



History Year 7

Criteria	Emerging	Developing	Secure	Exceeding
Knowledge application	<p>Write in complete sentences most of the time and write simple descriptions of historical events, people or places.</p> <p>Know that time is measured in different ways such as years and centuries. Identify some key features of the period studied.</p>	<p>Write in full sentences and start to organise written work into paragraphs.</p> <p>Some historical details used to articulate and write their answers.</p> <p>Begin to use key terms to do with time. Have some understanding of the key features of the period studied.</p>	<p>Produce extended writing that shows some organisation into paragraphs. Always write in full sentences including some detailed historical facts.</p> <p>Is able to use most of the historical terminology to do with time confidently.</p> <p>Use some more difficult terms when prompted. Show good understanding of the period studied and evident in their work.</p>	<p>Produce extended writing that is well structured, always using paragraphs, introductions and conclusions effectively.</p> <p>Write detailed answers in their own words, with key terminology used – tier 3 vocabulary.</p> <p>Use historical terms to do with time confidently. Show excellent understanding of the key features of the period studied.</p>
Analysis	<p>List or describe some causes/reasons/arguments.</p>	<p>Will be able to identify causes/reasons/arguments, with some supporting detail.</p>	<p>Can describe arguments/reasons/causes in supporting detail. Understand that some reasons or causes are more important than others. Understand that some events are more significant than others.</p>	<p>Include some analytical points in written work and begin to come to conclusions. Begins to develop their descriptions into explanations. Some links between features of the past are made.</p> <p>Identify the most important reasons or causes. Select events that are</p>

				more significant. Begin to explain the links between features of the past.
Evidential thinking	<p>Describe or select some facts/inferences from historical sources.</p> <p>Begin to understand that different people see historical events in different ways.</p>	<p>Will be able to use a source to find out about the past and describe what a source says/shows.</p> <p>Will start to understand the difference between fact and opinion. Will begin to consider provenance in simple ways such as the date and author. Describe an interpretation of the past.</p>	<p>Select relevant detail from sources and develop with some contextual knowledge.</p> <p>Will be able to describe what a source suggests as well as what it actually says/shows.</p> <p>Understand that there are different interpretations of the past and begin to understand the reasons why.</p>	<p>Can confidently describe inferences from sources with supporting relevant detail.</p> <p>Give some reasons for why interpretations of the past differ with relevant contextual knowledge.</p>