

	Working towards Y7 Expected standards	Y7 Expected Standards	Y8 Expected Standards	Y9 Expected Standards	Working above Y9 Expected Standards	Working well above Y9 Expected Standards
Knowledge and Chronology <i>(see required content and knowledge for each year group too)</i>	*I know some of the key terms, key events, and causes of key events, the main changes and the significance of key people in this unit.	*I know the key terms, key events, causes of key events, the main changes and the significance of key people in this unit. *I know how this unit fits chronologically with other units I have studied.	*I know the key terms, key events, causes of key events, the main changes and continuities and the significance of key people in this unit. *I can make links to other units I have studied.	*I know the key terms, key events, causes of key events, the main changes and the significance of key people in this unit. *I can make links and comparisons to other units I have studied.	I know the key terms, key events, causes of key events, the main changes and the significance of key people in this unit. *I can make links and comparisons to other units I have studied. *Some of my knowledge comes from independent learning.	I know the key terms, key events, causes of key events, the main changes and the significance of key people in this unit. *I can make links and comparisons to other units I have studied independently. *Some of my knowledge comes from independent learning and I use this knowledge in my written work
Causation	*I can give a reason for an event.	*I can describe a reason or several reasons for an event.	*I can describe some reasons for an event and can explain how these reasons caused an event.	*I can describe reasons in detail and can explain how these reasons caused an event. *I can show how some reasons are connected. *I can suggest the most important reason and begin to explain my conclusions.	*I can describe and explain reasons in detail. *I can show how reasons are connected and use this to help me prioritise causes. *I can prioritise causes and put forward an argument for which causes are most important.	I can explain reasons in detail and use precisely selected knowledge to support my explanation. *I can show how reasons are connected and use this to help me prioritise causes. *I can prioritise causes and put forward a convincing argument for which causes are most important.
Change	*I can describe a change in or between two time periods.	*I can describe the main changes that happened in a time period or between time periods.	*I can describe the main changes and continuities that happened in a time period or between time periods.	*I can describe and explain the changes and continuities in a time period or between time periods. *I can suggest how much things had change and begin to explain my conclusions.	*I can describe and explain the changes and continuities in a time period or between time periods in detail. *I can evaluate how much things had changed. I reach and prove my conclusions.	*I can explain the changes and continuities in a time period or between time periods in detail using precisely selected knowledge to support my explanation. *I can evaluate how much things had changed. I reach and prove my conclusions convincingly.
Sources and interpretations	*I can take information from sources.	*I can select relevant information from sources. I can make an inference. *I can make simple comparisons *I can make simple comments about the relevance of a source to an enquiry or its reliability *I can select relevant information from sources to support an interpretation.	*I can make a supported inference from a source *I can make comparisons between sources and support them by referring to the sources *I am beginning to evaluate the usefulness of sources by considering their relevance to an enquiry or its reliability *I can use sources and/or own knowledge to support an interpretation.	*I can make several supported inferences from a source *I can compare sources thoroughly and support my comparisons by referring to the sources. I can reach conclusions on how far sources agree or disagree. *I can reach a conclusion on the usefulness of sources by considering their relevance to an enquiry and their reliability. I support my points by referring to the sources. *I can use sources and my own knowledge to support and challenge an interpretation. I can reach a conclusion about the validity of an interpretation.	*I can make well-developed supported inferences. *I can compare sources thoroughly and support my comparisons by referring to the sources. I can reach and prove my conclusions on how far sources agree or disagree. *I can reach and prove my conclusions on the usefulness of sources by considering their relevance to an enquiry and their reliability. I support my points by referring to the sources. *I combine information from sources and my own knowledge to evaluate an interpretation. I can reach and prove my conclusion about the validity of an interpretation.	*I can make well-developed supported inferences . *I can compare sources thoroughly and support my comparisons by referring to the sources. I can reach and prove my conclusions on how far sources agree or disagree. *I can reach and prove my conclusions on the usefulness of sources by considering their relevance to an enquiry and their reliability. I support my points by referring to the sources. *I combine information from sources and my own knowledge (including knowledge that comes from independent learning) to evaluate an interpretation. I can reach and prove my conclusion the validity of an interpretation convincingly. I consider the origins of sources when reaching conclusions.
Communication	*I write clearly.	*I write clearly and in full sentences. My extended writing is organised into paragraphs.	*I write clearly and in paragraphs. My extended writing is structured. I spell key words correctly.	*I write clearly and in paragraphs. My extended writing is structured logically. I spell key words and most other words correctly. My grammar is usually accurate.	*I write clearly and in paragraphs. My extended writing is structured logically and based on analysis of the question. My spelling and grammar are accurate.	*I write in a mature way. My extended writing is structured logically and based on excellent analysis of the question. My spelling and grammar are always accurate.
Enquiry	*I can carry out an independent enquiry in using source material I have been given	*I can carry out an independent enquiry in which I use source material some of which I find myself.	*I can carry out an independent enquiry in which I find and use relevant source material. I can use my research to answer questions.	*I can carry out an independent enquiry in which I set questions, find and use relevant source material to answer these questions and reach my conclusions.	*I can carry out an independent enquiry in which I set questions, find and use relevant source material to answer these questions and reach and prove my conclusions. I reference my sources.	*I can carry out an independent enquiry in which I set questions, find and use relevant source material to answer these questions and reach and prove my conclusions. I consider the origins of sources when reaching conclusions. I reference my sources setting out my bibliography appropriately.

	Working towards Y7 Expected standards	Y7 Expected Standards *MEETING*	Working above Y7 Expected Standards	Working well above Y7 Expected Standards
Knowledge and Chronology <i>(see required content and knowledge for Y7)</i>	*I know some of the key terms, key events, and causes of key events, the main changes and the significance of key people in this unit.	*I know the key terms, key events, causes of key events, the main changes and the significance of key people in this unit. *I know how this unit fits chronologically with other units I have studied.	*I know the key terms, key events, causes of key events, the main changes and continuities and the significance of key people in this unit. *I can make links to other units I have studied.	*I know the key terms, key events, causes of key events, the main changes and the significance of key people in this unit. *I can make links and comparisons to other units I have studied.
Causation	*I can give a reason for an event.	*I can describe a reason or several reasons for an event.	*I can describe some reasons for an event and can explain how these reasons caused an event.	*I can describe reasons in detail and can explain how these reasons caused an event. *I can show how some reasons are connected. *I can suggest the most important reason and begin to explain my conclusions.
Change	*I can describe a change in or between two time periods.	*I can describe the main changes that happened in a time period or between time periods.	*I can describe the main changes and continuities that happened in a time period or between time periods.	*I can describe and explain the changes and continuities in a time period or between time periods. *I can suggest how much things had change and begin to explain my conclusions.
Use of Sources and Interpretations	*I can take information from sources.	*I can select relevant information from sources. I can make an inference. *I can make simple comparisons *I can make simple comments about the relevance of a source to an enquiry or its reliability *I can select relevant information from sources to support an interpretation.	*I can make a supported inference from a source *I can make comparisons between sources and support them by referring to the sources *I am beginning to evaluate the usefulness of sources by considering their relevance to an enquiry or its reliability *I can use sources and/or own knowledge to support an interpretation.	*I can make several supported inferences from a source *I can compare sources thoroughly and support my comparisons by referring to the sources. I can reach conclusions on how far sources agree or disagree. *I can reach a conclusion on the usefulness of sources by considering their relevance to an enquiry and their reliability. I support my points by referring to the sources. * I can use sources and my own knowledge to support and challenge an interpretation. I can reach a conclusion about the validity of an interpretation.
Communication	*I write clearly.	*I write clearly and in full sentences. My extended writing is organised into paragraphs.	*I write clearly and in paragraphs. My extended writing is structured. I spell key words correctly.	*I write clearly and in paragraphs. My extended writing is structured logically. I spell key words and most other words correctly. My grammar is usually accurate.
Enquiry	*I can carry out an independent enquiry in using source material I have been given	*I can carry out an independent enquiry in which I use source material some of which I find myself.	*I can carry out an independent enquiry in which I find and use relevant source material. I can use my research to answer questions.	*I can carry out an independent enquiry in which I set questions, find and use relevant source material to answer these questions and reach my conclusions.

	Working towards Y8 Expected standards	Y8 Expected Standards *MEETING*	Working above Y8 Expected Standards	Working well above Y8 Expected Standards
Knowledge and Chronology <i>(see required content and knowledge for Year 8)</i>	<p>*I know the key terms, key events, causes of key events, the main changes and the significance of key people in this unit.</p> <p>*I know how this unit fits chronologically with other units I have studied.</p>	<p>*I know the key terms, key events, causes of key events, the main changes and continuities and the significance of key people in this unit.</p> <p>*I can make links to other units I have studied.</p>	<p>*I know the key terms, key events, causes of key events, the main changes and the significance of key people in this unit.</p> <p>*I can make links and comparisons to other units I have studied.</p>	<p>I know the key terms, key events, causes of key events, the main changes and the significance of key people in this unit.</p> <p>*I can make links and comparisons to other units I have studied. *Some of my knowledge comes from independent learning.</p>
Causation	<p>*I can describe a reason or several reasons for an event.</p>	<p>*I can describe some reasons for an event and can explain how these reasons caused an event.</p>	<p>*I can describe reasons in detail and can explain how these reasons caused an event.</p> <p>*I can show how some reasons are connected.</p> <p>*I can suggest the most important reason and begin to explain my conclusions.</p>	<p>*I can describe and explain reasons in detail.</p> <p>*I can show how reasons are connected and use this to help me prioritise causes.</p> <p>*I can prioritise causes and put forward an argument for which causes are most important.</p>
Change	<p>*I can describe the main changes that happened in a time period or between time periods.</p>	<p>*I can describe the main changes and continuities that happened in a time period or between time periods.</p>	<p>*I can describe and explain the changes and continuities in a time period or between time periods.</p> <p>*I can suggest how much things had change and begin to explain my conclusions.</p>	<p>*I can describe and explain the changes and continuities in a time period or between time periods in detail.</p> <p>* I can evaluate how much things had changed. I reach and prove my conclusions.</p>
Use of Sources and Interpretations	<p>*I can select relevant information from sources. I can make an inference.</p> <p>*I can make simple comparisons</p> <p>*I can make simple comments about the relevance of a source to an enquiry or its reliability</p> <p>*I can select relevant information from sources to support an interpretation.</p>	<p>*I can make a supported inference from a source</p> <p>*I can make comparisons between sources and support them by referring to the sources</p> <p>*I am beginning to evaluate the usefulness of sources by considering their relevance to an enquiry or its reliability</p> <p>*I can use sources and/or own knowledge to support an interpretation.</p>	<p>*I can make several supported inferences from a source</p> <p>*I can compare sources thoroughly and support my comparisons by referring to the sources. I can reach conclusions on how far sources agree or disagree.</p> <p>*I can reach a conclusion on the usefulness of sources by considering their relevance to an enquiry and their reliability. I support my points by referring to the sources.</p> <p>* I can use sources and my own knowledge to support and challenge an interpretation. I can reach a conclusion about the validity of an interpretation.</p>	<p>*I can make well-developed supported inferences.</p> <p>*I can compare sources thoroughly and support my comparisons by referring to the sources. I can reach and prove my conclusions on how far sources agree or disagree.</p> <p>*I can reach and prove my conclusions on the usefulness of sources by considering their relevance to an enquiry and their reliability. I support my points by referring to the sources.</p> <p>* I combine information from sources and my own knowledge to evaluate an interpretation. I can reach and prove my conclusion about the validity of an interpretation.</p>
Communication	<p>*I write clearly and in full sentences. My extended writing is organised into paragraphs.</p>	<p>*I write clearly and in paragraphs. My extended writing is structured. I spell key words correctly.</p>	<p>*I write clearly and in paragraphs. My extended writing is structured logically. I spell key words and most other words correctly. My grammar is usually accurate.</p>	<p>*I write clearly and in paragraphs. My extended writing is structured logically and based on analysis of the question. My spelling and grammar are accurate.</p>
Enquiry	<p>*I can carry out an independent enquiry in which I use source material some of which I find myself.</p>	<p>*I can carry out an independent enquiry in which I find and use relevant source material. I can use my research to answer questions.</p>	<p>*I can carry out an independent enquiry in which I set questions, find and use relevant source material to answer these questions and reach my conclusions.</p>	<p>*I can carry out an independent enquiry in which I set questions, find and use relevant source material to answer these questions and reach and prove my conclusions. I reference my sources.</p>

	Working towards Y9 Expected standards	Y9 Expected Standards *MEETING*	Working above Y9 Expected Standards	Working well above Y9 Expected Standards
Knowledge and Chronology <i>(see required content and knowledge for Year 9)</i>	*I know the key terms, key events, causes of key events, the main changes and continuities and the significance of key people in this unit. *I can make links to other units I have studied.	*I know the key terms, key events, causes of key events, the main changes and the significance of key people in this unit. *I can make links and comparisons to other units I have studied.	I know the key terms, key events, causes of key events, the main changes and the significance of key people in this unit. *I can make links and comparisons to other units I have studied. *Some of my knowledge comes from independent learning.	I know the key terms, key events, causes of key events, the main changes and the significance of key people in this unit. *I can make links and comparisons to other units I have studied independently. *Some of my knowledge comes from independent learning and I use this knowledge in my written work
Causation	*I can describe some reasons for an event and can explain how these reasons caused an event.	*I can describe reasons in detail and can explain how these reasons caused an event. *I can show how some reasons are connected. *I can suggest the most important reason and begin to explain my conclusions.	*I can describe and explain reasons in detail. *I can show how reasons are connected and use this to help me prioritise causes. *I can prioritise causes and put forward an argument for which causes are most important.	I can explain reasons in detail and use precisely selected knowledge to support my explanation. *I can show how reasons are connected and use this to help me prioritise causes. *I can prioritise causes and put forward a convincing argument for which causes are most important.
Change	*I can describe the main changes and continuities that happened in a time period or between time periods.	*I can describe and explain the changes and continuities in a time period or between time periods. *I can suggest how much things had change and begin to explain my conclusions.	*I can describe and explain the changes and continuities in a time period or between time periods in detail. * I can evaluate how much things had changed. I reach and prove my conclusions.	*I can explain the changes and continuities in a time period or between time periods in detail using precisely selected knowledge to support my explanation. *I can evaluate how much things had changed. I reach and prove my conclusions convincingly.
Use of Sources and Interpretations	*I can make a supported inference from a source *I can make comparisons between sources and support them by referring to the sources *I am beginning to evaluate the usefulness of sources by considering their relevance to an enquiry or its reliability *I can use sources and/or own knowledge to support an interpretation.	*I can make several supported inferences from a source *I can compare sources thoroughly and support my comparisons by referring to the sources. I can reach conclusions on how far sources agree or disagree. *I can reach a conclusion on the usefulness of sources by considering their relevance to an enquiry and their reliability. I support my points by referring to the sources. * I can use sources and my own knowledge to support and challenge an interpretation. I can reach a conclusion about the validity of an interpretation.	*I can make well-developed supported inferences. *I can compare sources thoroughly and support my comparisons by referring to the sources. I can reach and prove my conclusions on how far sources agree or disagree. *I can reach and prove my conclusions on the usefulness of sources by considering their relevance to an enquiry and their reliability. I support my points by referring to the sources. * I combine information from sources and my own knowledge to evaluate an interpretation. I can reach and prove my conclusion about the validity of an interpretation.	*I can make well-developed supported inferences . *I can compare sources thoroughly and support my comparisons by referring to the sources. I can reach and prove my conclusions on how far sources agree or disagree. *I can reach and prove my conclusions on the usefulness of sources by considering their relevance to an enquiry and their reliability. I support my points by referring to the sources. * I combine information from sources and my own knowledge (including knowledge that comes from independent learning) to evaluate an interpretation. I can reach and prove my conclusion the validity of an interpretation convincingly. I consider the origins of sources when reaching conclusions.
Communication	*I write clearly and in paragraphs. My extended writing is structured. I spell key words correctly.	*I write clearly and in paragraphs. My extended writing is structured logically. I spell key words and most other words correctly. My grammar is usually accurate.	*I write clearly and in paragraphs. My extended writing is structured logically and based on analysis of the question. My spelling and grammar are accurate.	*I write in a mature way. My extended writing is structured logically and based on excellent analysis of the question. My spelling and grammar are always accurate.
Enquiry	*I can carry out an independent enquiry in which I find and use relevant source material. I can use my research to answer questions.	*I can carry out an independent enquiry in which I set questions, find and use relevant source material to answer these questions and reach my conclusions.	*I can carry out an independent enquiry in which I set questions, find and use relevant source material to answer these questions and reach and prove my conclusions. I reference my sources.	*I can carry out an independent enquiry in which I set questions, find and use relevant source material to answer these questions and reach and prove my conclusions. I consider the origins of sources when reaching conclusions. I reference my sources setting out my bibliography appropriately.

Required content and knowledge for KS3 History

Year 7		Year 8		Year 9	
<p>What is History? Chronology BC/AD and centuries Change and continuity Sources Prehistoric London Roman London Medieval London Tudor and Stuart London Georgian and Victorian London Twentieth century London The history of the Old Chapel England in 1066 Claimants to the throne Battle of Stamford Bridge Battle of Hastings The Norman Conquest Harrying of the North Feudal system Domesday Book Castles Castle Life Medieval Monarchs Thomas Becket Magna Carta Development of Parliament Medieval village Black Death: reactions and consequences Causes, events and consequences of the Peasants' Revolt Wars of the Roses Richard III Medieval Church Crusades The Reformation The differences between Catholic and Protestant Henry VIII</p>	<p>Key words chronology BC AD century decade cause change continuity source Prehistory Stone Age Bronze Age Iron Age claimant Anglo-Saxon Norman monarch baron knight peasant feudal motte and bailey Christian Christendom Bishop rights Parliament Commoner Lord field system Crusade Pilgrimage Catholic Protestant Reformation Martyr</p>	<p>Edward VI Mary I Elizabeth I and her religious settlement Elizabeth and marriage The Armada James I The Gunpowder plot Charles I Long-term causes of the Civil war: Charles' Personal Rule Short-term causes Main events of the Civil War Causes of Parliament's victory Life during the Civil War Charles' trial and execution Interregnum and Oliver Cromwell Puritanism The Restoration Plague and Fire The Glorious Revolution and power of Parliament England and the United Kingdom Britain and the World Britain in 1745 Industrial revolution Conditions in the factories Living conditions Improvements to living and working conditions Need for political reform Extension of the franchise Chartism Growth of Empire War of Independence India Britain and the slave trade and abolition</p>	<p>Key words Elizabethan Religious settlement Monarch Divine Right MP Absolutism Taxation Ship Money Grand Remonstrance Puritan Civil War Revolution Roundhead Cavalier Parliamentarian Royalist Interregnum Lord Protector Military rule Puritan Restoration Glorious Revolution industry Industrial revolution domestic system factory overseer public health reform democracy franchise Vote empire imperialism colony</p>	<p>Origins of slavery in the USA Trade Triangle and the Middle Passage Slave auctions and life on plantations Underground railroads and other forms of slave resistance The abolitionists and the defenders of slavery Long and short-term causes of the American Civil War Experiences of black soldiers in the Civil War Reconstruction and the Jim Crow era Social division in Edwardian England Pre-war women's suffrage movement Long-term causes of the First World War The trigger: The assassination of Archduke Franz Ferdinand First months of the war Life in the trenches Trench warfare Field Marshall Haig and the Somme Women, war work and the vote War poetry Peace Settlement Democracy and dictatorships Communism and Fascism Rise of Hitler Hitler's Foreign Policy and Appeasement The War in Europe Churchill Holocaust The War in the Pacific Atomic warfare Home Front Britain's place in the world since 1945 The end of Empire</p>	<p>Key words discrimination slavery slave trade Middle passage Reconstruction amendment constitution Congress states white supremacists segregation 'Jim Crow' suffrage suffragette nationalism militarism assassination western front trench warfare 'no man's land' peace settlement treaty democracy dictatorship Communism Fascism Stalinism Nazism appeasement persecution genocide de-colonisation welfare state</p>