

History KS3 Pathway Statements

Students will be taught to:

- demonstrate knowledge and understanding of the key features of the period
- explain and analyse historical events and periods - including cause/consequence, change/continuity and significance.
- analyse, evaluate and use sources to make judgements
- analyse, evaluate and make judgements about interpretations

| Stage | Cause and consequence | Change and continuity | Significance and judgement | Interpretations | Using sources | Knowledge, understanding and communication |
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| 7 | Students are able to justify sustained conclusions with relevant evidence - evaluating the links and importance of cause/consequence. | Students are able to challenge how change and continuity will not affect all people/places in the same way depending on perspective and experience. | Students can embed a sustained judgement throughout their arguments, independently comparing events to reach this judgement. | Students can compare interpretations to make a judgement as to which is the most convincing to a historian studying a topic - using their own knowledge and the content of the interpretation. | Students can compare different sources to make a judgement as to which is the most useful to a historian using its content, provenance and their own knowledge. Students can confidently explain how a historian works. | Students use knowledge to describe events in the wider historical context and can independently recall knowledge. Able to articulate own viewpoint and begin to challenge others. |
| 6 | Students can explain the links between causes and consequences to reach a justified conclusion. | Students can explain rates of change, and impact of changes on different people and places | Students can independently draw comparisons across time periods to identify significance. | Students can explain what has influenced an interpretation using and explaining its content, provenance and their own knowledge. Challenges interpretations. | Students can explain how useful a source is to a historian using its content, provenance and their own knowledge. Students can articulate how a historian works. | Students regularly use key terms independently. Able to articulate own viewpoint and start to challenge others. Can compare time periods. |
| 5 | Students are able to explain causes or consequences. Justifies conclusion with relevant evidence. They begin | Students can describe factors that cause change and factors that mean people or places had different rates of change. | Students securely use criteria to explain why some people or events are judged as more significant than others. | Students can question an interpretation and suggest what may have influenced an interpretation by the content, provenance | Students use knowledge of the time period to accurately infer from sources. They can use a range of source material as | Students can give a detailed description of several key period features and can recall the order of the main events. |

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| | to link causes or consequences | | | and own knowledge. | evidence for their own viewpoint. | |
| 4 | Students draw a simple conclusion about causes and/or consequences. | Students can explain why people or places that were affected differently | Students begin to use criteria to explain why some people or events are judged as more significant than others. | Students can begin to explain how and why two interpretations are different using content and/or provenance. | Students begin to explain how reliable and useful sources are based on examining content, provenance and their own knowledge | Students are accurately using key terms and communicate a basic argument using evidence to support their ideas. Explain some key features of specific time periods |
| 3 | Students begin to explain causes and consequences | Students can identify examples of people or places that were affected differently. | Students can draw comparisons across time periods with evidence to support. | Students are able to identify motivations behind authors of interpretations. | Students are able to question the usefulness of sources by the content or provenance. | Students are able to argue their own point of view, but may be one-sided. Recognise key features of specific time periods. |
| 2 | Students can select the most important cause or consequence | Students are able to describe changes and their impacts. | Students can decide if people or events are judged as significant and describe supporting evidence. | Students are able to use their own knowledge to check the accuracy of an interpretation | Students begin to check sources looking at the content and provenance, understanding that all sources are useful. | Students can describe key features of the past and place people and events in the correct sequence. |
| 1 | Students can describe causes and consequences. | Students are able to describe changes | Students are able to state that a person or event is significant | Students are able to use quotes to explain what the interpretation is saying | Students use quotes or evidence from sources to support their own arguments. | Students begin using key terms such as political, social and economic. |