

Year 7 History Progress Criteria 2015

	Emerging	Expected	Exceeding	Excellence
Knowledge and understanding	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 they have studied and by placing them into different periods of time.	Pupils show their knowledge and understanding of local, national and international history by describing some of the main events, people and periods they have studied, and by identifying where these fit within a chronological framework.	Pupils show their knowledge and understanding of local, national and international history by describing events, people and some features of past societies and periods in the context of their developing chronological framework.	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 and across different periods. They begin to explain relationships between causes.
Causation	They begin to recognise some of the similarities and differences between these periods and are beginning to suggest causes and consequences of the main events and changes.	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.	
Source 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 can extract information from sources and draw simple conclusions.	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
Communication	Students can write in sentences and convey their meaning.	They begin to produce structured work, making appropriate use of dates and terms. Students use coherent and well-structured sentences	Students can use coherent and well-structured sentences which link together logically.	Students write in well-structured paragraphs using appropriate historical terminology.
Interpretations			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.
Investigation			They investigate historical problems and issues and begin to ask their own questions.	They investigate historical problems and issues, asking and beginning to refine their own questions.