

RET History - KS3 Stage Ladder

Students will extend and deepen their chronologically secure knowledge and understanding of British, local and world history, so that it provides a well-informed context for wider learning. Students will identify significant events, make connections, draw contrasts and analyse trends within periods and over long arcs of time. They will use historical terms and concepts in increasingly sophisticated ways and will pursue historically valid enquiries including some they have framed themselves. Students will create relevant, structured and evidentially supported accounts in response. They will understand how different types of historical sources are used rigorously to make historical claims and discern how and why contrasting arguments and interpretations of the past have been constructed.



Stage		Cause and consequence	Change and continuity	Significance and judgement	Interpretations	Using sources	Knowledge, understanding and communication
Y9++	7	<ul style="list-style-type: none"> Analysis of cause and consequence is organised with sophistication and communicated precisely showing coherent chronological narrative which identifies links between themes and substantiated evaluations surrounding importance 	<ul style="list-style-type: none"> Historical processes are analysed and evaluated with precision and, consider the pace, nature and extent of change during and across periods. 	<ul style="list-style-type: none"> Significance of individuals/events is measured with specific criteria and well selected evidence to form substantiated conclusions about impacts over and across time and on different social groups. 	<ul style="list-style-type: none"> Complex explanations of how and why interpretations are constructed can be supported with precise contextual knowledge and well substantiated judgements on validity. 	<ul style="list-style-type: none"> Complex judgements around the utility of sources consider provenance (nature, origin and purpose) and content and are supported by strong contextual understanding/source reference. 	<ul style="list-style-type: none"> Demonstrates detailed and wide-ranging knowledge with accurate use of key terminology, logical and precise structure and showing complex understanding which highlights linkages between themes and ideas.
Y9+	6	<ul style="list-style-type: none"> Analysis of cause and consequence is generally well organised and communicated showing chronological understanding and judgements are formed around importance. 	<ul style="list-style-type: none"> Historical processes are analysed and evaluated and, consider the pace, nature and extent of change during and across periods with accurate knowledge. 	<ul style="list-style-type: none"> Significance of individuals/events is measured with criteria and some evidence to form conclusions about impacts over and across time. Although some of the evaluations may be only partly substantiated, the overall judgment is supported. 	<ul style="list-style-type: none"> Detailed explanations of how and why interpretations are constructed can be supported with secure contextual knowledge and substantiated judgements on validity. 	<ul style="list-style-type: none"> Judgements around the utility of sources consider provenance and content and are supported by some contextual understanding/source reference. 	<ul style="list-style-type: none"> Strong historical knowledge, use of key terminology, which is structured logically and demonstrates an awareness of linkages between themes.
Avg EOY9	5	<ul style="list-style-type: none"> Causes and consequences are well explained, clearly categorised, well organised and communicated. They show chronological awareness, though lacking coherence and precision in places. Judgements are formed on the importance of factors. 	<ul style="list-style-type: none"> Beginning to analyse the extent of change/continuity and similarity /difference within a period using accurate contextual knowledge and understanding. 	<ul style="list-style-type: none"> Significance of individuals/events is measured with criteria and some evidence to form conclusions about impacts over and/or across time although inconsistencies in the depth and breadth of analysis. 	<ul style="list-style-type: none"> Explanations can be given about why interpretations differ and is linked to contextual knowledge. Judgements on the validity of interpretations may be given but with inconsistent substantiation. 	<ul style="list-style-type: none"> Judgements around the utility of sources consider aspects of provenance and/or content and are supported by some contextual understanding/source reference. 	<ul style="list-style-type: none"> Good knowledge, some use of key terminology, which is often structured logically, showing understanding and highlighting some linkages between themes.

Avg EOY8	4	<ul style="list-style-type: none"> • Causes and consequences can be explained, categorised and prioritised. The general trend of the argument is clear, but parts of it lack logic, coherence and precision. Forms conclusions that can be explained. 	<ul style="list-style-type: none"> • Examples of similarity/difference and/or change/continuity can be explained within the context of historical periods. 	<ul style="list-style-type: none"> • Attempts are made to establish criteria to measure significance. • These are related to overall judgment (conclusion) with some substantiation. 	<ul style="list-style-type: none"> • Reasons can be given about why interpretations differ with reference to contextual knowledge. Beginning to form judgements on validity. 	<ul style="list-style-type: none"> • Can explain how a source is useful for a particular purpose and begin to support this with contextual knowledge. 	<ul style="list-style-type: none"> • Mostly secure knowledge and some reference to key terminology. This demonstrates a good understanding. Beginning to highlight some linkages between themes.
Avg EOY7	3	<ul style="list-style-type: none"> • Can identify and explain causes and consequences and begin to organise these into categories, some consideration of the relative importance of factors. 	<ul style="list-style-type: none"> • Can explain examples of similarity and/or difference in relation to changes or continuity over time. 	<ul style="list-style-type: none"> • Attempts are made to establish criteria to judge significance although with limited substantiation. 	<ul style="list-style-type: none"> • Interpretations can be identified, and reasons provided to explain why these were formed. 	<ul style="list-style-type: none"> • Can begin to assess the uses of sources for purposes. 	<ul style="list-style-type: none"> • Basic knowledge, which is often structured logically and shows a reasonable understanding and organisation of ideas.
Avg EOY6	2	<ul style="list-style-type: none"> • Can identify and describe causes and consequences. 	<ul style="list-style-type: none"> • Can describe examples of similarity and/or difference. 	<ul style="list-style-type: none"> • Judgements about the significance of individuals/events are asserted with some supporting evidence. 	<ul style="list-style-type: none"> • Features of an interpretation can be identified and described. 	<ul style="list-style-type: none"> • Can describe ways in which sources can teach us about the past and begin to categorise these into primary and secondary evidence. 	<ul style="list-style-type: none"> • Some understanding and knowledge, beginning to organise ideas into structured paragraphs.
	1	<ul style="list-style-type: none"> • Can identify simple cause(s) and consequence(s) but lacks development. 	<ul style="list-style-type: none"> • Can identify examples of similarity and/or difference. 	<ul style="list-style-type: none"> • Can make simple observations about the importance/significance of individuals/events. 	<ul style="list-style-type: none"> • Can identify simple differences in stories about the past. 	<ul style="list-style-type: none"> • Can make simple comments about what historical sources tell us about the past. 	<ul style="list-style-type: none"> • Simple understanding and ideas expressed in basic sentences and undeveloped paragraphs.