

# History – KS3 Curriculum Threshold



Year/Progress Thresholds			Understanding of key historical concepts of: change and continuity, cause and consequence, significance			
Year 7 Expectations	Year 8 Expectations	Year 9 Expectations	Historical Knowledge	Source skills	Historical interpretations	
		<b>Fluent</b>	<ul style="list-style-type: none"> <li>Learners show their mastery of knowledge and understanding of local, national and international history.</li> <li>Learners use historical terminology confidently, reflecting on the way in which terms can change meaning according to their context.</li> <li>Learners produce precise and coherent work.</li> </ul>	<ul style="list-style-type: none"> <li>Learners construct substantiated analyses about historical change and continuity, diversity and causation.</li> </ul>	<ul style="list-style-type: none"> <li>Learners suggest lines of enquiry into historical problems and issues, refining their methods of investigation.</li> <li>Learners evaluate critically a range of sources (by evaluating tone, language and purpose) and reach substantiated conclusions independently.</li> </ul>	<ul style="list-style-type: none"> <li>Learners analyse and explain a range of historical interpretations and different judgements about historical significance.</li> </ul>
	<b>Fluent</b>	<b>Complete</b>	<ul style="list-style-type: none"> <li>Learners show extended knowledge and understanding of local, national and international history.</li> <li>Learners select, organise and use relevant information and make appropriate use of historical terminology to produce well-structured work.</li> </ul>	<ul style="list-style-type: none"> <li>Learners analyse historical change and continuity, diversity and causation.</li> </ul>	<ul style="list-style-type: none"> <li>Learners investigate historical problems and issues, asking and refining their own questions and beginning to reflect on the process undertaken.</li> <li>When establishing the evidence for a particular enquiry, Learners consider critically issues surrounding the origin, nature and purpose of sources.</li> </ul>	<ul style="list-style-type: none"> <li>Learners explain how and why different interpretations of the past have arisen or been constructed.</li> <li>Learners begin to explain how the significance of events, people and changes has varied according to historical perspectives.</li> </ul>
<b>Fluent</b>	<b>Complete</b>	<b>Substantial</b>	<ul style="list-style-type: none"> <li>Learners show secure knowledge and understanding of local, national and international history.</li> <li>Learners select, organise and deploy relevant information and make appropriate use of historical terminology to produce structured work.</li> </ul>	<ul style="list-style-type: none"> <li>Learners begin to analyse the nature and extent of diversity, change and continuity within and across different periods.</li> <li>They begin to explain relationships between causes.</li> </ul>	<ul style="list-style-type: none"> <li>Learners investigate historical problems and issues, asking and beginning to refine their own questions.</li> <li>Learners evaluate sources to establish relevant evidence for particular enquiries.</li> </ul>	<ul style="list-style-type: none"> <li>Learners begin to explain how and why different interpretations of the past have arisen or been constructed.</li> <li>Learners explore criteria for making judgements about the historical significance of events, people and changes.</li> </ul>
<b>Complete</b>	<b>Substantial</b>	<b>Establishing</b>	<ul style="list-style-type: none"> <li>Learners show that they are approaching a secure knowledge and understanding of local, national and international history.</li> <li>Learners select and deploy information and make appropriate use of historical terminology to support and structure their work.</li> </ul>	<ul style="list-style-type: none"> <li>Learners describe events, people and some features of past societies and periods in the context of their developing chronological framework.</li> <li>Learners begin to recognise and describe the nature and extent of diversity, change and continuity, and to suggest relationships between causes.</li> </ul>	<ul style="list-style-type: none"> <li>Learners investigate historical problems and issues and begin to ask their own questions.</li> <li>Learners begin to evaluate sources to establish evidence for particular enquiries.</li> </ul>	<ul style="list-style-type: none"> <li>Learners suggest some reasons for different interpretations of the past and they begin to recognise why some events, people and changes might be judged as more historically significant than others.</li> </ul>
<b>Substantial</b>	<b>Establishing</b>	<b>Initial</b>	<ul style="list-style-type: none"> <li>Learners show that they are developing a secure knowledge and understanding of local, national and international history.</li> <li>They begin to produce structured work, making</li> </ul>	<ul style="list-style-type: none"> <li>Learners describe some of the main events, people and periods they have studied, and by identifying where these fit within a chronological framework.</li> <li>Learners describe characteristic features of past societies to identify change and continuity within and across different periods</li> </ul>	<ul style="list-style-type: none"> <li>When finding answers to historical questions, they begin to use information as evidence to test hypotheses.</li> </ul>	<ul style="list-style-type: none"> <li>Learners identify and describe different ways in which the past has been interpreted.</li> </ul>



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			appropriate use of dates and terms.	and identify some causes and consequences of the main events and changes.		
<b>Establishing</b>	<b>Initial</b>		<ul style="list-style-type: none"> <li>Learners show that they are beginning to increase their knowledge and understanding of the past by using dates and terms, by describing some of the main events, people and periods they have studied and by placing them into different periods of time.</li> </ul>	<ul style="list-style-type: none"> <li>Learners begin to recognise some of the similarities and differences between these periods and are beginning to suggest causes and consequences of the main events and changes.</li> </ul>	<ul style="list-style-type: none"> <li>Learners use sources to find answers to questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Learners begin to identify some of the different ways in which the past had been represented.</li> </ul>
<b>Initial</b>			<ul style="list-style-type: none"> <li>Learners show some knowledge and understanding of the past by using common words and phrases about the passing of time, by placing events and objects in order.</li> </ul>	<ul style="list-style-type: none"> <li>Learners can place a few events and objects in order, by using common words and phrases about the passing of time and by recounting episodes from stories about the past.</li> </ul>	<ul style="list-style-type: none"> <li>Learners use sources to answer simple questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>n/a</li> </ul>