

Year 7 History Progress Criteria 2019

	Foundation	Secure	Advanced	Exceptional
Knowledge of the Medieval World.	Students would have a basic knowledge of medieval life, and the key differences with modern life. They will understand the problems that medieval kings faced, and they will appreciate the importance of the church in the middle ages. They will have knowledge of some local aspects of the Middle Ages.	Students will know about England before and after the Norman invasion and begin to appreciate key differences. They will understand the problems faced by medieval kings and how they attempted to solve them. They will have a good degree of knowledge of medieval life including work, religion, disease and power.	Students will be able to identify the key changes in Medieval England with regard to power, religion and economic life. They will begin to make comparisons between monarchs to establish the degree of success experienced by different kings. They will understand how the political systems of medieval England feed into wider aspects of life like religion, daily life, economic status etc. They will begin to attribute significance to key developments and changes e.g. Black Death and The Peasants' Revolt.	Students will develop a holistic understanding of the key features of the Medieval period. They will show knowledge of the changes from Saxon times. They will be able to give specific examples of monarchs and to evaluate the success that they achieved, using a range of criteria. They will understand that experience of medieval life varied between groups and that it changed over the period as a whole.
Topics covered	<ul style="list-style-type: none"> • Key chronology, Anglo-Saxon England and the Staffordshire hoard. • The Battle of Hastings and the Norman invasion. How did William take control? • The development of castles in the medieval period. • Life in the medieval village. • King John and Magna Carta. • The importance of the church. • The Black Death and Peasants' Revolt. • Introduction to the Tudors. 			
Knowledge and understanding of Historical study	Pupils show their increasing knowledge and understanding of the past by using dates and terms, by describing some of the main events, people and periods	Pupils show their knowledge and understanding of local, national and international history by describing some of the main events, people	Pupils show their knowledge and understanding of local, national and international history by describing events, people and some features of	Pupils show their knowledge and understanding of local, national and international history by beginning to analyse the nature and extent of diversity, change and continuity within

	they have studied and by placing them into different periods of time.	and periods they have studied, and by identifying where these fit within a chronological framework.	past societies and periods in the context of their developing chronological framework.	and across different periods. They begin to explain relationships between causes.
Source analysis and evaluation	They identify some of the different ways in which the past has been represented. They use sources to find answers to questions about the past.	They identify and describe different ways in which the past has been interpreted. When finding answers to historical questions, they begin to use information as evidence to test hypotheses.	They begin to evaluate sources to establish evidence for particular enquiries. They select and deploy information and make appropriate use of historical terminology to support and structure their work	They evaluate sources to establish relevant evidence for particular enquiries. They select, organise and deploy relevant information and make appropriate use of historical terminology to produce structured work.
Causation including change and continuity	They begin to recognise some of the similarities and differences between these periods and are beginning to suggest causes and consequences	They describe characteristic features of past societies and periods to identify change and continuity within and across different periods and to identify some causes and consequences of the main events and changes	They begin to recognise and describe the nature and extent of diversity, change and continuity, and to suggest relationships between causes	They begin to recognise and describe the nature and extent of diversity, change and continuity, and to suggest relationships between causes
Interpretations and Significance.	Students are aware that the past can be presented in different ways. They can begin to suggest simple reasons for these differences,	Students can describe different interpretations of the past. They begin to understand that some historical events are more significant than others, and can give reasons why.	They suggest some reasons for different interpretations of the past and they begin to recognise why some events, people and changes might be judged as more historically significant than others.	They begin to explain how and why different interpretations of the past have arisen or been constructed. They explore criteria for making judgements about the historical significance of events, people and changes.
Communication and literacy	Students can write in sentences and convey their meaning. They will use some key words accurately.	They begin to produce structured work, making appropriate use of dates and terms. Key terms are used correctly and spag is generally good.	Students can use coherent and well-structured sentences which link together logically. Key vocabulary is widely and accurately used and key terms are all correctly spelt.	Students write in well-structured paragraphs using appropriate historical terminology. Written work is clearly synthesised and reads in a highly coherent way.