

## The North Gosforth Academy (History) Learning Journey Year 7

Knowledge and Application

Content

	AO1	AO2	AO3	AO4	AO5
	Identify	Explain	Evaluate	Interpret	Written communication
Emerging	Able to provide a <u>very brief description</u> of key historical events, with <u>very limited knowledge</u> (dates, numbers, name etc.) shown in answers	Able to use some <u>knowledge</u> to provide the beginnings of an accurate answer	Able to answer questions posed but <u>does not do so using PEEL structures and full sentences</u>	Able to <u>read historical sources</u> and <u>briefly describe</u> what the source tells us about an event	Able to <u>write about an event</u> and <u>begin to answer</u> the question posed
Developing	Able to provide <u>description</u> of key historical events with <u>demonstration of some knowledge</u> (dates, numbers, names etc.)	Able to <u>apply some knowledge</u> to answers to <u>begin explaining</u> an event in relation to a question	Able to answer questions posed using <u>full sentences, some key words and knowledge</u> , beginning to use <u>PEEL structure</u>	Able to <u>read historical sources</u> and <u>describe</u> what the source tells us about an event	Able to write about an event and <u>follow an argument</u> through the <u>majority</u> of their work
Achieving	Able to provide a <u>description</u> of key historical events and <u>use knowledge</u> (dates, numbers, names etc.) to <u>briefly explain</u> the events	Able to <u>apply knowledge to answers</u> , and using this to <u>explain an event in detail</u> . Shows <u>some understanding</u> of an event and its place in History	Able to answer questions posed using <u>full sentences, using PEEL structure, paragraphs, key words and knowledge</u> . Able to begin using <u>introductions and conclusions</u> in answers	Able to <u>read historical sources</u> and <u>describe, using some knowledge</u> of the events, what the source tells us about an event	Able to <u>write longer pieces</u> of writing and <u>follow an argument</u> through <u>all</u> their work, supporting it with <u>knowledge</u>
Exceeding	Able to provide a <u>more detailed description</u> of key historical events and use this knowledge (dates, numbers, names etc.) to <u>explain why they happened/what the consequences were</u>	Able to <u>apply knowledge to answers effectively</u> , allowing an <u>understanding of an event</u> and its place in history	Able to <u>write extended pieces</u> of writing using <u>full sentences, PEEL structure, paragraphs, key words and knowledge</u> . Able to use <u>introductions and conclusions</u> to support answer	Able to <u>use historical sources</u> to <u>describe and explain historical events</u> , supported by <u>detailed knowledge</u> of the event	Able to <u>write longer pieces</u> of writing and <u>follow an argument</u> through <u>all</u> their work, supporting this with <u>knowledge and justifying their opinion</u>
Excelling	Able to provide a <u>very detailed description</u> of key historical events and use this knowledge (dates, numbers, names etc.) to <u>explain why they happened/what the consequences were</u> , and begin to think about the <u>significance of the events</u>	Able to <u>apply knowledge to answers effectively</u> , looking at <u>key concepts</u> like causes, events, consequences and significance	Able to <u>write extended pieces</u> of writing using <u>full sentences, PEEL structure, paragraphs, key words and knowledge</u> . Able to <u>link introduction, conclusion</u> and body of the writing together.	Able to <u>use historical sources</u> to <u>describe and explain historical events</u> and beginning to use the <u>provenance</u> of sources (who created it, when it was created etc) to think about how <u>useful the source is to historians</u>	Able to <u>write longer pieces</u> of writing and <u>follow an argument</u> through their work, supporting this with <u>knowledge and justifying their opinion</u> , whilst considering <u>counter-opinions</u>

In Year 9, the students' knowledge journey...						
In Year 8, students' knowledge journey...			Assessment 1:	Assessment 2:	Assessment 1:	Assessment 2:
In Year 7, students' knowledge journey includes...		Assessment 1:				
<b>Assessment 1:</b> <b>1066 and the Battle of Hastings</b>	<b>Assessment 2:</b> <b>Disease and disorder in the Medieval period</b>					
<b>Life in Medieval England</b>	<b>Establishment and rule of the Tudors in England</b>					
<b>What the world was like in the Medieval Period</b>	<b>Local History and why the North East is important</b>					
<b>Cover Years 1066-1450</b>	<b>Covers Years 1450-1603</b>					
<b>Understanding of concepts of invasion and control</b>	<b>Understanding of concepts of disease and disorder, power and rule of monarchs</b>					

How to improve:

Knowledge and description of historical events: use more precise knowledge, such as numbers, names and dates, in your answer, begin to think of how you can use this knowledge to explain an event and answer the question

Explanation using contextual knowledge: Use knowledge in your answer to show understanding of an event, think about the causes, consequences and significance of the event

Extended answers: Use PEEL structure, include an introduction and conclusion and ensure you follow one line of argument through your answer

Sources: content: also use your own knowledge on a topic to support or challenge what a source says

Argument and justification of answer: Choose something to argue and follow that throughout your answer