**These mark schemes provide a basis on which historical skills will be assessed in Year 7.**

**Only one historical skill will be assessed at any one time.**

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| **Year 7 Cause** | **Working towards (WT)** | **Working At target (AT)** | **Working above (AB)** | **Exceptional (EX)** |
| **Foundation** | Identify at least once cause for an historical event | Begin to describe some causes of an historical event | Include detailed descriptions of causes of an historical event and/ or may be able to categorise some causes | Begin to explain at least one cause of an historical event. |
| **Intermediate** | Begin to describe some causes of an historical event | Include detailed descriptions of causes of an historical event and/ or may be able to categorise some causes | Begin to explain at least one cause of an historical event. | Fully explain multiple causes of an historical event - with information categorised into relevant factors |
| **Higher** | Include detailed descriptions of causes of an historical event and/ or may be able to categorise some causes | Begin to explain at least one cause of an historical event. | Fully explain multiple causes of an historical event - with information categorised into relevant factors | Analyse a range of causes for a historical event - identifying links between causes or factors. |
| **Exceptional** | Begin to explain at least one cause of an historical event. | Fully explain multiple causes of an historical event - with information categorised into relevant factors | Analyse a range of causes for a historical event - identifying links between causes or factors. | Applying a level of independence to the analysis of the cause of this historical event – maybe including additional independent research. |

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| **Year 7 Consequence** | **Working towards (WT)** | **Working At target (AT)** | **Working above (AB)** | **Exceptional (EX)** |
| **Foundation** | Identify at least once consequence of a historical event | Begin to describe some details of at least one consequence of a historical event | Describe in detail at least one consequence of an event/action - or begin to describe several consequences. | Begin to explain the consequences of a historical event |
| **Intermediate** | Begin to describe some details of at least one consequence of a historical event | Describe in detail at least one consequence of an event/action - or begin to describe several consequences | Begin to explain the consequences of a historical event | Fully explain multiple consequences of an historical event – including some degree of categorisation (PECS?). |
| **Higher** | Describe in detail at least one consequence of an event/action - or begin to describe several consequences | Begin to explain the consequences of a historical event | Fully explain multiple consequences of an historical event – including some degree of categorisation (PECS) | Analyse a range of consequences of a historical event - recognising short and long term impacts. |
| **Exceptional** | Begin to explain the consequences of a historical event | Fully explain multiple consequences of an historical event – including some degree of categorisation (PECS) | Analyse a range of consequences, making full use of categorisation (PECS) to support this. - recognising short and long term impacts. | Evaluate a range of consequences of an historical event – maybe also recognising short and long term impact as part of this analysis. |

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| **Year 7 Chronology** | **Working towards (WT)** | **Working At target (AT)** | **Working above (AB)** | **Exceptional (EX)** |
| **Foundation** | Can place some key time periods in chronological order | Can accurately order a number of key time periods | Can use some appropriate vocabulary such as B.C. and A.D. and demonstrates a broad understanding of chronology | Can confidently use a range of appropriate vocabulary and demonstrates a broad understanding of chronology |
| **Intermediate** | Can accurately order a number of key time periods | Can use some appropriate vocabulary such as B.C. and A.D. and demonstrates a broad understanding of chronology | Can confidently use a range of appropriate vocabulary and demonstrates a broad understanding of chronology | Can accurately place new knowledge into the correct chronological period.  Will show some independence in their work |
| **Higher** | Can use some appropriate vocabulary such as B.C. and A.D. and demonstrates a broad understanding of chronology | Can confidently use a range of appropriate vocabulary and demonstrates a broad understanding of chronology | Can accurately place new knowledge into the correct chronological period.  May begin to recognise patterns of change and continuity in one or more time period | May identify a range of links between time periods and be able confidently recognise periods of change and continuity.  Will show a high degree of independence in their work |
| **Exceptional** | Can confidently use a range of appropriate vocabulary and demonstrates a broad understanding of chronology | Can accurately place new knowledge into the correct chronological period.  May begin to recognise patterns of change and continuity in one or more time period | May identify a range of links between time periods and be able confidently recognise periods of change and continuity. | May identify a range of links between time periods and may begin to notice patterns or progress and regress as well as change and continuity.  Will show a significant amount of independence in their work |

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| **Year 7 Change and continuity** | **Working towards (WT)** | **Working At target (AT)** | **Working above (AB)** | **Exceptional (EX)** |
| **Foundation** | Can identify some elements of change between historical periods | Can identify both change and continuity between different time periods | Can begin to describe some examples of change AND/OR continuity | Can confidently describe details of changes and continuity between historical time periods |
| **Intermediate** | Can identify both change and continuity between different time periods | Can begin to describe some examples of change AND/OR continuity between different time periods | Can confidently describe details of changes and continuity between historical time periods | Students begin to explain examples of progress and regress that occur between different time periods.  Will show some independence in their work |
| **Higher** | Can begin to describe some examples of change AND/OR continuity between different time periods | Can confidently describe details of changes and continuity between historical time periods | Students begin to explain examples of progress and regress that occur between different time periods.  Will show some independence in their work | Students can fully explain examples of change and continuity between different time periods and recognise that both progress and regress occur.  Will show a high degree of independence in their work |
| **Exceptional** | Can confidently describe details of changes and continuity between historical time periods | Students begin to explain examples of progress and regress that occur between different time periods.  Will show some independence in their work | Students can fully explain examples of change and continuity between different time periods and recognise that both progress and regress occur.  Will show a high degree of independence in their work | Students begin to analyse change and continuity between time periods. They may identify reasons for change and continuity and/or begin to compare aspects of change and/or continuity with other case studies / countries / examples.  Students will show a significant amount of independence in their work |

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| **Year 7 Significance** | **Working towards (WT)** | **Working At target (AT)** | **Working above (AB)** | **Exceptional (EX)** |
| **Foundation** | Identify at least one reason why an event may be significant | Begin to describe reasons why an event may be significant | Describe some detailed reasons why an event may be historically significant | Begin to explain why an event is historically significant |
| **Intermediate** | Begin to describe reasons why an event may be significant | Describe some detailed reasons why an event may be historically significant | Begin to explain why an event is historically significant | Explain in full why an event or person is historically significant |
| **Higher** | Describe some detailed reasons why an event may be historically significant | Begin to explain why an event is historically significant | Explain in full why an event or person is historically significant | Begin to analyse significance - may involve linking information or factors and/or increasing depth of enquiry |
| **Exceptional** | Begin to explain why an event is historically significant | Explain in full why an event or person is historically significant | Begin to analyse significance - may involve linking information or factors and/or increasing depth of enquiry | High level analysis that may also include evaluation - comparing and contrasting this ‘event’ with others |

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| **Yr 7**  **Use of sources / evidence** | **Working towards (WT)** | **Working At target (AT)** | **Working above (AB)** | **Exceptional (EX)** |
| **Foundation** | Gather information from some historical sources. *Begin* to understand that sources provide evidence about the past | Gather information from a **range of different sources** from the past. *Begin* to understand that different types of sources provide different types of information | *Begin* to **infer** information (with support) from evidence within sources (content and nature) | Can make some inferences from sources to support a historical enquiry. |
| **Intermediate** | Gather information from a **range of different sources** from the past. *Begin* to understand that different types of sources provide different types of information | *Begin* to **infer** information (with support) from evidence within sources (content and nature) | Can make some **inferences** from sources to support a historical enquiry. | Infer relevant information from a range of historical sources to support a historical explanation. *May begin to understand that some sources can be more useful than others (utility)* |
| **Higher** | *Begin* to **infer** information (with support) from evidence within sources (content and nature) | Can make some **inferences** from sources to support a historical enquiry. | **Infer** relevant information from a range of historical sources to support a historical explanation. *May begin to understand that some sources can be more useful than others* ***(utility)*** | Beginning to be selective about what source information is most relevant to support the focus of the historical enquiry by comparing this with their own knowledge **(reliability)** |
| **Exceptional** | Can make some **inferences** from sources to support a historical enquiry. | **Infer** relevant information from a range of historical sources to support a historical explanation. *May begin to understand that some sources can be more useful than others* ***(utility)*** | Beginning to be selective about what source information is most relevant to support the focus of the historical enquiry by comparing this with their own knowledge **(reliability)** | May begin to recognise features that link to source utility such as COOP and/or be able to use knowledge to analyse information in sources |

**COOP:**

**Content** (what a source states or shows)

**Own knowledge** (How does the content compare to your own knowledge?)

**Origin**: Who / When was the source created – and how might this affect what is stated or shown

**Purpose**: Why was the source written – and how might affect your understanding of it.