



## Year 7 Assessment Without Levels Learning Ladder

### HISTORY



	AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied. AO2: Explain and analyse historical events and periods studied using second order historical concepts.	AO3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied. AO4: Analyse, evaluate and make substantiated judgements about interpretations (including how and why interpretations may differ) in the context of historical events studied.	SPAG
Advancing +	Students can analysis the impact of events studied during the period studied. This explanation may lack the links between other events at the time. The explanation will be in some detail and students should be able to describe some of the links with historical events, concepts, change, continuity, causes and effects.	Students can explain comparisons and/or differences between the sources and interpretations that are available. Students can explain the purpose behind a particular or interpretation whilst providing some information to support this.	Learners spell and punctuate with consistent accuracy  Learners use rules of grammar with effective control of meaning overall  Learners use a wide range of specialist terms as appropriate
Advancing	Students can explain how events have had an impact on life during the period studied. This explanation will make links between other events at the time. There will be a wide ranging knowledge about events studied. The explanation will be in some detail and students should be able to describe some of the links with historical events, concepts, change, continuity, causes and effects.	Students can explain the message of the source and explain an interpretation. Students begin to explain why this source may have created this particular source or interpretation.	
Secure +	Students can explain the significance of events studies in isolation rather than linking it to another period of history that they have already studied. Describes and suggests reasons for the significance of events, changes and people in the past.	Students are beginning to explain comparisons and/or differences between the sources and interpretations that are available. Students attempt to explain the purpose behind a particular or interpretation but they may default of initially default to describing both sources and explaining the message.	Learners spell and punctuate with considerable accuracy  Learners use rules of grammar with general control of meaning overall  Learners use a good range of specialist terms as appropriate
Secure	Students can support their ideas by backing up their points with specific historical evidence and examples. There will be clear explanation about historical events, concepts, change, continuity, causes and effects. Students will have a good knowledge of the events but may lack detailed explanation.	Students can explain the message of the source and explain why an interpretation is valid. Students will be able to identify relevant knowledge to put the source into context.	
Developing +	Students will be able to provide some explanation about historical events, concepts, change, continuity, causes and effects, but this is inconsistent. There will be assertive points made with some explanation but students may default to describing.	Students can identify the message and/or meaning of a source. Students can identify the different interpretations and will describes the interpretation or source without detailed historical context.	Learners spell and punctuate with reasonable accuracy  Learners use rules of grammar with some control of meaning and any errors do not significantly hinder meaning overall
Developing	Students can describe some causes and consequences of events and periods. Students will be able to identify differences and similarities in periods studied, change and continuity within or across periods. Students can identify significant events, changes and people.	Students can identify some features of the source without really fully understanding the message of the source. Students will be able to identify what the interpretation means.	Learners use a limited range of specialist terms as appropriate
<p><i>CAREERS: You will be able to explain some of the different careers available through the study of History: Lawyer, Solicitor and Politician</i></p>			