



What progress am I making in Year 7 History?
How can I get better in Year 7 History and make progress to the next level?

Year 7	<u>Acquiring</u> 15%	<u>Developing</u> 35%	<u>Securing</u> 50%	<u>Consolidating</u> 65%	<u>Extending</u> 80%
Cause and consequence	I know events have a number of causes, and not all causes are equally important.	I can describe a number of causes, triggers & results of events.	I can explain different causes and consequences and begin to judge them.	I can begin to rank causes and consequences in order of importance by making some links between them.	I can analyse the importance of causes and consequences, and explain how they are linked to evaluate their overall effect.
Change and continuity	I can identify some changes and some things that have stayed the same.	I can identify changes within and across different periods of time. I understand that some changes happen quickly and some happen slowly.	I can describe changes and begin to decide how important each is. Understand that a key change in a pattern of events is called a turning-point.	I can explain reasons for change and the results of change. Understand that things can get worse over time (regress) as well as getting better (progress).	I can assess the significance and extent of changes by making direct comparisons of the before and the after.
Chronology	I can put people and events in the correct sequence in time. I can spot anachronisms.	I can use the correct names for periods of history. I can identify the correct centuries.	I can describe key features from specific time periods, and the order of events in time periods.	I can make links within and across different time periods.	I can understand the chronology of various time periods and begin to explain the effects of different time periods.
Cultural, ethical and religious diversity	I can understand that people's lives are different even if they live in the same period of history.	I can understand that people's lives are different even if they live in the same country in the same period.	I can understand that sometimes people and groups are stereotyped despite their diversity.	I can understand that historical enquiry can challenge stereotypes and can help treat people as individuals.	I can understand that diversity exists even within the stories of individuals.
Significance	I can understand what significance in history means (not same as being famous).	I can begin to use different ways to judge the significance of something from history.	I can assess and judge the significance of events, people and changes.	I can begin to compare the reasons for and against the significance of events and people in history	I can assess the reasons of significance and begin to evaluate long term significance.
Interpretations of history	I know that different people tell different stories about the past and have different views.	I understand that people tell these different stories by including some evidence and leaving out others.	I can suggest some reasons why people view past events and people differently.	I can explain why people have different views of past events and people; they change because they focus on different things.	I can confidently explain how and why people have different interpretations of the past.
Using evidence (source analysis)	I can identify why sources don't always tell the whole truth.	I can use a variety of sources. I can compare sources.	I can make inferences from sources. I can begin to judge how useful a source is for my investigation.	I can judge and evaluate how useful and typical a source is. I can use sources to reach conclusions.	I can carefully select relevant information from a source to support an argument.
Communication	I can use the basic structure of paragraphs and essays. I can write a clear answer.	I can confidently write structured paragraphs and essays.	I can select precise words and organise information to create better written answers.	I can organise and communicate my ideas in a clear and convincing way.	I can select, organise and use information to write well-structured explanations.