

## Y7 HISTORY ASSESSMENT CRITERIA

EMERGING – The student is beginning to learn/understand subject content/skills

DEVELOPING – The student is showing an increased understanding/skills level in the subject

SECURE – The student has achieved a sound understanding and competence in the subject

MASTERED – The student shows evidence of a deeper understanding/higher skill level in the subject and can make connections between different areas within the subject

	<b>Emerging</b> – a student whose understanding of the Y7 History skills is still emerging will be able to:	<b>Developing</b> – a student who is developing their Y7 History skills will be able to:	<b>Secure</b> – a student who is secure in the skills in the Y7 History curriculum will be able to:	<b>Mastered</b> – a student who has mastered the skills in the Y7 History curriculum will be able to:
<b>Extended writing</b>	Write in complete sentences most of the time and include simple descriptions of historical events, people or places.	Write consistently in full sentences and be starting to organise their written work into paragraphs. They start to use historical details to support answers.	Produce extended writing that shows some organisation into paragraphs. Always write in full sentences and support answers with some detailed historical facts.	Produce extended writing that is well structured and consistently uses paragraphs, introductions and conclusions effectively. They support their answers with detailed and specific facts.
<b>Knowledge and understanding</b>	Understands that time is measured in different ways such as years, decades and centuries. Can identify some key features of the time period studied.	Starts to use key terms to do with time with more confidence. Understands some key features of the time period studied. Begin to ask questions and contribute to class discussions.	Is able to use most of the key terms to do with time confidently. Shows clear understanding of the time period studied. Will ask some questions and contribute to class discussion.	Can use historical key terms to do with time confidently. Shows excellent understanding of the time period studied. Ask some good questions and contribute to class discussion.
<b>Analysis</b>	Can list or describe some causes or reasons.	Is able to identify causes or reasons for change. Will begin to use the term 'significance.'	Understand that some reasons or causes are more important than others. Begins to explain the links between features of the past. Understand that some events are more significant than others.	Explain the links between features of the past. Confidently identify the most important reasons or causes. Select events that are more significant.
<b>Sources</b>	Describe or select some facts from historical sources. Can start to identify inferences.	Will be able to use a source to find out about the past and describe what a source shows or says. Will start to understand the difference between a fact and an opinion. Will start to identify who made the source and why.	Select relevant detail from sources and start to identify similarities and differences. Can confidently infer from a source as well as identify its provenance and assess its accuracy.	Handle sources confidently by comparing two contrasting sources. Increasingly more confident with difficult sources. Can use accuracy and balance to analyse a source.
<b>Interpretations</b>	Begin to understand that different people view historical events in different ways.	Can understand that historians have different interpretations and describe an interpretation of the past.	Understand that there are different interpretations of the past and begin to understand why they differ.	Understand a historian's view and give reasons for why interpretations of the past differ.

COMMENTS FOR WWW/EBI

	<b><u>Extended Writing</u></b>	<b><u>Knowledge and understanding</u></b>	<b><u>Analysis</u></b>	<b><u>Sources</u></b>	<b><u>Interpretations</u></b>
<b><u>Mastered</u></b>	You produced extended writing that is well structured with uses paragraphs, effectively. You support your answers with detailed and specific facts.	You use historical key terms confidently. You show excellent understanding of the topic.	You explain the links between features of the past. You identify the most important reasons or causes. You can select events that are more significant.	You handle sources confidently by comparing two contrasting sources. You use accuracy and balance to analyse a source.	You understand a historian's view and give reasons for why interpretations of the past differ.
<b><u>Secure</u></b>	You produce extended writing that shows some organisation into paragraphs. You write in full sentences and support answers with some detailed historical facts.	You use most key terms confidently You shows clear understanding of the topic.	You understand that some reasons or causes are more important than others. You are starting to explain the links between features of the past and that some events are more important than others.	You select relevant detail from sources and start to identify similarities and differences. You confidently infer from a source as well as identify its provenance and assess its accuracy.	You understand that there are different interpretations of the past and begin to understand why they differ.
<b><u>Developing</u></b>	You write consistently in full sentences and attempted to use paragraphs. You used some details to support answers.	You attempted to use key terms. You understand some key features of the topic.	You identify causes or reasons for change. You are starting to use the term 'significance.'	You can use a source to find out about the past and describe what a source shows or says. You think about who made the source and why.	You understand that historians have different interpretations and describe an interpretation of the past.
<b><u>Emerging</u></b>	You write in full sentences most of the time. You include simple descriptions of historical events, people or places.	You understand that time is measured in different ways such as years, decades and centuries. You identify some key features of the topic.	You list or describe some causes or reasons.	You describe or select some facts from historical sources.	You understand that different people view historical events in different ways.