



# Year 7 History

## Age Related Expectations

All children are assessed against the Age Related Expectations (ARE) within the different curriculum subjects. The ARE's are taken from the National Curriculum but are consolidated to reflect what we expect of a child. For example, three or four national curriculum targets might be summarised in one ARE. Judgements are generally based on a variety of different sources but will generally be a combination of on-going formative assessment in class, book work and formal summative testing.

	Key Performance Indicators	Age Related Expectations
<b>To investigate and interpret the past</b>	<ul style="list-style-type: none"> <li>- A pupil can use sources of evidence to state a range of facts about the past.</li> <li>- A pupil chooses evidence and gives reasons for the choice of sources.</li> <li>- A pupil can find a wide range of appropriate evidence to justify ideas about the past.</li> <li>- A pupil can explain that a source may be one-sided, inaccurate or propaganda.</li> <li>- A pupil can explain that an historian needs to look at several pieces of evidence to gain a better view of the past.</li> </ul>	<p>Pupils can use sources of evidence to explain events in the past. They can explain why they chose those sources to justify their opinions and theories.</p> <p>Pupils explain why a source of evidence may not tell the full story, or may be biased or inaccurate. This will help them choose more appropriate sources to analyse and justify their ideas about the past.</p> <p>Pupils understand that this is how an historian needs to work.</p>
<b>To build an overview of world history</b>	<ul style="list-style-type: none"> <li>- A pupil uses evidence to show how the local area has changed and explains reasons for the changes.</li> <li>- A pupil can describe similarities and differences between periods of history in Britain and other parts of the world.</li> <li>- A pupil can describe the social, ethnic, cultural or religious diversity of a past society.</li> <li>- A pupil can explain the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	<p>Pupils can explain how the locality has changed over time with justified reasons.</p> <p>Pupils compare different historical eras in Britain, making comparisons to the wider world.</p> <p>Pupils explore a past society in the wider world, including all aspects of society and people.</p>
<b>To understand chronology</b>	<ul style="list-style-type: none"> <li>- A pupil can create a timeline to organise events with appropriate evidence for detail.</li> <li>- A pupil can describe the main changes in a period of history using accurate dates and facts.</li> <li>- Words, such as social, religious, political, technological, cultural, are used appropriately.</li> <li>- A pupil identifies a time of rapid change and contrasts it to a time of relatively little change.</li> </ul>	<p>Pupils can arrange events in order and draw an appropriate timeline, including examples of evidence.</p> <p>Pupils can describe the main changes in a period of history, using correct historical terms.</p> <p>Pupils explore times of rapid change and slow change using appropriate evidence.</p>
<b>To communicate historically</b>	<ul style="list-style-type: none"> <li>- A pupil uses appropriate words in their work, such as: dates, time period, era, century, decade, change, chronology, continuity, and legacy.</li> <li>- A pupil uses good literacy, numeracy and computing skills to present information.</li> <li>- A pupil can choose from a selection of suggestions to present information and can adapt an idea to be more original.</li> </ul>	<p>Pupils use appropriate historical words and terms to communicate their ideas.</p> <p>Literacy, numeracy and computing skills are used accurately and appropriately.</p> <p>Pupils explore ways to present findings in an accurate, yet more original manner.</p>