



Key Stage 3 progress grid

Subject History

Years 7-9

Topic / skill area Overview of all skill areas

I am able to.....	
<input type="checkbox"/>	analyse and evaluate historical sources
<input type="checkbox"/>	complete independent research to form your own judgements about the past
<input type="checkbox"/>	analyse different interpretations and judgments on significance in depth
<input type="checkbox"/>	reach a reasoned conclusion about an event or person.
<input type="checkbox"/>	develop and construct a deep understanding of how similarities and differences between people have changed over time
<input type="checkbox"/>	analyse and form a thorough understanding of the changes/consequences over a broad period of time
<input type="checkbox"/>	be sophisticated in your explanations of causation, clearly analysing each factor and placing it in its historical context
<input type="checkbox"/>	analyse and evaluate different interpretations
<input type="checkbox"/>	complete independent research to support different interpretations
<input type="checkbox"/>	use historical sources to form a judgement considering historical context as well as content, nature and provenance of the sources
<input type="checkbox"/>	explain why different groups may interpret significance differently, according to their own perspectives
<input type="checkbox"/>	assess the extent to which diversity has altered over time
<input type="checkbox"/>	evaluate the extent of the change or consequence for society or people
<input type="checkbox"/>	analyse reasons for, results of, events and changes
<input type="checkbox"/>	evaluate which interpretation is the most useful or reliable considering who wrote it, when and why
<input type="checkbox"/>	use historical sources to form a judgement
<input type="checkbox"/>	fully consider both content and provenance of the sources.
<input type="checkbox"/>	explain why some events or people are more important than others, using specific examples and begin to form criteria for significance.
<input type="checkbox"/>	compare and make links between different groups of people
<input type="checkbox"/>	compare or contrast different reasons for the changes to society and people.
<input type="checkbox"/>	explain and examine several causes of an event
<input type="checkbox"/>	compare or contrast the different interpretations, beginning to decide which is the more valid
<input type="checkbox"/>	use historical sources to make inferences
<input type="checkbox"/>	begin to evaluate the reliability of sources
<input type="checkbox"/>	describe why some events or people are more important than others
<input type="checkbox"/>	explain the differences between different groups of people
<input type="checkbox"/>	explain the consequences to society and people after the changes
<input type="checkbox"/>	describe and make links between some of the causes of an event.
<input type="checkbox"/>	explain how and why there are different interpretations of events and people.
<input type="checkbox"/>	use a range of historical sources to support or challenge a statement or question
<input type="checkbox"/>	begin to consider bias.
<input type="checkbox"/>	list why an event or person is important
<input type="checkbox"/>	describe why an event or person is important
<input type="checkbox"/>	describe the differences between different groups of people
<input type="checkbox"/>	describe some of the different ways society and people have changed over time.
<input type="checkbox"/>	describe a cause in depth
<input type="checkbox"/>	describe two different interpretations of the same event
<input type="checkbox"/>	use historical sources to select information about the past
<input type="checkbox"/>	make observations and answer questions about the past
<input type="checkbox"/>	recognise that an event is important
<input type="checkbox"/>	list the differences of people and identity.
<input type="checkbox"/>	list some of the different ways society and people have changed over time.
<input type="checkbox"/>	recognise and list some causes of the event
<input type="checkbox"/>	identify some of the different ways in which events and people have been remembered.



Progress