



END OF KS3 EXPECTATIONS FOR HISTORY

KS2	Chronology/Thinking like a Historian	Investigating the Past	Communicating History
KS3	(Second Order Concepts) Change and Continuity, Cause and Consequence, Similarity and Difference, significance	Source Analysis	Historical Interpretations
Transfer knowledge and skills	<ul style="list-style-type: none"> A sustained, balanced argument using a range of accurate knowledge in support. Reaches a substantiated judgement. Sustained, balanced judgement about the nature, extent or pace of change using a range of accurate knowledge in support. A sustained, balanced judgement as to why events, features, trends and/or individuals are significant. 	<ul style="list-style-type: none"> Inference made in relation to a specific focus incorporating accurate and relevant contextual knowledge. Analyse the provenance of the source in relation to a specific focus considering a range of criteria. Links provenance to the content of the source. 	<ul style="list-style-type: none"> Sophisticated explanation of the argument of one or more historical interpretations (may include explanation of the tone or emphasis as well as the content) Use accurate and relevant contextual knowledge to evaluate the arguments in the interpretation
Deep Knowledge and skills	<ul style="list-style-type: none"> Explaining a range of causes using knowledge to support. May include a judgement. Explaining a range of consequences using knowledge to support. May include a judgement. Explains the nature, extent or pace of change. Explains how or why things are similar or different within or across time periods. Explains significant features of events, trends and/or individual 	<ul style="list-style-type: none"> Making an inference from the source using contextual knowledge. Explanation of the provenance in relation to a specific focus. Inference made in relation to a specific focus. 	<ul style="list-style-type: none"> Explanation of the arguments of one or more historical interpretations Use contextual knowledge to evaluate the interpretations' argument
Surface Knowledge and skills	<ul style="list-style-type: none"> Identify and describe one or more causes. Identify and describe one or more consequence. Identify and describe the nature, extent or pace of change and continuity within time periods or across time periods. Identifying similarities and differences within and between time periods. Describe significant features of events, trends and/or individuals 	<ul style="list-style-type: none"> Taking information straight from the source (paraphrasing, quoting or describing). Identify some provenance (e.g. quoting who wrote it). Makes an inference without any supporting evidence. 	<ul style="list-style-type: none"> Identify an interpretation of the past. Identify the view point of one or more interpretations.