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| **Yr 7** | **AO1** Key features of different times | **AO2** Using historical concepts | **AO3** Investigating sources | **AO4** Historical interpretations |
| **Excelling** | * Can define key features to analyse characteristics of a period, with detailed examples. * Can select, organise and use a range of accurate knowledge effectively in order to support their explanation and arguments. * May think beyond the period, using own knowledge. * Uses relevant historical key words. * Has a confident understanding of chronology. | * Has a clear understanding of historical concepts (e.g. explains links between causes/consequences; uses criteria to assess the extent of change or continuity/ similarity or difference). * Produces well-structured writing with organised paragraphs. * Makes an argument with a justified conclusion. | * Can make inferences from a source and supports these with relevant evidence. May try to explain the overall impression given by a source. * Analyses strengths and limitations of a source to assess its utility, considering content and some background (nature, origin or purpose). * Uses own knowledge to evaluate a source. * Reaches a conclusion when evaluating sources. * Asks questions of sources and identifies details and sources for further investigation. | * Explains views given by interpretations by considering its content and style. Can compare different interpretations. * Explains why an interpretation gives a certain view considering two of: nature, origin or purpose. Can explain why two views differ. * Evaluates interpretations considering content and own knowledge. Reaches a clear judgement . |
| **Securing** | * Can explain the characteristics of a time period with some examples and may mention some key features. * Can select and use accurate knowledge to support their arguments. * Uses some historical key words. * Has a good understanding of chronology. | * Has some understanding of historical concepts (e.g. explains a range of causes/consequences; uses some criteria to describe change and continuity/ similarity and difference). * Writes with a structure and with some organisation of paragraphs. * Can reach a clear conclusion. | * Can make an inference from a source and tries to give evidence of this. * Identifies strengths and/or limitations of a source to assess its utility, considering content and/or nature/origin/purpose. * May use own knowledge to evaluate sources. * Reaches a conclusion when evaluating sources. * Asks some questions of sources and can choose a bit of a source and a different source to further investigate. | * Describes view given by an interpretation using details from the interpretation. Understands that there are different interpretations. * Gives reasons why an interpretation gives a certain view, thinking about Who When What Why. May suggest people give different views. * Reaches a judgement. |
| **Developing** | * Can describe a time period by giving some facts or examples. * Can use some accurate knowledge to try to write an explanation. * Uses some historical key words. * Has some understanding of chronology. | * Has basic understanding of historical concepts (e.g. describes some causes/consequences; changes/continuities, similarities/differences). * Some organisation of writing into paragraphs. * May reach a conclusion. | * Can make either an inference without evidence from the source, or describes the source without inferring. * Describes some strengths and/or limitations of a source. * May reach a conclusion about a source. * Can name different source types and may spot something a source doesn’t tell them. | * Describes the view given by an interpretation May spot some difference(s) between two interpretations. * May try to give a reason why a person gave the view they did. May suggest why two views are different. * May reach a judgement. |
| **Emerging** | * Can describe some things about a time period. * Uses some facts. * Use of everyday language. * Has a sense of the past compared to the present day. | * Can give a reason for an event and state some similarities and differences. * Uses sentences. * May say what they think about the topic. | * Uses words from a source. * May say if a source is useful or not. * Can name different types of sources of evidence. | * Can say what view someone has given. Can say whether two views are the same or different. * May say whether they agree or disagree with a view. |