



SVC History Learning Pathway – Year 7



LP	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.	Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.
8-9	<ul style="list-style-type: none"> Students use a good range of historical words correctly. Students are able to select a range of relevant facts and evidence to help prove their point. Students are beginning to understand chronology and are able to place dates and events in their correct place in time. 	<ul style="list-style-type: none"> Students are beginning to be able to write a successful explanation. When there is more than one answer, Students can identify which is the most important and are beginning to be able to successfully explain why. Students are beginning to make good links between different events, explain the significance and show contrasts. 	<ul style="list-style-type: none"> Students can select and use relevant sources to give their answer good support. Students can work things out from a source. Students can spot and explain issues that might make a source unreliable. Students are developing their ability to use sources in different ways. 	<ul style="list-style-type: none"> Students are developing their ability to explain why different events are viewed in different ways by different people. Students are developing their ability to compare different views of the past and rank them in importance. Students are developing their ability to use different views as evidence to support their answers.
6-7	<ul style="list-style-type: none"> Students show their understanding by using a range of specific historical words, with reasonable accuracy in their work. Students are able to select relevant facts and evidence to help prove their point. Students are beginning to understand chronology and are able to place dates and events in their correct place in time with reasonable accuracy. 	<ul style="list-style-type: none"> Students are trying to explain their answers rather than describe. When there is more than one answer, Students can identify which is the most important and Students try to explain why Students think this is so. Students are beginning to make some links between different events and show how they are connected or different. 	<ul style="list-style-type: none"> Students can select and use sources to give their answer support. Students can work some things out from a source. Students can spot and explain some issues that might make a source unreliable. Students are starting to use sources in different ways. 	<ul style="list-style-type: none"> Students are beginning to explain why different events are viewed in different ways by different people. Students are beginning to be able to compare different views of the past and assert their order of importance. Students are beginning to be able to use different views as evidence to support their answers.
4-5	<ul style="list-style-type: none"> Students are beginning to use some specific historical words in their work. Students are able to select facts and evidence to help prove their point. Students are beginning to be able to place some dates and events in their correct place in time. 	<ul style="list-style-type: none"> When answering a question Students can see what the answer is and Students can describe it. When there is more than one answer, Students can identify which is the most important and describe it. Students can identify links between different events and Students are exploring what this might mean. 	<ul style="list-style-type: none"> Students use sources to help their come up with an answer. Students can understand what a source says and are beginning to work things out from sources. Students can see where and when a source comes from and if this makes it reliable. Students are aware that sources can be looked at and used in different ways. 	<ul style="list-style-type: none"> Students can describe where different events are viewed in different ways by different people and describe those differences. Students are beginning to compare different views of the past. Students are able to use different views to help their come up with an answer.
2-3	<ul style="list-style-type: none"> Students are beginning to use some specific historical words, with help, in their work. Students are beginning to see how some facts can be used to support an answer. Students are beginning to be able to put some dates in the right order. 	<ul style="list-style-type: none"> Students are able to identify the knowledge Students need to answer a question and are beginning to describe in their answers. When there is more than one answer, Students can identify which is the most important. Students can identify and point out where events in history might be connected, similar or different. 	<ul style="list-style-type: none"> Students can identify which sources could help their write an answer. Students can understand what a source says. Students can tell if the source is primary or secondary. Students are able to focus on what the source says. 	<ul style="list-style-type: none"> Students can identify where different events are viewed in different ways by different people. Students are beginning to explore different views of the past. Students are able to identify different views connected with the topic Students are writing about.
0-1	<ul style="list-style-type: none"> With help Students can identify some specific historical words and use them in their work. With help, Students can select facts to support their answer. Students can see that there are different dates and, with help, put them in order 	<ul style="list-style-type: none"> With help, Students are able to identify the knowledge Students need to answer a question. When there is more than one answer, Students can, with help, identify which is the most important. Students are able, with help, to spot that some events in the past are connected, similar or different from each other. 	<ul style="list-style-type: none"> Students can see, with help, how a source might help support their answer. With help, Students can see how the source links with the topic we are studying. Students can identify different types of sources. With help, Students can focus on what a source says. 	<ul style="list-style-type: none"> With help Students can identify where different events are viewed in different ways by different people. With help, Students can explore how different people have different views of different events. With help Students are able to identify different views connected with the topic Students are writing about.