

## Key Stage 3 Curriculum Progress Map: Year 7 History

Topic Titles		TERM 1		TERM 2		TERM 3	
		The main cause of Tollund Man's death was because he was a traitor. How far do you agree?		Explain the significance of religion throughout History.		Industrial Revolution – how and why?	
		Knowledge/Skills	Literacy	Knowledge/Skills	Literacy	Knowledge/Skills	Literacy
<b>ASSESSMENT CRITERIA</b>	<b>STAGE 4</b> (GCSE 7-9)	Range of accurate and detailed knowledge and understanding that is relevant to the question.  Pupil has fully explained and is attempting links. They attempt a judgement.	Construct a variety of complex sentences using connectives, leading to a causal web or judgement.  Spelling, punctuation and grammar are mostly accurate.  Tier 2 and 3 vocab used accurately throughout.	Fully develops explanation of significance of outcomes for one factor. Specific and relevant knowledge throughout.	Construct a variety of complex sentences using connectives, leading to a causal web or judgement.  Spelling, punctuation and grammar are mostly accurate.  Tier 2 and 3 vocab used accurately throughout.	Begins to explain two reasons why an interpretation is given, based on provenance. (Why Q)	Construct a variety of complex sentences using connectives, leading to a causal web or judgement.  Spelling, punctuation and grammar are mostly accurate.  Tier 2 and 3 vocab used accurately throughout.
	<b>STAGE 3</b> (GCSE 5-6)	Able to apply a range of accurate knowledge and understanding that is relevant to the question.  Able to start to explain why the evidence given matters and helps to explain the reasons behind Tollund Man's death (one factor).	Structure is clear.  Use of connectives to extend and link points together.  Spelling, punctuation and grammar are fairly accurate.  Mostly accurate use of tier 2 and 3 vocab.	Begins explanation of significance of outcomes for one factor. Specific and relevant knowledge throughout.	Structure is clear. Use of connectives to extend and link points together.  Spelling, punctuation and grammar are fairly accurate.  Mostly accurate use of tier 2 and 3 vocab.	Able to begin explaining why a single interpretation is given, based on provenance. (Why Q)	Structure is clear. Use of connectives to extend and link points together.  Spelling, punctuation and grammar are fairly accurate.  Mostly accurate use of tier 2 and 3 vocab.
	<b>STAGE 2</b> (GCSE 3-4)	Able to give some specific knowledge and understanding that is relevant to the question.	Poorly structured but does not affect understanding.  Some attempts to use connectives in writing but points not always linked together.  Spelling, punctuation and grammar are poor.  Some attempt to use tier 2 or 3 vocab but not always accurate.	Answer is able to describe outcomes in detail but may not be able to explain the significance of these outcomes.	Poorly structured but does not affect understanding.  Some attempts to use connectives in writing but points not always linked together.  Spelling, punctuation and grammar are poor.  Some attempt to use tier 2 or 3 vocab but not always accurate.	Able to give examples of difference in content and/or provenance. (How Q)	Poorly structured but does not affect understanding.  Some attempts to use connectives in writing but points not always linked together.  Spelling, punctuation and grammar are poor.  Some attempt to use tier 2 or 3 vocab but not always accurate.
	<b>STAGE 1</b> (GCSE 1-2)	Able to recall basic facts and present parts of a narrative.	Construct short and simple sentences that are relevant to the topic.  Poor structure of writing which affects understanding.  Spelling, punctuation and grammar are often inaccurate.  No use of tier 2 or 3 vocab.	Basic description throughout, they do not engage with outcomes.	Construct short and simple sentences that are relevant to the topic.  Poor structure of writing which affects understanding.  Spelling, punctuation and grammar are often inaccurate.  No use of tier 2 or 3 vocab.	Able to briefly summarise the interpretation but this may be stating the obvious. (How Q)	Construct short and simple sentences that are relevant to the topic.  Poor structure of writing which affects understanding.  Spelling, punctuation and grammar are often inaccurate.  No use of tier 2 or 3 vocab.