one important person/event, supporting this with factual details. 	2
1	<p>Can ...</p> <ul style="list-style-type: none"> achieve 30% in knowledge assessments. 	<p>Can ...</p> <ul style="list-style-type: none"> list general reasons for why an event happened or what happened as a result of it. 	<p>Can ...</p> <ul style="list-style-type: none"> list simple features of a time period 'before' and 'after' an event. 	<p>Can ...</p> <ul style="list-style-type: none"> read/interpret a source and paraphrase simple information. 	<p>Can ...</p> <ul style="list-style-type: none"> read and paraphrase interpretations. 	<p>Can ...</p> <ul style="list-style-type: none"> list ways that someone or something contributed to an event. 	1