

	Emerging a student whose understanding of the Y7 History skills is still emerging will be able to:	Developing a student who is developing their Y7 History skills will be able to:	Secure a student who is secure in the skills in the Y7 History curriculum will be able to:	Mastered a student who has mastered the skills in the Y7 History curriculum will be able to:
Extended writing and research skills	Write in complete sentences most of the time and write simple descriptions of historical events, people or places. Make good use of sentence starters. Research an answer from materials provided in class when given guidance or support.	Write in full sentences and be starting to organise written work into paragraphs. Start to use historical details to explain answers. Use sentence starters and writing frames effectively. Research some information with guidance. Begin to ask questions and contribute to class discussions.	Produce extended writing that shows some organisation into paragraphs. Always write in full sentences including some detailed historical facts. Research a topic independently. Will ask some questions and will contribute to class discussion.	Produce extended writing that is well structured, always using paragraphs, introductions and conclusions effectively. Write detailed answers in their own words, using some independent research. Ask some good questions and contribute to class discussion.

<p>Knowledge and understanding</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>Begin to use key terms to do with time. Have some understanding of the key features of the period studied.</p>	<p>Is able to use most of the terms to do with time confidently. Use some more difficult terms when prompted. Show good understanding of the period studied.</p>	<p>Use historical terms to do with time confidently. Use more difficult historical terms. Show excellent understanding of the key features of the period studied.</p>
<p>Analysis</p>	<p>List or describe some causes or reasons.</p>	<p>Will be able to identify causes or reasons. Will begin to use the term significance.</p>	<p>Understand that some reasons or causes are more important than others. Begin to explain the links between features of the past. Understand that some events are more significant than others.</p>	<p>Include some analytical points in written work and begin to come to conclusions. Explain the links between features of the past. Identify the most important reasons or causes. Select events that are more significant.</p>

Sources	Describe or select some facts from historical sources.	Will be able to use a source to find out about the past and describe what a source says. Will start to understand the difference between fact and opinion. Will start to use the five 'W's.	Select relevant detail from sources and start to identify similarities and differences. Will be able to say what a source suggests as well as what it actually says. Use the five 'W's.	Handle sources effectively eg by comparing two contrasting sources. Be confident at 'having a go' at difficult sources. Use the five 'W's' effectively to analyse a source.
Interpretations	Begin to understand that different people see historical events in different ways.	Describe an interpretation of the past.	Understand that there are different interpretations of the past and begin to understand the reasons why.	Give some reasons for why interpretations of the past differ.

Notes:

The five 'W's (Who? What? When? Why? Where?) are used to analyse the provenance of a source.

The four skills (Knowledge and understanding, Analysis, Sources, Interpretations) are the skills that students are assessed on at GCSE