

Key Stage 3 History Progression & Assessment Grid

Level	Knowledge Progression	Skills Progression
Strong	• Demonstrates detailed, accurate knowledge across topics. Excellent factual recall. • Explains how events, developments and individuals fit within the wider historical timeline. • Makes accurate links between periods, identifying patterns of change, continuity and overlap. • Uses chronological knowledge to support explanations and historical judgements. • Explains cause and consequence with sustained, evidence-based reasoning. • Explains change and continuity over time, linking to wider historical context. • Evaluates significance using criteria	EXTENDED WRITING • Writes sustained PETAL paragraphs using precise evidence. Writing is focused and analytical, evaluating the given factor. • Describes in detail keys features of a Historical event / topic. • Makes supported judgements and comparisons which are supported by detailed knowledge and analysis. • Uses historical vocabulary accurately. INTERPRETATIONS • Independently evaluates interpretations by using detailed knowledge to assess how convincing these are. Excellent understanding of how and why interpretations are different. SOURCES • Analyses sources for usefulness, reliability and limitations. Uses detailed contextual knowledge to analyse source usefulness. Judgements are supported by detailed knowledge and analysis. CHRONOLOGY

		Places events, individuals and developments accurately within and across time periods. • Makes connections between different eras and uses chronology to explain historical change. • Uses chronological understanding independently to support extended written answers and historical enquiries.
Confident	• Secure factual knowledge with relevant detail. • Demonstrates secure knowledge of the sequence of events within the period being studied. • Understands the relationship between key events and developments over time. • Recognises links between different historical periods and places them within a broader timeline. • Explains multiple causes and consequences. • Explains change and continuity with examples. • Explains significance using evidence.	EXTENDED WRITING • Constructs clear analytical PETAL paragraphs, explaining the given factor. • Describes in some detail key features of a Historical event / topic. • Compares events, people and developments. • Selects relevant evidence independently. Judgements are made and supported. INTERPRETATIONS • Very good understanding of how interpretations are different and beginning to explain why they are different. • Very Good analysis of the interpretations is shown, using knowledge to analyse the viewpoint, but this may be limited in some areas / not fully convincing.

		SOURCES • Uses evidence to support inferences. Very good understanding of how useful sources are by using source content , attribution and contextual knowledge. Understands how limitations affect usefulness. But there maybe some areas that not fully analysed / explained. CHRONOLOGY • Orders events and periods accurately using dates and historical terminology. • Explains how one event led to another over time. • Uses chronological knowledge to support explanations with relevant evidence.
Developing	• Recalls and describes key events, people and developments. • Identifies simple causes and consequences. • Recognises examples of change and continuity. • Identifies why individuals/events were important. Generalised factual recall, lacking in the specifics.	EXTENDED WRITING • Writes simple supported paragraphs following the PETAL structure. Analysis is limited and probably combined with areas of narrative. • Describes in limited detail keys features of a Historical event / topic. • Identifies similarities and differences. • Judgements are made and partially substantiated.

		INTERPRETATIONS • Can explain how interpretations are different , but limited understanding of why they are different. Uses basic knowledge to analyse how convincing interpretations are. SOURCES • . Makes some inferences from sources. • Can explain how useful a source is by examining content and NOP but contextual knowledge will be limited. CHRONOLOGY • Places key events on a timeline with some accuracy. • Uses simple chronological terms such as <i>before</i>, <i>after</i>, <i>century</i> and <i>period</i> appropriately. • Begins to describe changes over time using chronological language. • Recognises that different periods of history follow one another and that change happens over time.
Emerging	• Recalls some key terminology. • Identifies basic causes or consequences. • Recognises that history changes over time.	EXTENDED WRITING • Answers using simple statements. PETAL paragraphs are limited or the structure is not followed.

	• Identifies important people/events. • Limited factual recall.	Writing is generally descriptive and narrative. • States what the features of a historical period / topic are but does not include a detailed description. Simple Judgements that are not supported. SOURCES • Begins to use evidence. • limited source analysis and more comprehension. INTERPRETATIONS • Recognises that interpretations can be different but limited understanding of how (use of quotations) and why interpretations are different. • limited use of knowledge to analyse Historical interpretations. CHRONOLOGY • Places a few events in a simple sequence with support. • Uses basic chronological vocabulary such as <i>past</i>, <i>present</i>, <i>before</i> and <i>after</i>. • Recognises that history is organised into different periods of time. • Identifies a small number of key
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		events or individuals from the topic. • Knows that events happened in the past but may confuse their order.
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