

History Progress Descriptors

Key concepts:	Acquiring	Developing	Securing	Extending
Chronology	Can identify a simple range of time periods across a timeline and can use appropriate vocabulary – e.g. name key time periods.	<p>Can place key time periods into chronological order.</p> <p>Can use appropriate dates and vocabulary to demonstrate the passing of time – e.g. demonstrates a working knowledge of BC and AD.</p> <p>Demonstrates knowledge of a broader historical overview by using periods and/or themes.</p>	<p>New knowledge acquired can be placed into its historical context and into a secure chronological framework.</p> <p>Demonstrates an understanding of patterns of change, continuity, etc. in one or more time periods.</p>	<p>Can identify and explain a range of links within and across periods of time.</p> <p>Demonstrates good knowledge of a period being studied. Can identify differing time periods based on key events, people, evidence.</p> <p>Can see where there is more or less progress within time periods and can compare those to others.</p> <p>Able to identify and explain anachronisms.</p> <p>Able to devise enquiry questions about change, continuity, etc. between and across periods.</p>
Communicating History	<p>Able to write briefly in sentences.</p> <p>Can identify 1-2 historical terms: change, continuity, cause, consequence, chronology or evidence but may lack confidence in their use.</p> <p>Demonstrates some relevant historical knowledge and understanding using some historical vocabulary relevant to the topic.</p>	<p>Some evidence of structure (paragraphs) and also structure within paragraphs.</p> <p>Demonstrates use of signpost sentences, full facts, explanation and conclusions.</p> <p>Uses historical terms (relevant to the topic) accurately.</p> <p>Demonstrates knowledge and understanding that is mostly relevant to the question.</p>	<p>Usually uses signpost sentences, full facts, explanation, analysis and mini conclusions throughout an answer but this may not be consistent.</p> <p>May include an introduction and an overall conclusion.</p> <p>Uses historical terms (relevant to the topic) confidently.</p> <p>Demonstrates knowledge and understanding and can apply these accurately to the focus of the specific question.</p>	<p>Consistently uses signpost sentences, full facts, explanation, analysis and mini conclusions within all paragraphs. Clear use of introduction and overall conclusion.</p> <p>Uses historical terms (relevant to the topic) confidently and may demonstrate connections, or show significance of each, or may link more than one.</p> <p>Demonstrates relevant and comprehensive knowledge and understanding. Able to use key dates, facts and individuals relevant to specific time periods.</p>
Thinking like a historian	Can identify terms including change & continuity, cause & consequence, similarity & difference and significance and provide some basic understanding of the meaning of some of these terms.	<p>Can provide examples within written work of their understanding of the key terms and can begin to show understanding of where there is change and continuity etc. <i>across</i> time periods.</p> <p>Will be able to provide simple explanations of the significance of events and/or people.</p>	<p>Can make links between (for example) cause and consequence and may provide more than one example of each of the terms, and can apply this across different time periods.</p> <p>Will provide detailed explanations of the significance of events and/or people.</p>	<p>Can make links between a number of causes/changes/similarities etc. and start to rank them. May also be able to make connections between the different elements for example, causes and significance, similarities and consequences. May be able to take a ‘bigger picture’ approach to see how linking and ranking a number of elements can be applied across time periods.</p>
Investigating the past	Able to demonstrate understanding of the difference between primary and secondary sources of evidence.	Able to utilise primary and/or secondary sources of evidence to gather information about the past.	Able to analyse a wide range of primary and secondary evidence in order to justify claims about, and identify different interpretations of, the past. This may include the nature, origin and purpose of sources.	Able to understand that interpretations of the past differ, explain why they differ and evaluate interpretations in the context of historical events, using a range of evidence to support those interpretations.

