

Year 7		Curriculum Checkpoints: What do students know and what can they do?			
History		Establishing	Securing	Flourishing	Excelling
How Historians work	Knowledge of the Past Historians need to have knowledge of the time periods they are studying.	Students describe some of the key features and characteristics of a time period.	Students have a sound understanding of the key features and characteristics of a time period.	Students show a good understanding of the key features and characteristics of a time period.	Students show an excellent understanding of the key features and characteristics of a time period.
	Cause and Consequence Historians need to be able to explain and analyse the causes and consequences of events.	Students can recognise that an event has at least one cause and/or consequence.	Students can recognise that an event has at least one cause and/or consequence. Students can identify a relevant cause and/or consequence of an event.	Students can recognise that an event has at least one cause and/or consequence. Students can identify multiple relevant causes and/or consequence of an event.	Students can recognise that an event has at least one cause and/or consequence. Students can identify multiple relevant causes and/or consequence of an event. Students can describe how a cause and/or consequence is relevant to an event.
	Similarity and Difference Historians can recognise how different groups of people had similar/different experiences of the same period or event.	Students can recognise that an event can have an impact on a group of people	Students can recognise that an event can have multiple effects on a group of people	Students can recognise that an event can differing/similar effects on different groups of people.	Students can recognise that an event can differing/similar effects on different groups of people. Students can identify reasons behind these differences.
	Change and Continuity Historians can explain and analyse change and continuity over time.	Students can identify examples of change or continuity when studying a time period.	Students can identify examples of change or continuity when studying a time period and can support this with factual detail.	Students can identify examples of change and continuity when studying a time period and can support this with factual detail. Students can identify potential reasons for this change and continuity.	Students can identify examples of change and continuity when studying a time period and can support this with factual detail. Students can explain a reason why the change/continuity has taken place.
	Significance Historians can make judgements about the relative importance of events and individuals	Students can identify important people, events and developments from the periods studied.	Students can identify important people, events and developments from the periods studied. Students can also make accurate statements about why they were important.	Students can describe important people, events and developments from the periods studied. Students can also make accurate statements about why they were important, with supporting evidence.	Students can describe important people, events and developments from the periods studied. Students can also make accurate statements about why they were important, with supporting evidence. Students are able to explain their significance within the given time period/area.
	Using sources Historians use evidence to support their views and analyse sources for usefulness and reliability	Students use sources to find information about the past. Students are able to summarise or quote from the source.	Students use historical evidence to make basic inferences about the past. Students select quotations from the text to support ideas.	Students make valid inferences from sources and always include quotations to support their valid inference.	Students make valid inferences from sources and always include quotations to support their valid inference. They begin to use sources to support an enquiry question.
	Interpretations Historians understand that there are different interpretations of the past and explain why people have different views.	Students can find out what other people have said about the past. Students are able to outline the meaning of an extract.	Students can find out what other people have said about the past. Students are able to outline the meaning of an extract and select relevant quotations.	Students can find out what other people have said about the past. Students are able to outline the meaning of an extract and select relevant quotations. Students can also make inferences from interpretations.	Students can find out what other people have said about the past. Students are able to outline the meaning of an extract and select relevant quotations. Students can also make inferences from interpretations and compare how they are different.