

# Year 7 Progress Indicators

	Cause and Consequence	Change and Continuity	Evidence	Interpretations	Structuring & Organising	Using historical vocabulary	Chronological understanding
<b>Working towards expected progress</b>	I can identify two or more causes of historical events and show some understanding of their relationship.	I can recognise the different rules, beliefs and ideas about historical periods and give basic details about them.	I can recognise that a historian uses sources to gather evidence about the past but I am keen to look for what is 'true' or 'false'.	I can pick out simple difference in stories about the past and recognise that historians and others have disagreed about figures and events I have studied.	I can tell simple stories about different periods of history that I have studied.	I can remember a range of historical vocabulary relevant to the period I am studying and can use them to describe some things about the past.	I know some words about time such as year, decade and century and can sometimes use these when talking about history. I can place some historical events in order.
<b>Meeting expected progress</b>	I can begin to sort causes into categories and talk about simple consequences of events.	I can describe simple changes from the past and identify historical trends and continuities.	I can recognise that some sources may not be as useful as others and that I must consider the evidence they before repeating it as fact.	I know that history is made up of different stories about the past and can give a simple description of two opposing interpretations of something I have studied.	I can write a narrative of events in the past and I begin to use supporting details.	I can remember historical vocabulary from more than one period I have studied and can begin to see similarities and differences in the language used.	I can use simple chronological words in my work and apply them to periods I am familiar with. I can construct a simple timeline of the periods I have studied.
<b>Working above expected progress</b>	I can sort causes into categories with confidence and see how they link.	I can describe changes in the past using simple features to support my ideas. I have a basic understanding that some changes are not as important as others.	I can make claims about the past using some selected evidence from sources. I understand that some sources are more reliable than others & put these in simple categories.	I can select key features of an interpretation and describe the overall impression it gives. I have some understanding that interpretations are different because of their purpose.	I can write a descriptive narrative of events in the past and attempt to use factual detail in my writing.	I can remember historical vocabulary and try use it in my work. I know that language changes between periods and countries but I am not always sure how.	I can use my chronological knowledge to help explain what I know with some accuracy. I can construct a timeline with some understanding about short and long term.

# Year 7 Progress Indicators

<p><b>Next steps</b></p>	<p>I can link groups of causes together and begin to form an explanation. I can explain simple consequences and link them to events.</p>	<p>I can begin to talk about how quickly change has happened in the past. I recognise that groups of people can see change as more or less important than others.</p>	<p>I can use sources to make simple inferences about the past and I am beginning to recognise that historians use sources in different ways by asking different questions.</p>	<p>I can select and describe the key features of historical interpretations in visual, spoken and written form. I can begin to explain why some interpretations were made.</p>	<p>I can write a descriptive narrative of historical events which shows some organisation. I use some accurate knowledge but it sometimes lacks relevance.</p>	<p>I can use historical vocabulary in my work with some accuracy and know that some words belong in a particular context.</p>	<p>I can begin to use my chronological knowledge to understand where a new period or topic fits into the history I know. I can construct timelines which show clear understanding about different scales of time.</p>
--------------------------	------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------