

# Emerging Progress

Throughout an **Increasingly** Challenging Knowledge Led Curriculum from Year 7, to Year 9, Emerging Students Can:

- Recall some basic key words of a specific topic with support;
- Use some of the basic key words of a specific topic with support;
- Give simple explanations, using basic key words, with support;
- Identify some reasons why people may have acted as they did, with prompts;
- Begin to ask questions about the past by observing and handling different kinds of sources, with guidance;
- Begin to identify some of the different ways in which the past has been represented, with guidance;
- Begin to ask questions about the past, when prompted and with structured questioning;
- Demonstrate basic knowledge and understanding of some recent and most current topics.

In Year 9, the students Knowledge journey increases in Challenge further to include.....

In Year 8, students Knowledge journey increases in Challenge to include.....

In Year 7, students Knowledge journey includes.....

**Assessment 1:**  
What is History – a basic introduction to: History Skills, Roman Empire, Roman Army, Roman Britain, Battle of Hastings, Norman Conquest.

**Assessment 2:**  
Norman Conquest, Castles, Monasteries, Crusades, The Murder of Becket; Medieval Town Life, The Black Death, The Peasants’ Revolt.

**Assessment 1:**  
The Tudor Monarchy, The Reformation, Elizabeth I and Mary Queen of Scots, The Gunpowder Plot Charles I and the Civil War, Execution of Charles I, The British Empire.  
  
Includes links to and revisiting some of the skills developed in Year 7 content

**Assessment 2:**  
The British Empire and the Raj in India, The Industrial Revolution, Factory Conditions, The Victorian Cities, Living Conditions & Disease, Suffragism.  
  
Includes links to and revisiting some of the skills developed in Year 7 content

**Mock Exam :**  
Causes of WWI  
Course of WWI  
Trench Conditions  
Causes of the Russian Revolution  
  
Includes links to and revisiting some of the skills developed in Year 7 & 8 content

**Assessment 2:**  
The Treaty of Versailles and Effects, Hitler’s Rise to Power, Life in Nazi Germany, The Rise of Dictators, Failures of the League of Nations, Hitler’s Foreign Policy, Appeasement.  
Includes links to and revisiting some of the skills developed in Year 7 & 8 content

**Assessment 3:**  
The Causes of WWII  
The Home Front & ‘Total War’, Course of WWII, The Holocaust, The Cold War, Human Rights/Civil Rights – Women; LGBTQ+; Black British Experience.  
  
Includes links to and revisiting some of the skills developed in Year 7 & 8 content

# Developing Progress

Throughout an **Increasingly** Challenging Knowledge Led Curriculum from Year 7, to Year 9, Emerging Students Can:

- Recall basic key words of a specific topic with guidance;
- Use the basic key words of a specific topic with guidance;
- Give simple explanations, using basic key words, with guidance;
- Identify some reasons why people may have acted as they did, with some prompts;
- Begin to ask questions about the past by observing and handling different kinds of sources, with a degree of support;
- Begin to identify some of the different ways in which the past has been represented, with a degree of support;
- Begin to ask questions about the past, when prompted and questioned;
- Demonstrate basic knowledge and understanding of recent and current topics.

In Year 9, the students Knowledge journey increases in Challenge further to include.....

In Year 8, students Knowledge journey increases in Challenge to include.....

In Year 7, students Knowledge journey includes.....

**Assessment 1:**

What is History – a basic introduction to: History Skills, Roman Empire, Roman Army, Roman Britain, Battle of Hastings, Norman Conquest.

**Assessment 2:**

Norman Conquest, Castles, Monasteries, Crusades, The Murder of Becket; Medieval Town Life, The Black Death, The Peasants’ Revolt.

**Assessment 1:**

The Tudor Monarchy, The Reformation, Elizabeth I and Mary Queen of Scots, The Gunpowder Plot Charles I and the Civil War, Execution of Charles I, The British Empire.

Includes links to and revisiting some of the skills developed in Year 7 content

**Assessment 2:**

The British Empire and the Raj in India, The Industrial Revolution, Factory Conditions, The Victorian Cities, Living Conditions & Disease, Suffragism.

Includes links to and revisiting some of the skills developed in Year 7 content

**Mock Exam :**

Causes of WWI  
Course of WWI  
Trench Conditions  
Causes of the Russian Revolution

Includes links to and revisiting some of the skills developed in Year 7 & 8 content

**Assessment 2:**

The Treaty of Versailles and Effects, Hitler’s Rise to Power, Life in Nazi Germany, The Rise of Dictators, Failures of the League of Nations, Hitler’s Foreign Policy, Appeasement.

Includes links to and revisiting some of the skills developed in Year 7 & 8 content

**Assessment 3:**

The Causes of WWII  
The Home Front & ‘Total War’,  
Course of WWII,  
The Holocaust,  
The Cold War,  
Human Rights/Civil Rights – Women; LGBTQ+; Black British Experience.

Includes links to and revisiting some of the skills developed in Year 7 & 8 content

# Achieving Progress

Throughout an **Increasingly** Challenging Knowledge Led Curriculum from Year 7, to Year 9, Emerging Students Can:

- Recall many key words of a specific topic independently;
- Understand the meanings of basic key words of a specific topic and use them correctly in their historical context;
- Give linked explanations, using selected key words, independently;
- Identify some reasons why people may have acted as they did independently;
- Ask questions about the past by observing and handling different kinds of sources, with a lesser degree of support;
- Identify some of the different ways in which the past has been represented from an agreed range;
- Begin to ask questions about the past independently;
- Recall specific key knowledge and understanding of recent and current topics.

In Year 9, the students Knowledge journey increases in Challenge further to include.....

In Year 8, students Knowledge journey increases in Challenge to include.....

In Year 7, students Knowledge journey includes.....

**Assessment 1:**

What is History – a basic introduction to: History Skills, Roman Empire, Roman Army, Roman Britain, Battle of Hastings, Norman Conquest.

**Assessment 2:**

Norman Conquest, Castles, Monasteries, Crusades, The Murder of Becket; Medieval Town Life, The Black Death, The Peasants’ Revolt.

**Assessment 1:**

The Tudor Monarchy, The Reformation, Elizabeth I and Mary Queen of Scots, The Gunpowder Plot Charles I and the Civil War, Execution of Charles I, The British Empire.

Includes links to and revisiting some of the skills developed in Year 7 content

**Assessment 2:**

The British Empire and the Raj in India, The Industrial Revolution, Factory Conditions, The Victorian Cities, Living Conditions & Disease, Suffragism.

Includes links to and revisiting some of the skills developed in Year 7 content

**Mock Exam :**

Causes of WWI  
Course of WWI  
Trench Conditions  
Causes of the Russian Revolution

Includes links to and revisiting some of the skills developed in Year 7 & 8 content

**Assessment 2:**

The Treaty of Versailles and Effects, Hitler’s Rise to Power, Life in Nazi Germany, The Rise of Dictators, Failures of the League of Nations, Hitler’s Foreign Policy, Appeasement.

Includes links to and revisiting some of the skills developed in Year 7 & 8 content

**Assessment 3:**

The Causes of WWII  
The Home Front & ‘Total War’, Course of WWII, The Holocaust, The Cold War, Human Rights/Civil Rights – Women; LGBTQ+; Black British Experience.

Includes links to and revisiting some of the skills developed in Year 7 & 8 content

# Exceeding Progress

Throughout an **Increasingly** Challenging Knowledge Led Curriculum from Year 7, to Year 9, Emerging Students Can:

- Recall and deploy key words of a specific topic independently;
- Understand the meanings of key words of a specific topic, select and deploy them correctly in their historical context;
- Give linked and/or prioritised explanations, using selected key words, independently;
- Identify and explain multiple reasons why people may have acted as they did independently;
- Ask questions about the past by asking questions about the nature, origin and purpose using a range of different sources, with some degree of independence;
- Identify and explain some of the different ways in which the past has been represented from a range of interpretations;
- Begin to ask relevant questions about the past and begin to identify differing degrees of significance of events, with some direction.
- Recall and select specific key knowledge and understanding of most recent and current topics.

In Year 9, the students Knowledge journey increases in Challenge further to include.....

In Year 8, students Knowledge journey increases in Challenge to include.....

In Year 7, students Knowledge journey includes.....

**Assessment 1:**  
What is History – a basic introduction to: History Skills, Roman Empire, Roman Army, Roman Britain, Battle of Hastings, Norman Conquest.

**Assessment 2:**  
Norman Conquest, Castles, Monasteries, Crusades, The Murder of Becket; Medieval Town Life, The Black Death, The Peasants’ Revolt.

**Assessment 1:**  
The Tudor Monarchy, The Reformation, Elizabeth I and Mary Queen of Scots, The Gunpowder Plot Charles I and the Civil War, Execution of Charles I, The British Empire.  
  
Includes links to and revisiting some of the skills developed in Year 7 content

**Assessment 2:**  
The British Empire and the Raj in India, The Industrial Revolution, Factory Conditions, The Victorian Cities, Living Conditions & Disease, Suffragism.  
  
Includes links to and revisiting some of the skills developed in Year 7 content

**Mock Exam :**  
Causes of WWI  
Course of WWI  
Trench Conditions  
Causes of the Russian Revolution  
  
Includes links to and revisiting some of the skills developed in Year 7 & 8 content

**Assessment 2:**  
The Treaty of Versailles and effects, Hitler’s Rise to Power, Life in Nazi Germany, The rise of Dictators, Failures of the League of Nations, Hitler’s Foreign Policy, Appeasement.  
Includes links to and revisiting some of the skills developed in Year 7 & 8 content

**Assessment 3:**  
The Causes of WWII  
The Home Front & ‘Total War’, Course of WWII, The Holocaust, The Cold War, Human Rights/Civil Rights – Women; LGBTQ+; Black British Experience.  
  
Includes links to and revisiting some of the skills developed in Year 7 & 8 content

# Excelling Progress

Throughout an **Increasingly** Challenging Knowledge Led Curriculum from Year 7, to Year 9, Emerging Students Can:

- Recall and deploy all key words of a specific topic at the end of the topic independently;
- Understand the meanings of all key words of a specific topic, select and deploy them correctly in their historical context, to make structured complex explanations;
- Give linked and prioritised explanations, using selected key words, independently;
- Identify, explain and analyse relative importance of multiple reasons why people may have acted as they did independently;
- Ask sophisticated questions about the past by asking questions about the nature, origin and purpose using a range of different sources, independently
- Select interpretations and identify and explain some of the different ways in which the past has been represented and make judgements on the relative merits of the interpretations;
- Ask relevant questions about the past and analyse the differing degrees of significance of events, independently.
- Recall and select and deploy specific key knowledge and understanding of most recent and current topics appropriately, to substantiate independent judgements.

In Year 9, the students Knowledge journey increases in Challenge further to include.....

In Year 8, students Knowledge journey increases in Challenge to include.....

In Year 7, students Knowledge journey includes.....

**Assessment 1:**  
What is History – a basic introduction to: History Skills, Roman Empire, Roman Army, Roman Britain, Battle of Hastings, Norman Conquest.

**Assessment 2:**  
Norman Conquest, Castles, Monasteries, Crusades, The Murder of Becket; Medieval Town Life, The Black Death, The Peasants’ Revolt.

**Assessment 1:**  
The Tudor Monarchy, The Reformation, Elizabeth I and Mary Queen of Scots, The Gunpowder Plot Charles I and the Civil War, Execution of Charles I, The British Empire.  
  
Includes links to and revisiting some of the skills developed in Year 7 content

**Assessment 2:**  
The British Empire and the Raj in India, The Industrial Revolution, Factory Conditions, The Victorian Cities, Living Conditions & Disease, Suffragism.  
  
Includes links to and revisiting some of the skills developed in Year 7 content

**Mock Exam :**  
Causes of WWI  
Course of WWI  
Trench Conditions  
Causes of the Russian Revolution  
  
Includes links to and revisiting some of the skills developed in Year 7 & 8 content

**Assessment 2:**  
The Treaty of Versailles and Effects, Hitler’s Rise to Power, Life in Nazi Germany, The Rise of Dictators, Failures of the League of Nations, Hitler’s Foreign Policy, Appeasement.  
Includes links to and revisiting some of the skills developed in Year 7 & 8 content

**Assessment 3:**  
The Causes of WWII  
The Home Front & ‘Total War’, Course of WWII, The Holocaust, The Cold War, Human Rights/Civil Rights – Women; LGBTQ+; Black British Experience.  
  
Includes links to and revisiting some of the skills developed in Year 7 & 8 content



	<b>YEAR 7</b> Using their historical knowledge and chronological understanding, pupils:	<b>YEAR 8</b> Using their historical knowledge and chronological understanding, pupils:	<b>YEAR 9</b> Using their historical knowledge and chronological understanding, pupils:
<b>Emerging</b>	<ul style="list-style-type: none"> <li>show an emerging knowledge and understanding of the past.</li> <li>can recognise the distinction between present and past.</li> <li>can place a few events and objects in order.</li> <li>can use some common words and phrases about the passing of time and by recounting episodes from stories about the past.</li> <li>can use simple sources to answer simple questions about the past.</li> </ul>	<ul style="list-style-type: none"> <li>describe some features of past societies.</li> <li>identify similarities and differences between different periods of history.</li> <li>begin to suggest some causes of events.</li> <li>compare different ways in which people have represented an event or person.</li> <li>ask questions about the past and use sources to find answers to their questions.</li> <li>communicate their findings in appropriate ways.</li> </ul>	<ul style="list-style-type: none"> <li>describe some characteristic features of past societies and periods.</li> <li>identify change and continuity within and across different periods of history.</li> <li>identify causes of events and situations.</li> <li>describe how people have interpreted the past in different ways.</li> <li>pursue investigations to find answers to historical questions.</li> <li>use sources to establish evidence for particular enquiries.</li> <li>present and structure their findings in a variety of ways.</li> </ul>
<b>Developing</b>	<ul style="list-style-type: none"> <li>describe some features of past societies.</li> <li>identify similarities and differences between different periods of history.</li> <li>begin to suggest some causes of events.</li> <li>compare different ways in which people have represented an event or person.</li> <li>ask questions about the past and use sources to find answers to their questions.</li> <li>communicate their findings in appropriate ways.</li> </ul>	<ul style="list-style-type: none"> <li>describe some characteristic features of past societies and periods.</li> <li>identify change and continuity within and across different periods of history.</li> <li>identify causes of events and situations.</li> <li>describe how people have interpreted the past in different ways.</li> <li>pursue investigations to find answers to historical questions.</li> <li>use sources to establish evidence for particular enquiries.</li> <li>present and structure their findings in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>describe the diverse experiences, values and beliefs of people in the past.</li> <li>begin to reach some conclusions about the extent and nature of diversity, change and continuity within and across different periods of history.</li> <li>begin to explain the relationships between causes of events and situations.</li> <li>begin to explore features of historical interpretations to consider how and why they have been constructed.</li> <li>begin to apply and review criteria for making judgements about the significance of historical events, changes and individuals.</li> <li>Begin to investigate historical problems and issues using and beginning to refine their own enquiry questions</li> <li>select and evaluate sources to establish relevant evidence for particular enquiries.</li> <li>begin to communicate their findings in relevant and well-structured ways appropriate to the purpose and nature of the enquiry.</li> </ul>
<b>Achieving</b>	<ul style="list-style-type: none"> <li>describe some characteristic features of past societies and periods.</li> <li>identify change and continuity within and across different periods of history.</li> <li>identify causes of events and situations.</li> <li>describe how people have interpreted the past in different ways.</li> <li>pursue investigations to find answers to historical questions.</li> <li>use sources to establish evidence for particular enquiries.</li> <li>present and structure their findings in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>describe the diverse experiences, values and beliefs of people in the past.</li> <li>begin to reach some conclusions about the extent and nature of diversity, change and continuity within and across different periods of history.</li> <li>begin to explain the relationships between causes of events and situations.</li> <li>begin to explore features of historical interpretations to consider how and why they have been constructed.</li> <li>begin to apply and review criteria for making judgements about the significance of historical events, changes and individuals.</li> <li>begin to investigate historical problems and issues using and beginning to refine their own enquiry questions</li> <li>select and evaluate sources to establish relevant evidence for particular enquiries.</li> <li>begin to communicate their findings in relevant and well-structured ways appropriate to the purpose and nature of the enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>compare and contrast diverse experiences, values and beliefs of people in the past.</li> <li>make substantiated judgments about the extent and nature of diversity, change and continuity.</li> <li>explain why past events and situations occurred, by analysing their causes.</li> <li>explain how and why people have constructed different interpretations of the past.</li> <li>explain how judgements about significance may vary according to the perspectives of those making them.</li> <li>conduct historical enquiries by defining, and refining enquiry questions and begin to structure their own investigations of historical problems and issues.</li> <li>draw conclusions from a range of historical sources, selecting and evaluating them in the light of their nature, origin and purpose .</li> <li>substantiate and communicate their findings, choosing and reflecting on appropriate forms and structures.</li> </ul>
<b>Exceeding</b>	<ul style="list-style-type: none"> <li>describe the diverse experiences, values and beliefs of people in the past.</li> <li>begin to reach some conclusions about the extent and nature of diversity, change and continuity within and across different periods of history.</li> <li>begin to explain the relationships between causes of events and situations.</li> <li>begin to explore features of historical interpretations to consider how and why they have been constructed.</li> <li>begin to apply and review criteria for making judgements about the significance of historical events, changes and individuals.</li> <li>Begin to investigate historical problems and issues using and beginning to refine their own enquiry questions</li> <li>select and evaluate sources to establish relevant evidence for particular enquiries.</li> <li>begin to communicate their findings in relevant and well-structured ways appropriate to the purpose and nature of the enquiry.</li> </ul>	<ul style="list-style-type: none"> <li>compare and contrast diverse experiences, values and beliefs of people in the past.</li> <li>make substantiated judgments about the extent and nature of diversity, change and continuity.</li> <li>explain why past events and situations occurred, by analysing their causes.</li> <li>explain how and why people have constructed different interpretations of the past.</li> <li>explain how judgements about significance may vary according to the perspectives of those making them.</li> <li>conduct historical enquiries by defining, and refining enquiry questions and begin to structure their own investigations of historical problems and issues.</li> <li>draw conclusions from a range of historical sources, selecting and evaluating them in the light of their nature, origin and purpose .</li> <li>substantiate and communicate their findings, choosing and reflecting on appropriate forms and structures.</li> </ul>	<ul style="list-style-type: none"> <li>construct coherent, supported and wide-ranging arguments about diversity, change and cause.</li> <li>construct coherent, supported and wide-ranging analyses of a range of historical interpretations and judgements of historical significance.</li> <li>independently define, refine and evaluate historical enquiries.</li> <li>independently gather and critically evaluate a wide range of sources to establish reasoned conclusions.</li> <li>communicate confidently and precisely, making accurate and reflective use of historical terminology and concepts.</li> </ul>
<b>Excelling</b>	<ul style="list-style-type: none"> <li>compare and contrast diverse experiences, values and beliefs of people in the past.</li> <li>make substantiated judgments about the extent and nature of diversity, change and continuity.</li> <li>explain why past events and situations occurred, by analysing their causes.</li> <li>explain how and why people have constructed different interpretations of the past.</li> <li>explain how judgements about significance may vary according to the perspectives of those making them.</li> <li>conduct historical enquiries by defining, and refining enquiry questions and begin to structure their own investigations of historical problems and issues.</li> <li>draw conclusions from a range of historical sources, selecting and evaluating them in the light of their nature, origin and purpose .</li> <li>substantiate and communicate their findings, choosing and reflecting on appropriate forms and structures.</li> </ul>	<ul style="list-style-type: none"> <li>construct coherent, supported and wide-ranging arguments about diversity, change and cause.</li> <li>construct coherent, supported and wide-ranging analyses of a range of historical interpretations and judgements of historical significance.</li> <li>independently define, refine and evaluate historical enquiries.</li> <li>independently gather and critically evaluate a wide range of sources to establish reasoned conclusions.</li> <li>communicate confidently and precisely, making accurate and reflective use of historical terminology and concepts.</li> </ul>	<ul style="list-style-type: none"> <li>show a confident and extensive knowledge and understanding of local, national and international history.</li> <li>can frame and pursue enquiries about historical change and continuity, diversity and causation,</li> <li>can construct well-substantiated, analytic arguments within a wide frame of historical reference.</li> <li>can analyse links between events and developments that took place in different countries and in different periods.</li> <li>when exploring historical interpretations and judgements about significance, pupils can construct convincing and substantiated arguments and evaluations based on their understanding of the historical context.</li> <li>can evaluate critically a wide range of sources.</li> <li>can reach substantiated conclusions independently.</li> <li>always use historical terminology confidently, reflectively and critically.</li> <li>consistently produce precise and coherent narratives, descriptions and explanations.</li> </ul>