

History - Year 7

Basis of Curriculum Progress indicator	The Curriculum progress indicator is based on three methods of assessment this term: Regular informal knowledge retrieval quizzes in class. cumulative multiple choice test, assessing students' core knowledge and understanding of concepts to date. 3. An essay assessing students' ability to synthesise knowledge, to create a coherent and analytical argument.			1. 2. A
Method of assessment	1. Low stakes testing in lessons	2. Cumulative knowledge test	3. Essay	
History topics covered	Romans, Silk Roads and Anglo-Saxons	Romans, Silk Roads and Anglo-Saxons	Significance of the Silk Road	
Concepts	Power, Empire, Culture, Interpretation, Warfare	Power, Empire, Culture, Interpretation, Warfare	Significance	
Developing	Topic knowledge is not secure	Student's ability to recall the core knowledge of the topics covered to date is not secure.	Student has not answered the question. Their understanding of the disciplinary focus of the question is limited. They do not have a solid grasp of the substantive knowledge. They may be chronologically muddled and have a limited understanding of the period. Their ability to express themselves in writing may be incredibly limited.	
Secure	Topic knowledge is secure.	Student's ability to recall the core knowledge of the key concepts and topics covered to date is secure.	Student has attempted to answer the question set showing some analysis which is relevant to the disciplinary focus of the question. They have a secure grasp of the substantive knowledge although, there may be some inaccuracies in their response. They have a solid sense of period and a secure understanding of the chronology. Their writing style makes their points clear.	
Complex	Topic knowledge is secure and shows a complex understanding of the topic.	Student has a complex understanding of the historical concepts and knowledge of the topics covered to date.	Student has directly answered the question. They have a strong analytical focus. They can synthesise and evaluate events, individual's actions to show why change/causation is complex. They have a very secure grasp of the substantive knowledge. They have a solid sense of the period and go beyond 'topic' (hinterland) knowledge to make assertions. This may be very subtle. Their writing style is clear.	