

Year 7 Ways of Doing - History

	Knowledge	Understanding	Skills
Exceeding	<p>Students can show a wide and in-depth level of knowledge of ancient and medieval history, demonstrating a secure chronological and thematic understanding of the topics.</p> <p>Students can support their views and lines of argument with detailed and accurate points of information, showing a secure understanding of more complex key ideas relevant to the topics of enquiry.</p> <p>Students show frequent evidence of independent research and wider reading.</p>	<p>Students can explain a range of causes of key events in history, and begin to categorise and prioritise them.</p> <p>Students can identify and explain aspects of continuity and change between periods of history.</p> <p>Students can explain why different interpretations of the same events in history have been constructed and how these reflect the context in which they were created.</p>	<p>Students can extract factual information and draw supported inferences from sources.</p> <p>They cross-reference sources to identify similarities and differences.</p> <p>Students can comment on how reliable/unbiased a source of evidence is referring.</p>
Expected	<p>Students can show a good level of knowledge of ancient and medieval history, demonstrating a secure chronological and thematic understanding of the topics.</p> <p>Students can support their views and lines of argument with relevant and accurate points of information, and show an understanding of the key ideas relevant to the topics of enquiry e.g. conquest, succession, feudalism.</p> <p>They show some evidence of independent research and further reading.</p>	<p>Students can analyse and explain a range of causes of key events in history.</p> <p>Students can identify and explain aspects of continuity and change between the past and the present.</p> <p>Students can explore and explain why different interpretations of the same events in history have been constructed.</p>	<p>Students can extract information and draw supported inferences from sources.</p> <p>They cross-reference sources to identify inaccuracies.</p> <p>Students can assess and comment on how reliable a source of evidence in light of its origin e.g. author.</p>
Developing	<p>Students can show a developing level of knowledge of ancient and medieval history, demonstrating some chronological and thematic understanding of the topics.</p> <p>Students can support their views and lines of argument with basic, but accurate, points of information and show an understanding of some of the less complex key ideas relevant to the topics of enquiry.</p> <p>Students show very little evidence of independent research.</p>	<p>Students can explain causes of key events in history.</p> <p>Students can identify and describe aspects of continuity and change between periods of history.</p> <p>Students can compare interpretations and describe their similarities and differences.</p>	<p>Students can describe source content and extract basic information from by copying or paraphrasing directly.</p> <p>Students can identify similarities and differences between sources.</p> <p>Students can identify and explain reasons why sources of evidence might be unreliable/biased according to their origin.</p>
Supported	<p>Students can demonstrate basic knowledge of ancient and medieval history by deploying factual information, which is mostly relevant.</p> <p>Students demonstrate a weak grasp of the chronology and themes, but can show some understanding of the less complex ideas relevant to the topics of enquiry.</p> <p>Students show little to no evidence of independent research.</p>	<p>Students can identify and begin to describe causes of key events in history.</p> <p>Students can recognise and label aspects of continuity and change between periods of history.</p> <p>Students can explain why people in the past had different ideas to those people have now.</p>	<p>Students can lift information from sources in the form of direct quotation or description of source content.</p> <p>Students can identify similarities or differences between sources of evidence.</p> <p>Students accept the truth and reliability of sources of evidence without considering their origins or possible bias.</p>