

## 2016 KS3 Step System - History Student Version

Step/ GCSE Grade	Old NC Level	AO1 Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. 35% GCSE	AO2 Explain and analyse historical events and periods studied using second order historical concepts. Cause and Consequence Change and Continuity 35% GCSE	AO3 Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. Evidence 15 % GCSE	AO4 Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied. 15% GCSE	
			Cause and Consequence	Change and Continuity		
Pre Sec 3 <sup>rd</sup> U	3	I can tell simple stories about different periods of history that I have studied.	I can identify two or more causes of a historical event and show some understanding of their relationship to each other.	I can recognise the different rules, beliefs and ideas of historical periods and give basic details about them.	I can recognise that a historian uses sources to gather evidence about the past but I am keen to look for what is 'true' or 'false'.	I can pick out simple difference in stories about the past and recognise that historians and others have disagreed about figures and events I have studied.
Step Grade 1	4	I can write a narrative of events in the past and I begin to use supporting details.	I can begin to put causes into categories and talk about simple consequences of events.	I can describe simple changes which took place in the past and identify some broad historical trends and continuities.	I can recognise that some sources may not be as useful as others and that a historian must consider the evidence they find before repeating it as fact.	I know that history is made up of different stories about the past and can give a simple description of two opposing interpretations of something I have studied.

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Step 2	5	I can write a descriptive narrative of events in the past and attempt to use factual detail in my writing.	I can sort causes into categories with some confidence and begin to see how they relate to each other.	I can describe changes in the past using simple features of historical periods to support my ideas. I have a basic understanding that not all changes are as important as each other.	I can make claims about the past using some selected evidence from sources. I understand that some sources are more reliable than others but put these in simple categories.	I can select key features of an interpretation and describe the overall impression it gives about a figure or event in history. I have some understanding that interpretations are different because of their purpose.
Step 3	6	I can write a descriptive narrative of historical events which shows some organisation. I use some accurate knowledge but it sometimes lacks relevance.	I can link groups of causes together to begin to form an explanation about why something happened in history. I can explain simple consequences and link them to events.	I can begin to talk about how big or how quickly change happened in the historical periods I have studied. I recognise that groups of people can see change as more or less important than others.	I can use sources to make simple inferences about the past and I am beginning to recognise that historians use sources in different ways by asking different questions.	I can select and describe the key features of historical interpretations in visual, spoken and written form. I can begin to explain why some interpretations were made.
Step 4	7	I can write a narrative account of the past which attempts to analyse the key events and is becoming more organised. I use mostly accurate knowledge to support some of my ideas.	I can form a simple causal explanation of why something happened and begin to think about which was the most important cause.	I can use ideas about the pace or extent of change to describe changes both within periods and across time. I can begin to identify bigger lines of development and make simple	I can make supported inferences about the past using the detail of a source and my historical understanding. I am beginning to be able to ask my own questions about sources, and their	I know that one reason historians have different interpretations is that they may use different sources to build a picture of the past.

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				comments on the significance of changes.	usefulness and reliability.	
Step 5	8	I can write a narrative account of the past which is well organised and shows some basic analysis of the events included. I can use knowledge so that it builds the narrative rather than just being added on.	I can construct a causal explanation which begins to show some argument and use some simple historical knowledge to support my ideas. I can recognise that something may have more than one or conflicting consequences.	I am confident when describing the pace, extent or features of change and can begin to explain why changes are seen as significant depending on perspective. I can recognise different lines of development across periods (e.g. religious, economic, political).	I can use a source to make comments about the content as well as simple ideas about the provenance (nature, origin and purpose). I understand that an unreliable source can sometimes be useful to a historian.	I can give a simple explanation of why an interpretation was constructed with reference to purpose, viewpoint and source selection. I am beginning to think about which interpretations are more valid than others.
Step 6	9	I can write a narrative account of the past which includes some sound analysis and tries to focus on a particular question. I can select relevant knowledge which has some links with the topic and particular question.	I can organise a causal explanation which attempts to show a line of argument throughout and some relevant historical knowledge.	I can use some knowledge of the periods I have studied to begin to support an argument about change and continuity or significance.	I can make judgements about sources and begin to explain how they are useful to particular enquiries. I am gaining confidence in asking follow up questions about sources and beginning to link this to using other	I can explain how and why an interpretation has been constructed and can make a general case for or against the validity of the interpretation.

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					sources.	
Step 7		I can write a narrative account which includes sound analysis and shows some links between the key features of the answer. I can select knowledge which is relevant and use it to enhance the narrative.	I can construct a causal argument using mostly relevant historical knowledge and analyse consequences by looking at key features of the period.	I can use my knowledge of lines of development to explain how they work together to construct a simple argument about why changes are significant in a period I have studied.	I can combine my understanding of source content and provenance to begin to select criteria for judging the utility of a source. I can also use some contextual knowledge to support my judgements.	I can use my knowledge of the way history is written to give a more balanced view of the validity of interpretations I study. I can attempt an overall judgement about the validity of an interpretation but this lacks support.
Step 8		I can write a narrative account which is analytical throughout and shows some understanding of the relevant historical concept (e.g. causation, change). I can select accurate and relevant information which shows a sound understanding of the period.	I can construct an analytical causal argument which is mostly focused on the question asked, and uses accurate and relevant knowledge to support my ideas.	I can use my knowledge of lines of development to construct an organised explanation of change and continuity considering the pace, extent and direction of change. I can explain why different events are seen as historically	I can use relevant contextual knowledge to explain the utility of a source with reference to content and provenance. I can ask questions about sources and begin to pursue enquiries about sources with some independence.	I can analyse different interpretations by commenting on the evidence and methods used by historians. I can use mostly sound contextual knowledge to support my testing of interpretations.

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				significant and begin to consider why this might change over time.		
Step 9		I can write a narrative account of a period which is analytical throughout and shows that I have thought about the relevant historical concepts. I use precise historical knowledge to support and enhance the narrative.	I can construct an analytical causal argument which is clearly directed at the question asked with precisely selected supporting knowledge. I can explain how consequences differ depending on the questions a historian asks.	I can confidently construct an explanation about change and continuity within and across periods of time using relevant and well selected historical knowledge. I can explain why different groups of people and different historical periods have changing ideas about historical significance.	I can confidently use a range of different sources to comment on utility with reference to a particular enquiry I am given and to construct an enquiry of my own. I can select relevant sources for a follow up enquiry and use precise contextual knowledge to explain my ideas.	I can confidently handle different interpretations and explain how and why they have been created by historians. I know that history is a discipline based on argument and can identify argument in the historical interpretations I use.