

Key Stage 3 History Mastery Statements

Knowledge and Understanding

Emerging	Developing	Secure	Mastered
<p>You have begun to fit chronological knowledge into a simple structure of historical understanding (e.g. 'I know that 1536 was in the sixteenth century during the reign of Henry VIII'), although this knowledge may remain isolated and episodic.</p>	<p>You have your own simple chronological picture into which you can place new knowledge.</p>	<p>You place a new period or topic within your own chronological frame of reference and begin to make links between the periods you have studied.</p>	<p>You create detailed and accurate chronological narratives within and across time periods that make clear links.</p>
<p>You use some simple historical vocabulary correctly.</p>	<p>You use historical vocabulary correctly in your work and it is becoming a feature of the way you talk and write about history.</p>	<p>You use historical vocabulary regularly and there is a sound understanding of the importance of context when using historical vocabulary in different periods.</p>	<p>You use historical vocabulary throughout your work and are becoming confident when using new language, making a good attempt at adapting your historical vocabulary depending on the period or country that you are talking/writing about.</p>
<p>You have constructed a basic descriptive narrative of the past.</p>	<p>You have constructed a descriptive narrative of the past that shows some development.</p>	<p>You have constructed a descriptive narrative of the past and have attempted some analysis within your work</p>	<p>You have constructed a narrative that shows both some analysis and some appreciation of the relevant historical concept (e.g. constructing a narrative of a cause).</p>

Change and Continuity

Emerging	Developing	Secure	Mastered
You can identify changes using the features of a time period (or periods).	You can describe change using the features of a time period (or periods).	You can use correct terminology to discuss the pace or extent of changes.	You can use correct terminology to explain how change is measured in different ways (political, economic, pace, extent).
You can describe examples of change or continuity within a given time period.	You can explain examples of change and continuity within a time period or between different time periods.	You can explain the reasons for change and continuity within a time period or between different time periods.	You can evaluate the impact of reasons for change and continuity between time periods.
You can understand that change often happens as a result of events or actions by individuals.	You can identify lines of development, rather than just individual changes.	You can sometimes link lines of development to each other.	You consistently link lines of development to each other.

Cause and Consequence

Emerging	Developing	Secure	Mastered
You can identify some causes and consequences of an event.	You can explain the main causes and consequences of an event.	You can explain a range of causes and consequences of an event.	You can explain links between causes and consequences.
You can describe the causes and consequences identified.	You can categorise causes into basic groups, such as short-term and long-term causes.	You can identify links between causes and consequences.	You can explain why events have certain consequences and you begin to recognise that one cause may have multiple or conflicting consequences.
You can identify causes that focus on individuals.	You can understand that some consequences are unintentional and that some have non-human factors.	You can explain the reasons for unintentional consequences and those involving non-human factors.	You can evaluate the significance of causes and/or consequences in relation to each other.

Significance

Emerging	Developing	Secure	Mastered
You understand that not all events/people/changes are as significant as each other, but cannot explain why this is.	You understand that not all events/people/changes are as significant as each other, and can explain reasons for this.	You recognise that a change may be significant to one society or group of people, but has little historical significance in another context.	You understand that historical significance differs depending on the timescale used and the person studying it.
You can describe reasons why some people, changes or events are significant.	You can explain reasons why some people, changes or events are significant.	You can construct a narrative that assesses the contemporary significance of a person, change or event.	You can construct a narrative that assesses the historical significance of a person, change or event.
You can use evidence to prove the significance of a person, change or event.	You can explain how the evidence you have provided helps to prove the significance of a person, change or event.	You can explain links between reasons why some people, changes or events are significant.	You can evaluate the significance of a person, change or event in relation to another.

Using Historical Evidence

Emerging	Developing	Secure	Mastered
You can distinguish between information about the past and evidence that historians extract from sources through a process of interrogation in order to support their claims.	You can use sources to make accurate unsupported inferences about the past.	You can make supported inferences about the past by using the content of a source.	You can create your own historical questions and plan a simple line of enquiry.
You can identify aspects of the content of a source that might make it useful to a historian.	You can provide a basic explanation of how the content of a source might make it useful to a historian.	You can use contextual knowledge to explain how a source might be useful to a historian.	You can distinguish between ideas of utility and reliability, and understand that historians use 'unreliable' sources as valuable pieces of evidence.
You can identify the origin and nature of a source.	You can identify the reliability of a source using its origin and/or nature.	You can explain the reliability of a source using its origin and/or nature.	You can explain the reliability of a source using its purpose.

Understanding Interpretations

Emerging	Developing	Secure	Mastered
You can identify arguments to support both sides of a statement.	You can explain arguments to support one side of a statement.	You can explain arguments to support both sides of a statement.	You can explain arguments to support both sides of a statement, with a conclusion that makes a clear overall judgement.
You can identify the difference between information about the past and an interpretation of the past.	You can identify the main difference between two interpretations.	You can suggest valid reasons how and/or why an interpretation may have been constructed.	You can explain how and why an interpretation may have been constructed using points related to purpose, viewpoint, background, source availability and/or selection. This may remain quite deterministic and simplistic (e.g. 'Historian X wrote this because he was from France.').

<p>You understand that historians have different views of the past.</p>	<p>You can identify, in a general way, reasons why historians have different views of the past.</p>	<p>You can use contextual knowledge to provide a simple explanation of why an interpretation is or is not valid.</p>	<p>You can use contextual knowledge to provide a simple explanation of why an interpretation is and is not valid.</p>
---	---	--	---