

KS3 History: Assessment and Progression Grid



HISTORY – Historical Concepts

	Historical Knowledge	Factors/Themes	Change and Continuity
Excelling	Students are able to accurately remember, describe in detail and remain relevant to the specific topic. In addition they are able to make links between this knowledge and the wider context.	Students are able to accurately identify, explain and compare key factors/themes for a topic and are able to make links between these factors in their comparison.	Students are able to actively identify aspects of change and continuity throughout History and explain these processes, making clear links to their wider knowledge. They are able to develop this to show differences in continuity/change depending on location/time/groups etc.
Secure	Students are able to accurately remember, describe in detail and remain relevant to the specific topic.	Students are able to accurately identify and discuss in detail key factors/themes for a topic and compare these.	Students are able to actively identify change and continuity in History and explain these processes, linking this to their wider knowledge.
Developing	Students are able to accurately remember and describe in detail knowledge on the specific topic.	Students are able to accurately identify and discuss key factors/themes for a topic.	Students are able to independently identify changes and continuity throughout History. They can begin to identify some causation for this change and/or continuity.
Emerging	Students are able to remember and describe some information on the topic.	Students are able to remember key factors/themes for a topic.	Students are able to show an understanding that some events in History have shown change, whereas others have shown continuity.

KS3 History: Assessment and Progression Grid



	Cause and Consequence	Similarities and Differences	Significance
Excelling	Students are able to show developed understanding of cause and consequence, supported by detailed explanation using factual knowledge and evidence. Students can also link this cause and consequence to the wider context and/or show an understanding of hierarchy in the causes or consequences discussed.	Students are able to explain a number of similarities or differences between two or more events, issues, features or people (as relevant to the topic/question) and are able to explain this in detail using explicit factual knowledge and evidence. Students are able to reflect on the broader historical context or an abstract, substantive concept related to the similarity.	Students are able to appreciate different aspects of significance and their complexities (i.e. in different periods, to different people). They are able to use context to assess significance and explanations will be explicit, detailed and evidenced.
Secure	Students are able to show developed understanding of cause and consequence, supported by an explanation using factual knowledge and evidence.	Students are able to identify and explain a number of similarities or differences between two or more events, issues, features or people (as relevant to the topic/question) and are able to explain these in detail using factual knowledge and evidence.	Students are able to consider different aspects of significance, explain these in detail and link these to the wider context.
Developing	Students are able to show developed understanding of cause and consequence, supported by some implicit explanation.	Students are able to identify similarities or differences between two events, issues, features or people (as relevant to the topic/question) and are able to explain these in a simple or straightforward way.	Students are able to explain significance in a simple manner, relating to the exact context of the event/topic.
Emerging	Students are able to identify basic examples of cause or consequence relevant to a topic.	Students are able to identify basic similarities or differences between two events, issues, features or people (as relevant to the topic/question).	Students are able to make basic assumptions on significance, supported by implicit reasoning. <i>Note: At this level students will see significance and importance as synonymous.</i>